In This Issue
* Director's Message *Interview with Professor Anna (Katyn) Chemielewski
*CIDE Practicum Report *Research, Teaching & Partnership Updates *Reports from the Field *Faculty & Student Publications
* Conference Presentations & Keynote Address *Awards
*Message from CIDE Student Association *Course Promotion
*Upcoming Events * Call for Proposals

1. DIRECTOR'S MESSAGE

Dear members of the CIDE specialization program and CIDEC community,

As we begin the 2017-18 academic year I anticipate another interesting set of ongoing and new CIDEC and CIDE program activities and initiatives. I would like to extend a sincere welcome to the 58 newly admitted students to the program, and hope that we will be able to accommodate those on the waiting list as the year progresses. Please take a look at the contents of the newsletter to get a perspective about recent, current and upcoming professional activities that our CIDE faculty and students are involved in.

There is also a feature interview with one of our newer CIDE faculty from the Education Leadership and Policy Program, Anna (Katyn) Chmielewski. I am especially pleased to welcome Dr. Elizabeth Buckner who was appointed last Spring to the new faculty post in Comparative and International Higher Education. She is a specialist in higher education, and has extensive field experience in the Middle East and North Africa. Elizabeth will be teaching the required CIDE core course, CIE1001 in the Fall term, so many of our incoming students will have the opportunity to get to know her in that context.

We have had the pleasure of hosting several Visiting Scholars over the Summer, including Wu Xiangrong from the Ministry of Education, and a group of professors, Ashu Wang, Jianmei Zhao, Yungeng Tang from Xinjiang Normal University in Western China. The latter group is jointly hosted by CIDEC and by the Centre for Educational Research on Language and Literacies. Steve Bahry, Malini Sivasubramaniam, and Mary Catharine Lennon will continue their association with the program and Centre this academic year, and we look forward to interacting with them in the CIDEC Seminar series later in the Fall and Winter. We are also
looking forward to Seminar presentations by other Visiting Scholars at OISE, who are being hosted in by CIDE affiliated faculty in their home programs, including Dr. Carol Mullen from Virginia Tech (hosted by Nina Bascia from LHAE) and Prof. Gaele Goastellec and Prof. Philippe Losego from Switzerland (hosted by Normand Labrie from CREFO). The intellectual environment of the program and Centre are truly enriched by the participation of visitors to OISE such as these. Please consult the Seminar Series calendar about the full range of seminars in the works, and be attentive to posters announcing upcoming seminars as their dates approach.

In this newsletter you will also find a message from the CIDE Student Association, led this academic year by Yecid Ortega. As always we are very privileged to have such an active student group, and we invite you to participate in the various kinds of intellectual (e.g., film documentary nights) and social activities (e.g., international potluck dinners, poetry reading event), and to get to know members of the CIDE community across the various departments and home programs with which you are affiliated.

I am also pleased to confirm that professor Kathy Bickmore from the Curriculum Studies and Teacher Development Program will be taking over leadership of the CIDE program and CIDEC in January 2018, as I enter the retirement phase of my University career. I will be a continuing member of the CIDE community, but not in a leadership role.

I hope that you all have had a productive Summer term, whether you were continuing your studies, engaged in other kinds of professional work, or taking some time off with families and friends.

Your Director,  
Steve Anderson

2. INTERVIEW WITH DR. ANNA (KATYN) CHMIELEWSKI

By: Sumona Roy

First of all, thank you so much for sharing your time and your experience with us for this interview. I would like to start off with having you tell us a little bit about your background. How did you start your journey on this particular career path and how did you figure out you were interested in research?

I’m honoured to be interviewed!
I first got interested in international comparisons of school systems early in life, from talking to the exchange students at my high school and looking up the results of the Third International Mathematics and Science Study (TIMSS) in 1995 and 1999. In undergrad, I majored in Public Policy with a focus on education policy, and I spent a semester studying in Berlin right after the German “PISA Shock,” when the first round of the Program for International Student Assessment was released showing the poor performance and large inequalities of the German school system. So international large-scale assessments were a big part of my introduction to international comparative education. I became particularly interested in how international assessments can expose shortcomings and vast inequalities in education systems, how they can suggest new possibilities for policy-making from other national contexts, but also how they can be misunderstood and misused as simplistic justifications for reforms. I decided to pursue a PhD in International Comparative Education to better understand these issues.

Today, my research mainly draws on data from international large-scale assessments to study trends and patterns of educational inequality, both internationally and over time. I look at socio-economic disparities in test scores, school segregation, curriculum differentiation and streaming; and I also look at the ‘so what’ of assessment results by studying the consequences of childhood inequality for adult skills and access to higher education.

In CIDE, I get to teach a course called LHA1065: Educational Equity and Excellence in International Comparison, which explores how equity and excellence are defined and measured; how they are related to social mobility, human capital, organization of the curriculum and opportunity to learn; and how international assessments can be used (or abused) as evidence for policy-making. I also teach several courses on quantitative research methods, which are open to students across OISE.

**Since you went from undergrad into your PhD, what were some of the highlights on your journey of completing your PhD?**

One of the biggest highlights is the faculty mentors I had the opportunity to work with. I had two doctoral supervisors, and I received different aspects of my training from each of them. Francisco Ramirez taught me sociological theory and the importance of looking on a global scale at policy trends and cultural norms about education. Sean Reardon taught me quantitative methods, particularly the complexities of measuring aspects of inequality like achievement gaps or segregation using imperfect, real-world data. (I also did a postdoc with Barbara Schneider, who taught me how to talk about and position my research in writing, publishing, presenting and on the job market. And now I have many great senior faculty mentors at OISE!)

