CIDEK Annual Report
July 1, 2020 – June 30, 2021
This report is available in full on the CIDEC website:
http://www.oise.utoronto.ca/cidec

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Welcome to the 2020-21 Annual Report of the **Comparative, International, and Development Education Centre** at the Ontario Institute for Studies in Education (OISE), University of Toronto. CIDEC promotes collaboration, excellence and innovation in comparative, international, and development education research, transnational scholarship and education at OISE. CIDEC is the institutional anchor for OISE’s popular collaborative graduate studies specialization in Comparative, International, and Development Education (CIDE), which draws students and faculty from six graduate programs in three departments. CIDEC welcomes diversity and mutual engagement, including continuing involvement of alumni who work in academia and development organizations within Canada, in Indigenous First Nation communities, and around the world.

This Annual Report features recent CIDEC scholarship and seminars including several sessions on learning through pandemic challenges and changes: teacher leadership in Latin America and Africa, educational quality and access policy solutions around the world; social justice in education, and re-thinking the role of liberal arts in the Chinese university. Seminars on other timely themes included: educational relief and reform in Beirut after the devastating 2020 explosion; public schooling for peace-building amidst violence in Mexico, Bangladesh, and Canada; teacher learning for linguistic diversity in Germany and Austria, and language-friendly schools around the world; communities as protagonists in educational development research; post-socialist transnational studies in education; critical financial literacy education in international contexts; pedagogical responses to educational precarity; and more. Skill-building workshops have included applying for and attending conferences, and tips from experienced international development education consultants about working in the field. CIDE students also regularly present their excellent work, in regular seminars and in the full-day Joseph P. Farrell Student Research Symposium held each February.

You may download copies of newsletters and other material from CIDEC’s website [https://www.oise.utoronto.ca/cidec/](https://www.oise.utoronto.ca/cidec/) – newly-redesigned in 2020 thanks to wonderful administrator Sazna Aliyar.

CIDEC students and faculty are active in Comparative and International Education Society of Canada, the Comparative and International Education Society, the World Congress of Comparative Education Societies, and many more scholarly, professional, and development education associations. Activity highlights closer to home include social networking events, music and talent nights, and special interest groups organized with the CIDE Students Association (see p. 20, 52). Students Association representatives, along with faculty from all affiliated departments, participate in CIDEC’s Steering Committee.

We are delighted to welcome faculty newly affiliated with the CIDE collaborative specialization: in 2020-21, we welcome Diane Farmer and Abigail Bakan in Social Justice Education, Jennifer Brant, Alexandre Cavalcante in Curriculum and Pedagogy (CTL), Emmanuelle LePichon Vorstman in Language and Literacies Education (CTL), and Jennifer Wemigwans in Adult Education and Community Development (LHAE), in addition to temporary sessional faculty Valerie Damasco, Patrick Finnessy, Mona Ghali, Dejan Ivkovic, Grace Karram Stephenson,
Rainos Moyo Mutamba, and Elena Toukan. CIDE faculty teach an impressive range of core and elective courses, cross-listed with participating home departments (see p. 49). This Annual Report presents further information about key activities, recent publications, funded projects, awards, and other indicators of the scholarly vibrancy of the Comparative, International, and Development Education Centre community.

CIDEC is especially pleased to welcome our incoming Director, beginning July 1, 2021, Professor Carly (Caroline) Manion. Dr. Manion — a scholar and practitioner in equity and gender in education, school improvement, educational multilateralism and governance—has been an important part of the CIDE faculty and leadership for many years. We wish her well in this new leadership role.

The CIDEC community has come through an unusual year, including the COVID-19 pandemic, direct and systemic violence, and strong just-peace-building resistance movements that have demonstrated the essential importance of education and research to support humane and equitable transnational relationships and social transformation. I hope you will enjoy perusing this report regarding the comprehensive scope of CIDEC activities and its significant contributions to the development of new scholars and to the field of comparative and international education.