Another big highlight of my PhD was my fellow students. They had a wealth of professional experience in a variety of educational contexts and countries. And because education is an interdisciplinary field, they took many different approaches. I had close friends across all the education departments (psychology, curriculum, policy), and their insights really strengthened my own thinking about my topic.
Were there any challenges that you faced on your journey through your Doctoral journey? If so, how did you address them?

One of the hardest parts of the PhD for me, and I think for many students, is defining the dissertation topic. The tendency is to define the scope too broadly, but the strongest research questions are actually very narrowly and specifically defined because graduate study is about depth, not breadth. It’s important to ask research questions that you can answer thoroughly and rigorously with the data you have. By the end, the goal is to know more than your supervisor—probably not about theory or methods, but about your specific topic. You should be the foremost expert on your one tiny research context.

I also thought that a rigorous dissertation had to be mixed methods, but by the end of the third year of my PhD, I realized I’d gained a lot of knowledge of quantitative methods (though coursework and working as a graduate assistant) but was still a beginner at qualitative methods, and it was better to do one thing well than try to do everything. There are some excellent mixed methods education researchers (several at OISE!) but the reality is most scholars specialize in one methodology, and that’s okay.

Finally, I thought that one 150-page document needed to contain my entire life’s work, but in reality, the dissertation is just the beginning of your research agenda. It represents the best of your thinking and analytical abilities at a single point in time. My favourite thing to tell students is that, if the goal is to continue learning and improving throughout your life, your dissertation should be the worst thing you ever write!

What made you decided to take a research perspective from a sociological lens and quantitative method style? You mentioned our supervisors, from whom you learned a lot from. However, is there anything else you wanted to add about why this specific research path?

I think sociology and quantitative methods are the most appropriate disciplinary lens and methodology to the kinds of research questions I wanted to ask. Sociology is about studying groups of people. It gives me the theoretical tools to try to understand why some countries have more educational equity than others by comparing the structural and institutional conditions of different societies. And to the tools to understand why some forms of educational inequality are growing worldwide by thinking about global cultural changes.

Studying quantitative methodology has given me a better understanding of the methodology behind the international assessment data I use (in terms of sampling, scaling and survey methods). Quantitative methods also help me to ask very large-scale descriptive questions like, “How have socio-economic achievement gaps changed in 100 countries over the past 50 years?”

Why should students get involved with the CIDE program? What do you think are the positive things that students would get out this program, or even courses?
CIDEC was a big part of why I was excited to get a faculty job at OISE; it has a very strong international reputation. The calibre of the faculty and students is excellent, as are the research and teaching. Also, my perception is that CIDEC is a big program with many affiliated faculty and courses, so there’s some flexibility in how you build your own program. Whether you are interested in comparing large numbers of countries like I do, or studying curriculum or school improvement in just one particular local country context, or big fields like peace education, indigenous education, higher education or global governance, CIDEC has an expert who can help you start your journey.

Dr. Chmielewski’s interview has really inspired me as a student with my educational research journey. Her passion and dedication to her research and students at OISE is quite evident. There were many great suggestions and supports mentioned by her that students can utilize in their own academic journey. She is a fabulous addition to our faculty at OISE as well as the CIDEC program. Please follow her research and also find an opportunity to take a course with her. You will not be disappointed!

3. CIDE PRACTICUM REPORT

Reciprocity and Community Learning in My Summer CIDE Practicum

By Melissa Beauregard

During the first term of this summer, I was fortunate enough to work for the YMCA of Greater Toronto while simultaneously receiving a credit for my CIDE practicum. The option to receive a course credit through the completion of a practicum is something that I think is a really incredible part of the CIDE program, and I would absolutely encourage those who are, or are interested in being, development practitioners to take advantage of the opportunity.

My job with the YMCA consisted of helping to create programming for a group of young people who are all heavily involved in their partner YMCAs around the world. During this summer program, participants from Mexico, Colombia, Ghana and Senegal all traveled to Toronto and participated in individualized programming with the YMCA and other Toronto community organizations based off their own interests and experiences. For example, one of the participants worked in addiction prevention and youth development at his local YMCA. During his time in Toronto, we connected him with organizations in the GTA doing similar work, and
also created opportunities for him to present and share his own work experiences with these organizations. A major part of my role working with the YMCA was helping to create these individual program schedules for each participant, and it was an overwhelmingly positive experience.

The CIDE practicum option for students is on the whole, self-created. There are some general guidelines available indicating that the purpose is for students to gain practical hands on experience in an international NGO or organization that does development work. The specifics however are ultimately up to the student to hammer out and define. When I began exploring options for my practicum, I knew that I wanted to work for an organization with programs in the education and community-building sector, and that also involved some element of language learning and exchange. My practicum at the YMCA incorporated all of these elements, and did so through a development model which is both sustainable and reciprocally beneficial for participants and host organizations. Participants had the opportunity to both learn from organizations based in Toronto, as well as give presentations to these same organizations based on their own work and experiences. This program is, at its heart, a reciprocal knowledge exchange between members of the Global North and Global South.

When arranging my practicum for the summer, I was also very keen on ensuring that the experience would be mutually beneficial for both myself, and the YMCA. While I was afforded the unique opportunity to expand my experience in program creation, I was able to use my knowledge of Toronto community organizations and research skills to assist in the creation of these individualized program plans. Like many other non-profits and international organizations, the YMCA GTA International Department often struggles to find resources and funding for its programs. Because of this, I found my contributions to be both welcome and valued, and I was also able to see first-hand ways in which successful organizations like this one can tackle such challenges.

Reflecting back on my summer practicum experience, I can honestly say that I am truly grateful for the opportunity. The support I received from both the CIDE faculty and the YMCA International Department allowed me expand my knowledge base in development work and community engagement, and make valuable contributions to an incredible program. If you’re a CIDE student and at all interested in gaining some hands-on experience through a practicum, I can’t recommend it enough!