Kathy Bickmore, Ph.D.
Professor, Department of Curriculum, Teaching & Learning
Director, Comparative International and Development Education Centre and Specialization
CIDE/CIDEC Faculty and Staff

CIDE Director and Staff

**Kathy Bickmore**, CIDE Director January 2017 – June 2021, Professor, CTL  
**Caroline (Carly) Manion**, Assistant Professor Teaching Stream, CIDE Student Liaison, LHAE  
CIDE Director Designate, July 2021-  
**Sazna Aliyar**, Acting CIDE/CIDEC Program Administrator  
**Joanne Bacon**, CIDE/CIDEC Program Administrator (On Leave)

CIDE Participating Degree Programs

**Leadership, Higher, and Adult Education (LHAE):**  
*Adult Education and Community Development* (AEC) — MA, MEd, PhD  
*Educational Leadership and Policy* (ELP) — MA, MEd, EdD, PhD  
*Higher Education* (HE) — MA, MEd, EdD, PhD

**Curriculum, Teaching and Learning (CTL):**  
*Curriculum and Pedagogy* (C&P) — MA, MEd, PhD  
*Language and Literacies Education* (LLE) — MA, MEd, PhD

**Social Justice Education (SJE):**  
*Social Justice Education* (SJE) — MA, MEd, EdD, PhD

CIDE/CIDEC Faculty

(* CIDE Steering Committee Members)

**Stephen Anderson**, Professor Emeritus, LHAE  
ELP; Implementation of education policy and program change; school improvement and teacher development; program evaluation

**Nina Bascia**, Professor, Chair, LHAE  
ELP; Policy analysis; teachers’ organizations

**Abigail Bakan**, Professor, SJE  
Anti-oppression politics; intersections of gender, race, class, political economy and citizenship

**Jeff Bale***, Associate Professor, CTL  
LLE; Language diversity; second language learning

**Kathy Bickmore***, Professor, CTL  
C&P: Education for democracy; peacebuilding, and conflict resolution in comparative perspective

**Megan Boler**, Professor, SJE  
Philosophy of technology; post-structuralism

**Jennifer Brant**, Assistant Professor, CTL  
C&P; Indigenous pedagogies for cultural identity development, healing and wellness
Elizabeth Buckner*, Assistant Professor, LHAE
HE; Globalization and neoliberalism effects on higher education and citizenship

Alexandre Cavalcante, Assistant Professor, CTL
C&P; Numeracy education; Formal and informal education

Anna (Katyn) Chmielewski*, Associate Professor, LHAE
ELP; National educational and social policies and income inequality

George J. Sefa Dei, Professor, SJE
Anti-racism and domination studies; sociology of race, ethnicity; international development

Diane Farmer, Associate Professor, SJE,
CREFO; Francophone minority studies; education studies; childhood social studies

Joseph Flessa, Professor, LHAE
ELP; Urban education; schooling and poverty

Antoinette Gagné*, Associate Professor, CTL
LLE; ESL issues; teaching strategies for diversity

Ruben Gatzambide-Fernandez, Associate Professor, CTL
C&P; Arts education; curriculum.

Diane Gérin-Lajoie, Professor Emerita, CTL
C&P; CREFO, Teacher and student identity; teaching in minority settings

Wanja Gitari, Associate Professor, CTL
C&P; Indigenous cultures; science learning and equity

Ruth E. S. Hayhoe*, Professor, LHAE
HE; Comparative higher education; international academic relations; higher education in Asia

Monica Heller, Professor, SJE
Franco-Ontario studies; social inequality

Glen Jones, Dean of OISE, Professor, LHAE
HE; Policy and politics of higher education

Reva Joshee, Associate Professor, LHAE
ELP; Democratic approaches to policy; diversity and social justice policies

Julie Kerekes*, Associate Professor, CTL
LLE; Second language acquisition; linguistics

Jane Knight, Adjunct Professor, LHAE
HE; Internationalization of higher education

Normand Labrie, Acting Dean, Professor, CTL
LLE; Des langues, des politiques linguistiques et des minorités linguistiques, notamment francophones
Emmanuelle Le Pichon-Vorstman*, Assistant Professor, CTL
LLE; inclusion of minority (migrant & indigenous) pupils

Caroline (Carly) Manion*, Assistant Professor, Teaching Stream, LHAE
ELP; Comparative and international education; Sociology of education; equity; gender; faith-based schooling; governance; policy analysis