---

4. RESEARCH, TEACHING & PARTNERSHIP UPDATES

a) Introducing Teachers to the Field of Comparative and International Education at Shaanxi Normal University, Xi’an, China

By Carly Manion
In July, I travelled to central China to teach a summer course at Shaanxi Normal University, located in the historic city of Xi’an. Over ten days I introduced 35 graduate students to the field of comparative and international education, using select chapters from the second edition of the edited volume, *Comparative and International Education: Issues for Teachers* (Bickmore, Hayhoe, Manion, Mundy and Read, 2017) as key resources.

The students in the course came from a wide variety of backgrounds, including comparative and international education, and had a range of professional interests, for example, technical and vocational education, rural education, equity, early childhood education and development, teacher development, and international comparisons of student achievement. I was pushed to find ways to more effectively convey ideas and stimulate reflection and dialogue amongst learners who struggled with the English language. When a student expressed anxiety about speaking in English, I would remind them that their English was still far more advanced than my Mandarin!

As part of a formative assessment I did at the end of the first week, I was told by everyone that they wanted me to continue to use PowerPoint, but to put more text on my slides, as it was easier for them to understand if they could see the words. I also learned that I needed to directly call upon individuals to contribute in class, rather than relying on volunteers (e.g., during whole class de-briefs after small group activities). After a couple of days of silence following any requests for volunteers to share their (or their group’s) response to a given question or issue, and reflecting on this problem, I realized that perhaps my approach was off, culturally speaking. The next day, I asked the class if I was correct to assume that their instructors did not normally ask for volunteers during class discussion, rather, individual students are called on directly and expected to respond. The answer was a resounding “yes!” (accompanied by much laughter) – I had learned!

While in Xi’an, I was also invited to give a guest lecture on qualitative methods in comparative education as part of the Opening Ceremony of the Shaanxi Normal University Summer School 2017.

While I can’t share with you all of what I learned, heard and saw during my three-week stay in Xi’an, I can confidently say that it was amongst the most meaningful and rewarding professional and personal experiences of my life. The people I met, the conversations I had, the food I ate, and the sites visited have all left me wanting to experience more, and I’m hoping to return in July 2018 to teach another summer course at Shaanxi Normal University!
b) Updates from the Canada-China Partnership Grant Project

The Canada-China Partnership Grant (PG) Project - “Reciprocal Learning in Teacher Education and School Education and School Education between Canada and China” - is a 7-year (2013-2020) SHHRC-funded study that focuses on the cross-cultural Canada-China educational context. Reciprocal learning is at the heart of the project. Reciprocal learning is a stance that both Canada and China have much to learn from each other and that one way of doing things is not necessarily better than the other. Through classroom visits and interactions with Canadian and Chinese teachers online and in-person, the researchers seek to better understand and compare Canadian and Chinese educational systems. The project seeks to foster positive relationships between teacher participants in Canada and China and to develop a framework that will allow participants and others to extend communication and cross-cultural exchange of ideas and teaching practices beyond the time frame of the project.

The study involves researchers, graduate students, teachers and students from two Canadian and four Chinese universities, schools in two Canadian school boards in Toronto and Windsor and schools in Beijing, Shanghai, Chongqing, and Changchun. PG directors Shijing Xu (University of Windsor) and Michael Connelly (OISE) lead the study. There is also a seven-member International Advisory Committee, and six research teams. General Education and Culture is led by Yuhua Bu, Shijian Chen and Michael Connelly. Teacher Education is led by Yibing Liu and Shijing Xu. Science Education is led by Geri Salinitri, Yuanrong Li and George Zhou. Mathematics Education is led by Yunpeng Ma and Douglas McDougall. Information and Communication Technology is led by Zuochen Zhang. Language and Culture is led by Shijing Xu, Jim Cummins and Luxin Yang.

The fourth Annual General Meeting for the Project was held on May 28 and 31, 2017 in Toronto at the Canadian Society for the Study of Education (CSSE) conference. Bruce Rodrigues, Deputy Ministry of Education (pictured), addressed the AGM on the topic International Education in Ontario. 31 sessions were also presented at the 2017 CSSE conference in connection to the Reciprocal Learning project by PG research team members, graduate students, sister school teachers, principals and superintendents, often in collaboration with each other, a reflection of the close connection between researchers and school educators. Professors Douglas McDougall and Yunpeng Ma, team leaders for the mathematics education research team, coordinated a highly successful visit by Changchung sister school teachers to Toronto during the CSSE meetings. Additionally, a group of teachers from Shanghai visited their sister-school in Toronto as part
of the PG project in May. The sister school teachers demonstrated how to co-teach Chinese-Canadian lessons, conducted a student and parent teleconference, and co-planned reciprocal learning activities for the upcoming school year.


The next annual conference will be held at Northeast Normal University, a Partner University, in Changchun, China, May 18–23, 2018. A call for proposals will be posted soon. More information about the project can be found on the PG website: [https://www.reciprocal-learning.ca/](https://www.reciprocal-learning.ca/)

c) Professional Learning Networks/Mombasa

The Aga Khan Foundation Canada (AKFC) and Global Affairs Canada (GAC) sponsor the Strengthening Education Systems in East Africa (SESEA) project, a five-year primary education improvement initiative in East Africa (Kenya, Tanzania, and Uganda). A team of CIDE researchers led by Professor Steve Anderson was funded by the SESEA project to investigate the activities and outcomes of four professional learning networks (PLNs) created and supported by the Aga Khan Academy, Mombasa, Professional Development Centre (AKAM-PDC). The networks are extensions of in-service training programs for head teachers and classroom teachers in Kenya and include English teachers, mathematics teachers, and head teachers in Mombasa and Kwale Counties. The research team included Steve Anderson (PI), two Research Associates (Carly Manion, Mary Drinkwater), and two Research Assistants (Joelle Rodway, Wesley Galt). Between March and September 2016 we conducted three site visits to Mombasa and a neighboring rural county (Kwale) to observe the PLNs in action, to interview members of all four PLNs, and to observe members of the mathematics and English language PLNs in the
classroom. In June, with the analysis complete and a draft report submitted, Carly and Mary returned to Mombasa for a series of dissemination events involving members of the PLNs, government officials, representatives from the Teachers' Service Commission, teachers' union and media. The final report from this study has now been submitted.

d) Midaynta Community Services

CIDEC has continued its collaboration with Midaynta Community services and other organizations concerning the issue of Youth Radicalization in Toronto, Canada and the world. In April 2017 a report was issued on the conference on this theme held in November 2016 and 8 key recommendations that were drawn from the presentations and discussions at the conference. On Monday September 18 a round table discussion was held to update stakeholders (e.g., policymakers, educators, academics, law enforcement, etc.) on recent work and to gather ideas for our next steps and plan for follow-up activities in 2018, including an extension from Youth Radicalization to Systemic Racism and other Social Pathologies. Attending the meeting from CIDEC were Carly Manion, and Stephen Bahry, and from OISE, Prof. Esther Geva of APHD.

5. REPORT FROM THE FIELD with Emily Hastings-Speck

Wednesday afternoon, 4pm. The school day has ended, but inside the Class 10 room, squeezed onto the student benches, the teachers of Kopila Valley School are gathered for a workshop. They listen intently as I describe to them what it can look like in a classroom when a child struggles with working memory, taking notes and translating for each other into Nepali when I pause. The rain, falling on the tin roof, starts as a pitter-patter, a gentle hum that muffles the sounds outside. Within minutes, though, it turns into a downpour, drowning out everything and making it impossible to continue without shouting at the top of my lungs. I shrug helplessly and we all laugh, taking a spontaneous break and passing out the samosas, which are usually a post-workshop snack. No sense in getting upset or frustrated... It's just the way things are in here. It pours this way for 15 minutes, effectively running out our workshop time, and as it finally tapers off and the teachers pack up to leave, I let them know we'll pick up where we left off on Monday.
This is teaching life in Nepal, where I spent a month this summer working with teachers and students, trying to support special education practices. Officially, it was a leadership internship, a required portion of my EdD, but for me, it was an opportunity directly connected to CIDE. I initially heard about the school at a CIDE seminar presented by a former graduate of the program, and completing a placement overseas was dual-purpose, allowing me to pursue my passion for international education while laying a critical foundation of knowledge and experience for my own planned research.

The four weeks in Nepal were a myriad of contradictions - incredible beauty and inescapable ugliness, everyday joy and a lifetime's worth of sorrow, blissful ease and writhing frustration. From Sunday to Friday each week, I worked at the school - running workshops for teachers, observing and co-teaching in classrooms, talking and working with students, and creating materials to help support them. As a specialist in special education, my official role was to increase their staff capacity around learning disabilities, and to observe and work with students who were identified as struggling. The reality, though, is that while the first part of my role was logistically simple, the second part was more difficult than I could possibly have imagined. Without culturally appropriate assessment tools of any kind, it was nearly impossible to separate the layers of language learning, social-emotional trauma and the effects of poverty from what might truly be learning disabilities, particularly given my highly privileged, Western-based knowledge of what that means. It was quickly apparent that, as with most things in “development work”, any long-term solutions for special education needs and services within the school were going to need to be co-created with and implemented by the local staff in order to be effective, and were going to require significantly more time than I was able to provide given my limited time in the country. The best I could hope to do was to begin giving the teachers some knowledge and language they could use to better understand and recognize HOW and WHEN their students were struggling, and to provide a beginning toolbox of strategies to use to support them. To me, this seemed like such a small piece of the overwhelmingly large challenges facing children who struggle at school, and the teachers who support them, and at times, the seeming inadequacy of my ability to enact real change threatened to paralyze me.

The good news, however, is that the story doesn’t end there. I continue to be in touch with the school and the staff there, supporting their work from afar through the magic of technology. If all goes well, I am hoping to return next summer in an official research capacity, collecting data about the work we are doing there and its effects on student learning. Small, local steps, but ones that hopefully, will one day help to make big changes in our global educational systems, so that all children can be appropriately supported to succeed.
As for the rain, the monsoon season has finally abated there, and by the time it arrives next year, the children and their teachers will be in new, two-story school buildings with composite roofs. That may not seem like a big deal, but in a place where educational change may continue to be slow going, the one thing we CAN say with certainty is that the rain will no longer drown out their lessons (or mine!)

6. REPORT FROM THE FIELD with Natasha Richmond
Where the Rubber Meets the Road: Theoretically Imperfect and I’m Perfectly Okay With That

Full of dreams, ambitions, and ideas and bursting with passion, I moved to Mozambique in August 2014 on some sort of humanitarian attempt to make a difference in a world scarred by poverty and haunted by a failing education system. With a love for orphans and vulnerable children (OVC), I boarded a plane headed to a temporary safe care centre in Maputo on a quest for positive change without much of a gridwork for what that would look like or how I could be part of it. I suddenly found myself as a dorm parent caring for seventy-five beautiful girls scarred by a harsh past in a dark world yet full of life and hope for a future.