Vandra Masemann, Adjunct Associate Professor (retired)
Comparative and international education; anthropology of education; critical ethnography

Lance T. McCready, Associate Professor, LHAE
AECD; Education, health and well-being of gay Black urban youth; access to higher education

Kiran Mirchandani, Professor, LHAE
AECD; Transnational service work

Gavin Moodie, Adjunct Professor, LHAE
HE; Access to higher ed; structures of tertiary, vocational and higher education

Cecilia Morgan, Professor, CTL
C&P; Gender; colonialism; imperialism

Shahrzad Mojab, Professor, LHAE
AECD; Globalization; feminism and women’s education; women and war in the Middle East

Karen Mundy*, Professor, LHAE
ELP; Educational policy and reform in Sub-Saharan Africa; the role of civil society organizations in educational change

Sarfaroz Niyozov*, Associate Professor, CTL
C&P; Global education; international and comparative curriculum studies/education

Fikile Nxumalo, Assistant Professor, CTL
C&P; Place-based and environmental education; Black feminism; Black and children’s geographies

Enrica Piccardo, Associate Professor, CTL
LLE; French as a second and foreign language; teacher development, evaluation

John Portelli, Professor, SJE
Democratic values; student engagement.

Claudia Diaz Rios*, Assistant Professor, LHAE
ELP; interaction between global dynamics, domestic policies, and school change; education governance

Creso Sá, Professor, LHAE
HE; public policy

Peter Sawchuk, Professor, LHAE
AECD; Adult Learning Theory; Labour Studies Social Movement Studies

Sandra Styres, Assistant Professor, CTL
C&P; Indigenous language, literacy and education, land centred approaches to language
Vannina Sztainbok, Assistant Professor, SJE
Anti-racist feminism, Afro-Latin American race and gender studies, psychoanalysis, race and space

Miglena Todorova*, Assistant Professor, SJE
Transnational feminisms, feminist media, culture and hegemony, women in post-socialism, violence against women

Harold Troper, Professor, CTL
C&P; Immigrant, ethnic and minority group history

Njoki Wane, Professor, SJE.
Gender, colonialism and development; anti-racism education

Jennifer Wemigwans, Assistant Professor, LHAE
AECD; Indigenous Knowledge Education

Leesa Wheelahan Professor, LHAE
HE; Social justice and education outcomes; vocational education

CIDÉ Sessional Faculty (While Teaching in CIDÉ)

Valerie Damasco, Lecturer, LHAE
Community Development: Innovative Models; Gender and Race at Work

Patrick Finnessy, Lecturer, CTL
Language, Culture, and Identity: Using the Literary Text in Teacher Development

Mona Ghali, Lecturer, LHAE
Comparative, International, and Development Education

Dejan Ivkovic, Lecturer, CTL
Literacies Education in Multilingual Contexts

Grace Karram Stephenson, Lecturer, LHAE
Comparative Higher Education

Rainos Moyo Mutamba, Lecturer, LHAE
Community Development: Innovative Models

Elena Toukan, Lecturer, CTL
Education and Social Development
Dr. Stephen A. Bahry - Visiting Scholar, since January 2011. Stephen Bahry received his doctorate in the Comparative, International, and Development Education Program and Department of Curriculum, Teaching, and Learning at Ontario Institute for Studies in Education at the University of Toronto. His dissertation, Perspectives on quality in minority education in China: The case of Sunan Yughur Autonomous County, Gansu, was a multiple embedded case study of stakeholder perspectives on the place of local knowledge, and minority language and culture within quality education under conditions of minority language endangerment and curriculum reform. His current work is on ecology of languages and literacies and education in Central Asia, Western China and Toronto. He has recently taught short-term graduate courses in Plurilingualism and Education and Multilingual Curriculum Development and Assessment in the MA program in Multilingual Education at Nazarbayev University, Kazakhstan as well as CTL 1037, Teacher Development: Comparative and Cross-Cultural Perspectives at OISE. Recent activities include the following:

- Participated in discussion of provision of indigenous human rights via inclusion of indigenous languages in mother-tongue based multilingual education; capacity development of local communities, schools and educators; localization of curriculum; collaboration with multiple stakeholders, including local, national and international governmental and non-governmental organizations.