With a Canadian teaching background, I was horrified to discover the low literacy levels our girls had achieved and how many of them were illiterate altogether. Amidst a continent known for poor quality education, small portions of children reaching grade-specific standards, high failure rates, educational systems that do not meet expected standards, and curricula that appears irrelevant to the needs of learners and societies, Mozambique is no exception. Education in Mozambique is characterized by large class sizes, high dropout rates, teacher absenteeism, student absenteeism, limited instructional time, and limited resources, all of which drastically challenge school’s effectiveness. Most unfortunately, a USAID-funded study on school effectiveness found that "among children who finish primary school in Mozambique, nearly two-thirds leave the system without basic reading, writing and math skills.... Furthermore, the study found that 59 percent of third-grade students in the 49 schools studied could not read a single word per minute nor recognize letters, and those students who could read only read, on average, five words per minute.... Mozambique’s overall literacy rate is 47 percent; female literacy (28 percent) lags far behind that of males (60 percent) (USAID, 2015)."

While some celebrate the success of MDGs in driving tremendous progress for children such as increasing the number of girls in school, reducing the number of people living in absolute poverty, and decreasing the number of out of school children, others are forced to confront the sobering reality of ever increasing disparities for the poorest of the poor and most vulnerable (UNICEF, 2015; Benevot, 2008). With respect to education, female youths are still 1.7 times more likely to be illiterate than their male counterparts and the poorest children are still five times more likely to be out of school than the richest children (UNICEF, 2015). Four in ten children still fail to meet the minimum learning standards worldwide (UNICEF, 2015).
Disadvantages based on gender, disability and other vulnerabilities persist (UNICEF, 2015). In terms of school participation, girls from the poorest households remain most disadvantaged in most Sub-Saharan African countries (UNICEF, 2015).

So what can be done and where do we start? Overwhelmed by the gravity of the situation in Mozambique, I did something I had sworn I would not do. After five years of higher education, I swore up and down I was headed for the field and never looking back. I was bound for practice and had had enough talk about theory. And yet, after a year of trying to tackle literacy among my seventy beautiful kiddos, I enrolled myself in a part-time MA program through OISE in the hopes of finding some answers, some strategies, some ideas, and some keys for success.

Course by course I poured through readings trying to find ways of transforming theory into practice on the ground. Theory by night and practice by day. And yet, the more I read, discussed, and learnt, I found myself with more questions than answers. As I develop a literacy program for our girls, is my curriculum oppressive? How can I create an anti-oppressive curriculum? How can I create anti-colonial materials? By targeting the girls at our centre, am I reducing the gender gap? Or am I neglecting the boys? Is there any way I can promote peace through the materials? How can I fight stereotypes? As a foreigner in Mozambique, how can I co-develop a program without leaving a colonial undercurrent? Why is it so hard to find basic literacy materials in Portuguese? And why is it so hot here all the time! I digress.

At times I want to quit. At times I tremble in fear wondering if I’m doing more harm than good. But then I press on. Sometimes we just have to start somewhere. It is my belief that theory and knowledge are tremendous tools in shaping, creating, guiding, and refining our approaches. But when the rubber hits the road, we are all less than perfect. Along these bumpy African dirt roads, I may lose a few theoretical wheels, but hopefully one day we’ll arrive a little closer to our destination.

This Fall, I’m excited be a part of a small program that employs female youth at our centre to write small beginner literacy texts for our younger girls. Texts that are about our children, written by our children and for our children. It’s a small imperfect step, where the rubber meets the road, and we put theory into practice. Remembering that no matter how hard I try, in practice I will always be theoretically imperfect and I’m perfectly okay with that.

References:

7. VISITING SCHOLARS

Visiting Professors at CIDEC from Xinjiang Normal University, Urumqi, Xinjiang Uygur Autonomous Region, China July 17-Sept 27, 2017

A group of visitors from Xinjiang Normal University, China are at OISE, invited by CIDEC’s head Stephen Anderson, and facilitated by Prof. Jeff Bale (CIDEC/CERLL) and Dr. Stephen Bahry (CIDEC Visiting Scholar). Xinjiang is a highly diverse, multiethnic, multicultural, and multilingual region of northwest China, which is experimentally implementing bilingual education for language minority groups. Thus the group has a special interest in seeing a multicultural multilingual setting such as Ontario, and learning about the approaches to linguistic diversity in our classrooms, educational policy formation for Culturally and Linguistically Diverse students, and in particular French Immersion as an example of bilingual education. Professor Zhao, Jianmei is the Dean of the College of Education, Prof. Wang, Ashu is the Director of the Graduate Division, and Editor of "Bilingual Education Research", and Associate Professor Tang, Yunfeng teaches at the College of Language and is a Ph.D. candidate in bilingual education at the School of Education.

The group was welcomed by Dean Glen Jones, CIDEC’s Stephen Anderson, Kathy Bickmore, and Jeff Bale, and Dr. Julia Pan. With Kathy Bickmore’s support, they have met with Mark Evans, Kathy Broad and Antoinette Gagné on Initial Teacher Education in Ontario and at OISE, both in general terms, and in reference to teaching language minority children and French immersion programs. They have attended the Language and Policy Planning conference at OISE organised by Jeff Bale, and joined some of Prof. Bale’s classes, and have also had fruitful discussions with Prof. Normand Labrie, met with Normand Labrie about his work in Language Policy and on challenges of education of Franco-Ontarians, and with Prof. Ruth Hayhoe, Dr. Julia Pan, on their project on Women and Minority Students as Change Agents’ in Northwest China, and with Prof. Jim Cummins about his research on empowerment, negotiation of identities, bilingual education, and the use of home and cultural knowledge as resources in the education of minority students and the relevance of these professors’ work for the challenges faced by minority language students in Xinjiang.

The group has observed a Toronto secondary school teacher’s classes in both the mainstream English-language programme and the French Immersion, programme and spent almost a full
day being briefed by the Ministry of Education staff on 1) Supporting the Integration of Immigrants and Refugees, 2) English Language Learners, First Nation, Métis and Inuit (FNMI), Policy framework and Strategy, 3) Curriculum Supports for Indigenous Education, 4) French-language Education in Ontario, and 5) French-immersion in Ontario schools. One of the education officers, was particularly interested in our CIDEC connection, which was a pleasant surprise: of course I should have suspected from her name that it was Joe Farrell’s daughter, Jennifer Farrell-Cordon! The group have also been briefed by CIDEC doctoral candidate Yishin Koo on her work as part of Prof. Shijing Xu (U Windsor) Prof. Michael Connelly’s (OISE) Canadin-Chinese Reciprocal Learning Project and have also had a SKYPE meeting with Prof. Xu Shijing of U of Windsor concerning the project on Canada-China Reciprocal Learning, and had many questions about its relevancies for their context in northwest China.

The visit will finish with a facilitated bilingual talk (Chinese-English) co-sponsored by CERLL and CIDEC Bilingual Education as a Response to Challenges of Education of Minority Nationalities in Xinjiang, Northwest China, chaired by Stephen Bahry, Monday, Sept 25, 3-5PM, in CIDEC Smart Room 7-105. Hope to see you there! Chinese-English bilingual OISE graduate students and recent graduates Xiang Sun, Stella Ruochen Peng, Lilian Chao-lin Teng and Xiao Meng are all due an enormous thank you for their support to the visitors as volunteer translators! (submitted by Dr. Stephen Bahry, CIDEC, Visiting Scholar)

8. CIDEC FACULTY & STUDENT PUBLICATIONS

Publications


Knight, J. and McNamara, J. (2017) *Transnational Education: A Classification Framework and Data Collection Guidelines for International Program and Provider Mobility*. British Council and DAAD, London, United Kingdom. This report is the culmination of four years of research projects on the impact, national policies and regulations, and national data gathering systems on the international mobility of higher education programs and providers.


**OTHER PUBLICATIONS & RESOURCE NEWS**


**9. CONFERENCE PRESENTATIONS & KEYNOTE ADDRESSES**

a) In June 2017, Mary Drinkwater presented a paper entitled *Possibilities and constraints for culturally relevant and responsive forms of expression in Kenya’s New Basic Education Curriculum Framework* at the International Interdisciplinary Conference, held at Multimedia University in Nairobi, Kenya.

b) Mary Drinkwater was invited to be one of five Keynote speakers and Workshop Leaders at Conectactica 2017-“Innovation and Social Entrepreneurship”, held at the Universidad de Guadalajara, Mexico. In addition to her keynote address on *education, arts and social justice* to 400 professors, she also facilitated a full-day workshop for 30 multi-disciplinary professors.

http://conectactica.udg.mx/mary.html

c) In June, Carly Manion was an invited delegate at the Oxford Symposium for Comparative and International Education, co-sponsored by the Aga Khan Foundation and Centre for Global Pluralism. She presented a paper entitled, *Global Citizenship Education in an Uncertain World: Good or Promising Practice in International and Comparative Perspective*, as part of a panel discussing the role and mission of education in the context of political and economic uncertainties.
10. AWARDS

* Yishin Khoo has received the Mary Stager Award in the amount of $6000. The Mary Stager Award is awarded to a graduate student at UT/OISE who has demonstrated commitment to/accomplishment in education in urban schools, and whose research has shown potential impact on urban education. Yishin is one of the PG project’s graduate researchers and has been involved with the project since 2013. Her research focuses on how teachers in a Toronto inner-city school setting develop their experience and knowledge to educate for global citizenship through Canada-China sister-school reciprocal learning.

* The Canadian Association for Teacher Education (CATE) awarded Dr. Michael Connelly the 2017 Lifetime Achievement Award for Contributions to Teacher Education. Currently co-director of the PG project, Dr. Connelly over the course of his academic career, has served in a leadership capacity for many complex research projects, institutes, and initiatives. He has written numerous articles and books on the topics of science education, curriculum studies, teacher education, multiculturalism and narrative inquiry. Through it all, teaching has been a priority, evidenced by the number of former students winning dissertation, research and teaching awards.

* Daniela Bramwell has been awarded a Vanier Canada Graduate Scholarship. The objective of Daniela’s study is to compare the implicit lessons in a democratic citizenship high school course and the explicit lessons in the official curriculum, in both high and low income schools in Ecuador. Her research questions are: are implicit and explicit democratic citizenship lessons the same; are lessons different for high and low income students; what can this tell us about democratic education and equality

* Wesley Galt has been awarded an Ontario Graduate Scholarship. The title of his thesis is: "Learning to teach in the 'in-between': Exploring refugee teacher learning in the Nyarugusu refugee camp".

* Emma Sabzalieva has been awarded a Vanier Canada Graduate Scholarship. Her thesis title is: "How does higher education respond to major institutional change? The fall of the Soviet Union and universities in Kazakhstan, Kyrgyzstan and Tajikistan”.

* Aamir Taiyeb has been awarded an Ontario Graduate Scholarship. The title of his thesis is: “Understanding external policy influences in Pakistani higher education”.
Jane Knight was appointed as Distinguished Visiting Professor at the Ali Mazrui Centre for the Study of Higher Education at the University of Johannesburg, South Africa. This involves a Pan Africa research project and a stay at UJ for three months each year for the next five years. Professor Knight also received an Honorary Doctorate of Letters from Symbiosis International University in Pune, India.

Congratulations to all!