- Pre-COVID, COVID and post-COVID Educational Challenges and Responses in Rural and Remote Areas in Central Asia.

Kara Janigan - Visiting Scholar since 2019. Kara Janigan holds a doctorate in the Comparative, International, and Development Education Program and Department of Curriculum, Teaching, and Learning at OISE/UT. Her Ph.D. thesis is titled "Factors affecting girls’ secondary schooling in rural Tajikistan: What difference did the Girls’ Education Project make?" Kara is an international education consultant and an Adjunct Professor at the Middlebury Institute of International Affairs at Monterey (MIIS). She recently completed research on gender and learning in primary grades in Tanzania. Her 2020 publications include Gender and Education in Tajikistan in the Pre-Soviet, Soviet, and Post-Soviet Eras and Efforts to Overcome Barriers to Girls’ Secondary Schooling in Rural Tajikistan.
Neelofar Ahmed is a third-year doctoral student in Leadership, Higher and Adult Education (LHAE), specializing in ELP/CIDE. Neelofar served as the CIDEC GA from September 2019 to April 2020. Neelofar closely worked with Drs. Kathy Bickmore, Kara Janigan, and Mona Ghali to develop content for “Learning and Employment” related resources for the CIDEC website. Neelofar assisted Dr. Kathy Bickmore and Dr. Carly Manion as a co-editor to publish the CIDE/C Fall 2020 and Spring 2021 newsletters and co-chaired the Joseph P. Farrell Student Research Symposium 2021. Neelofars’ research focuses on global governance, multiple migrations, and human rights. Her academic contributions include peer-reviewed journal articles, book chapters, research reports, policy briefs, monographs, and blogs.

We sincerely appreciate the valuable contributions made by our GA
Stephen Bahry

Collaborator on Aga Khan Foundation Schools 2030 Global Research Grant: *Exploring school-based education stakeholders’ perspectives on quality of education in Kyrgyzstan and Tajikistan in the context of School 2030 initiative*

**Scope:** 15 Schools in Tajikistan; 15 in Kyrgyzstan.

**Duration:** 2021-2023.

Abigail B. Bakan

2018-2023 “The UN as Knowledge Producer: World Conferences on Women, Racialized and Indigenous Peoples” (PI; Collaborator, Yasmeen Abu-Laban, University of Alberta), SSHRC Insight Grant ($129,497).

2019-2020 “Statelessness as a Window on the Paradox of the United Nations” (dissemination travel grant). SSHRC Institutional Grant (SIG) (SJE, OISE, University of Toronto) ($1,029)

Kathy Bickmore

2019 – Ongoing (Principal Investigator), “Sparks of Courage and Understanding: Manitoulin and North Shore Youth Building Bridges and Combating Racism.” Canadian Heritage. Research budget = 10% of $162,754, approximately $16,000 – continuing

2019 – Ongoing (Co-Investigator with PI Christina Parker, University of Waterloo), “Constructive Classroom Dialogue and Peacemaking Circles in Diverse Classrooms.” SSHRC, CAD $50,000 – continuing


Elizabeth Buckner

*(On Hold in 2020 due to COVID):*

2019-2020 The Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research Faculty Research Grant: 12,500 CAD Principal Investigator: Elizabeth Buckner
Title: The Role(s) of Private Higher Education in the UAE: A Policy Analysis of Abu Dhabi, Dubai and Ras al-Khaimah

Existing Grants – Advanced in 2020:

2020
The United Nations Educational, Scientific and Cultural Organization (UNESCO) Global Education Monitoring Report Fellowship: 25,000 USD
Principal Investigator: Elizabeth Buckner
Title: The Effect of Private Higher Education on Inequalities in Access Worldwide