11. CIDE STUDENT ASSOCIATION (CIDE SA)
Welcome to the new school year! We, the CIDE SA, hope you had a relaxing and fun summer holiday. As fall begins and classes start, we want to remind you of a few events and initiatives which CIDE SA will have in the upcoming months. In early October, we will show a short film/documentary to open a discussion on different educational systems. This event will be a great opportunity for you to meet other CIDE students and share your experiences with teaching and learning in other places. At the end of the term, we will also have potluck so please come join us for some delicious food and stimulating conversation. If you are interested in getting involved, contact us at sacide.oise@gmail.com. There will also be other CIDE SA activities, so stay tuned and follow us on Facebook for the latest updates on what we are doing.

Members of the CIDESA for 2017-2018 are:

- Alaa Ahmed - M.Ed. student in the Department of Curriculum, Teaching and Learning (CTL)
- Tanjin Ashraf - M.Ed. student in the Department of Leadership, Higher and Adult Education (LHAE)
- Ayan Jama - M.Ed. student in the Department of Leadership, Higher and Adult Education (LHAE)
- Sunnya Khan - M.Ed. student in the Department of Leadership, Higher and Adult Education (LHAE)
- Zohra Lakhani - M.Ed. student in the Department of Curriculum, Teaching and Learning (CTL)
- Labib Malik - M.Ed. student in the Department of Leadership, Higher and Adult Education (LHAE)
- Yecid Ortega - Ph.D. student in the Department of Curriculum, Teaching and Learning (CTL)
- Wales Wong - Ph.D. student in the Department of Curriculum, Teaching and Learning (CTL)

Welcome Everyone!
12. COURSE PROMOTION - Only 12 spots available!

CIE1006 - WINTER 2018 - "Transnational perspectives on democracy, human rights and democratic education in an era of globalization".

In 2014, Dr. Sarfaroz Niyozov and Dr. Mary Drinkwater were been part of a three university team which developed a unique, global, virtual graduate course in CIE called "Transnational perspectives on democracy, human rights and democratic education in an era of globalization". Following a very successful introductory offering, the course will be offered again in Winter 2018. The lead professors at each institution include Mary Drinkwater (OISE), Fazal Rizvi (Melbourne Graduate School of Education) and Karen Edge (Institute of Education, London....an OISE CIDE grad!). This tri-university course offers students the opportunity to interact and engage with internationally-reputed education scholars, and with other students from different geographical regions and systems of education.

The course includes both synchronous and asynchronous pedagogical approaches. Within the twelve weekly forums, each of the lead professors and guest lectures from their institution present a lecture within a 2 hour interactive Adobe Connect webinar focussing on various themes identified within the course syllabus. Guest lectures from OISE for the Winter 2018 course will include Sarfaroz Niyozov, Kathy Bickmore, Mark Evans and Reva Joshee. Together, the faculty, guest lecturers and 36 students (12 from each of the 3 institutions) engage in dialogue and discussion with the guest speakers, continue small group cross-institutional discussions in Breakout rooms, and then return to the Main classroom for Large Group discussions. We meet together 'virtually' for 2 hours each Monday (OISE Monday 1-3 pm....London Friday 6-8 pm....Melbourne virtually (for small group session). In addition to the 2 hour synchronous time, students are expected to participate asynchronously through a C2C platform with weekly forums in which they post Reading Responses based on the core readings and then engage by responding, probing and critiquing to deepen the learning for all.

Further information: Student interested in taking the course, must submit ½ page summary of their experience and interests related to the course objectives to Dr. Mary Drinkwater (mary.drinkwater@utoronto.ca) by October 31st, 2017. Selections will be made by November 15th, to allow you time to select other courses, if needed. Priority will be given to CIDE students with MA, PhD and EdD. Composition of the course will be selected to provide a diverse student representation based on: gender, geographic location/experience, and previous experience in CIE/democracy/human rights.

13. UPCOMING EVENTS

a) Comparative Education Society Conference: Many of you will remember Dr. Phirom Leng, who completed his doctorate in December of 2014 and returned to Cambodia. As a research fellow in the Education Unit of the Cambodian Development Research Institute, which is sponsoring the conference, he is helping to coordinate the next biennial conference of the
Comparative Education Society of Asia in Siem Reap, near Angkor Wat, May 11-12, 2018. He welcomes CIDE members to participate! For information please go to the following website: https://cdri.org.kh/cesa/

b) CIES Symposium 2017: Interrogating and Innovating CIE Research

On October 26-27th 2017, come to Arlington, VA and join renowned scholars, researchers and practitioners for a symposium on Interrogating and Innovating CIE Research, co-organized by the Center for International Education at George Mason University, the CIES Gender and Education Committee (with CIDE's Carly Manion and Norin Taj), and the CIES South Asia SIG.

Anchoring this symposium is the notion that how comparative and international education phenomena are studied, the questions we ask, the tools we use and the epistemological, ontological, and ideological orientations they reflect, shape the nature of the knowledge produced, the value placed on that knowledge, and of critical importance, its pedagogy and implications for practice in diverse societies globally. Moreover, that from both within and beyond the field of CIE scholars and practitioners have raised concerns about the colonial and neocolonial practices and dynamics that have been reproduced and/or have characterized (in part) the history of CIE.

We have an exciting line up of speakers from both within and beyond the field of CIE, with plenary panelists including, Anjali Adukia, Lesley Bartlett, Emily Bent, Gerardo Blanco Ramírez, Peter Demerath, Barbara Dennis, Ameena Ghaffar-Kucher, Shenila Khooja-Moolji, Huma Kidwai, Patricia Parker, Leigh Patel, Oren Pizmony-Levy Drezner, Lilliana Saldaña, Riyad Shahjahan, Fran Vavrus, Dan Wagner. Through plenary panels, concurrent paper sessions, group panels, and more, our goal is to provide multiple spaces and resources for students, junior and senior scholars, practitioners and policymakers to not only interrogate and challenge existing practice, but to learn and develop new ways of thinking about and doing CIE research.

This event promises to be a provocative and generative one that we hope will help support greater inclusivity and safety in the knowledge production processes and application practices of the CIE community.

It’s not too late to register! Please visit the symposium website for more details: https://cehd.gmu.edu/2017symposium/registration Registration rates are reasonable and include access to all symposium events, two lunches, coffee/tea breaks, and the Donuts and Dialogue reception. We hope to see you there!
**14. CALL FOR PROPOSALS**

**Call for Papers for a Special Issue of Gender and Education**

Decolonizing Gender and Education Research: Exploring the Relationship Between Feminist Research on Education and Decolonizing, Indigenous Knowledges and Cosmologies

**Special Issue Guest Editors: Caroline (Carly) Manion & Payal Shah**

Critical scholars across a variety of disciplines and geographic areas express the need to engage in intellectual projects that shift the dominant epistemic perspectives and methodologies used in traditional research (Abu-Lughud 1991; Narayan 1993; Takayama 2011; Smith 2012). Feminist research has had a longstanding commitment of epistemically, theoretically, and methodologically interrogating issues of power and difference with the goal of emancipating women (Benhabib et al. 1995; Fraser 1989). Similarly, decolonizing research seeks to explicitly address colonial structures of knowledge production and the representation of marginalized and indigenous populations. Both feminist and decolonizing research challenge traditional hierarchies of knowledge and incorporate the scholarship and perspectives of non-Western, nondominant scholars to challenge the traditional self-other distinction (Abu-Lughud 1991; Lincoln and Gonzalez 2008; Smith 2012).

This special issue seeks to explore the intersection and overlap between feminist and decolonizing research. Our goal is to bring together and showcase high quality and intellectually provocative papers that theoretically and empirically interrogate why research at the nexus of gender and education needs to be ‘decolonized’, and which illuminate what this means and what it looks like. Additionally, we will welcome suitable papers that address the lineages of critique that shape the practice and underlying theory of decolonizing and feminist research today.

Epistemologically, this issue seeks to make visible and problematize the dominant positioning of the West as the central frame of reference in much social research. Thus, we seek to highlight scholarship that questions the concepts of culture, nation, and difference to challenge the binary logics and essentialism that have long underpinned their articulations across scholarship in the social sciences and humanities. In this special issue, we draw from scholars such as Atlas and Dei, who name and contest this ‘academic neocoloniality’ and “challenge imperial ideologies and colonial relations of knowledge production” (as cited in Takayama 2011, 450).

This decolonizing epistemological orientation is complementary to a critical feminist epistemology where one goal is to reveal the participants’ lived realities deeply contextualized in their socio-cultural milieu (Benhabib, 1987; El Saadawi, 1997). This reflexive lens pushes researchers to reflect upon and gain better insight into the complex intersectionalities that constitute the lives of their participants (Benhabib et al. 1995; Fraser 1989). Such an orientation can also reposition how researchers engage with the subjectivities
and representations of participants who are considered “marginalized” by dominant discourses.

We seek to include papers that engage broadly with research at the intersection of decolonizing and feminist research in education. We seek papers that make both theoretical as well as empirical contributions across a variety of fields including but not limited to: comparative education, geography, cultural studies, anthropology, sociology, women’s and gender studies, etc. Given the nature of the topic, papers that illuminate trans-disciplinary and intersectional perspectives on gender and education would be especially welcome. We are also interested in papers that interrogate and innovate research methods from decolonizing and feminist epistemological perspectives. Aligning with the overarching decolonizing ethos of the Special Issue, our goal is to include a diverse range of contributions from new as well as more seasoned scholars and practitioners from the Global South and Global North.

Contributions might address the following topics:

- Comparative pieces that methodologically and theoretically challenge the colonial binary between Western and non-Western scholarship supporting the essentialist terms of Orientalist constructions, where a “rigid sense of difference” is based on representations of culture or nations as the base of comparison.
- Pieces that challenge the traditional academic knowledge production and circulation process and illuminate research from non-Western, non-English speaking ‘peripheries’.
- Articles that illuminate scholarship that interprets and shares the narratives of their participants in ways that emphasize their agency and strength and not in ways that reinforce their marginalization.
- Exploration of the contributions and applications of decolonizing and anticolonial approaches in education research and practice.
- Debates concerning the significance of value pluralism, difference and power in transnational feminist education research and advocacy.
- Examples or case studies that reveal the opportunities and challenges for productively engaging and working across diverse Western and Indigenous feminisms and subjectivities in education research, policy and practice.
- Possibilities for applying intersectionality theory in decolonizing and anticolonial feminist research in education.
- Identity and the politics of decolonizing feminist research in education.
- Collaboration and alliance-building in the context of decolonizing feminist research in education.
- Embodied knowledge and decolonizing feminist research approaches.
- Explorations of the contributions of non-dominant and Indigenous knowledge production and application in the context of decolonizing education research and practice.

Proposals should be for original works not previously published (including in conference proceedings) and not currently under consideration for another journal or edited collection. Email 350-500 word abstracts to Carly Manion or Payal Shah by Oct. 1, 2017.
Formats for proposals include full-length papers (5000-8000 words) or viewpoint pieces (3000-5000 words). Peer-reviewing and final editorial decisions will be reached by June 1, 2018.

If your proposal is accepted for the special issue, a full-length submission will be required by November 16, 2017. The editors are happy to discuss ideas prior to the deadline.

Abstracts and queries should be sent to: Caroline (Carly) Manion, OISE, University of Toronto, Canada (carly.manion@utoronto.ca) or Payal Shah, University of South Carolina (pshah@mailbox.sc.edu).

Did we miss something? Please be sure to send newsletter items to Carly Manion: carly.manion@utoronto.ca

Have a great Fall session!