2019-2024
Social Science and Humanities Research Council of Canada, Insight Grant: 285,882 CAD
Principal Investigator: Jean-Michel Montsion (York University)
Co-Investigators: Elizabeth Buckner, Ajay Parasram (Dalhousie), Elic Chan (UBC), Marie-Odile Magnan (Université de Montréal), Soma Chatterjee (York), Ann Kim (York), Shirin Shahrokni (York)
Title: Asian International Students to Canadian Universities: Examining the Racialization of Chinese, Indian and Korean Students in Halifax, Montreal, Toronto, Vancouver and Winnipeg

2018-2023
Social Science and Humanities Research Council of Canada, Insight Grant: 261,178 CAD
Principal Investigator: Elizabeth Buckner
Co-Investigator: Ruth Hayhoe (OISE/UT)
Title: Partners for Development or Privatizing the Public Good? The Role of Private Higher Education in the Global Knowledge Economy

George J. Sefa Dei

2019 SSHRC/SIG Grant, $1,104.44 for a study on: "Decolonizing African Education: Challenges and Possibilities of Indigeneity and Scholars’ Responsibilities”.

2018 SSHRC Insight Grant, $99,891 for a 3-year study (2018-2021) on “The Potential for Elders Cultural Knowledge to Contribute to a New Educational Futurity”.

Claudia Diaz-Rios

External grants/contracts (on-going, submitted, funded)


• (submitted September 2020) Díaz Ríos, C.M. (Co-applicant) with K. Mundy (PI), Caroline Manion, and Francine Menashy. “In the Wake of a Pandemic: International organizations and educational change in four countries” CAD 298,836.

Internal grants/contracts (on-going, submitted, funded)
(funded December 2019, on-going) Díaz Ríos, C.M. “Educational responses to Venezuelan migrant children in Colombia”. Connaught New Researcher Award. CAD 12,000.

Awards:


Diane Farmer


Ruth Hayhoe

- Reciprocal Learning in teacher education between Canada and China, SSHRCC Partnership Grant, (3 million dollars, 2013-2020), co-directed by Shijing Xu, University of Windsor and Michael Connelly, OISE. As a co-applicant in the project, I have provided supervision to two of the Graduate assistants at OISE working on the project.

- Partners for Development or Privatizing the Public Good? The Role of Private Higher Education in the Global Knowledge Society SSHRCC Insight Grant Proposal, submitted in October of 2017, with Elizabeth Buckner as Principal Investigator and Ruth Hayhoe as Co-Investigator. We were successful in gaining this award for $261,178.00 and the project is now developing well!

Julie Kerekes

2017-2020 Social Science and Humanities Research Council, Insight Grant: $154,973.00
Co-Investigator.
Title: More than just good teaching: Mainstream teacher education for supporting English language learners and teacher education policy in Ontario
Purpose: In response to a new provincial-wide teacher education policy requiring preservice teacher candidates to obtain experience with English learners, this study a) examines how the policy is being interpreted and enacted in Ontario’s teacher education programs, and b) uses participatory action research to collaborate with public school English learners to create multimedia profiles of their linguistic repertoires

2020-2023 iSSD@OISE: A Tool for Strengthening the Global Competencies of the OISE International and Domestic Graduate Student Community Impact Grant, $300,00.00
Carly Manion

2020 – present: Working with a post-doc and graduate student under the leadership of Karen Mundy on a systematic review of the literature on the “middle-tier” of education systems in low- and middle-income countries. The review maps the shape of the evidence on middle-tier education actors (e.g., district, regional, municipal, etc.), including the normative frameworks that shape the evidence as well as the gaps that exist concerning what makes subnational actors “effective”. The sample of over 100 documents is relatively large for a systematic review and the team have spent many hours (days, weeks, months) extracting, analyzing, and synthesizing the data. The team is currently preparing several conference papers and journal manuscripts to share the findings from this work.

July-December 2020: Engaged as a research associate for a UNESCO-commissioned study of teacher leadership and innovation in the context of the COVID-19 pandemic (particularly school closures) in Malawi, Ghana, Mozambique, The Gambia, El Salvador and Brazil (state of Maranhão). The report produced is entitled, Teacher Leadership in Developing Crisis Education Responses in Africa and Latin America: An Exploratory Study. Research contributions to this study included data collection (70 remote interviews in three countries, documents), analysis, and report writing. The team has recently prepared a manuscript for submission to a journal to share the results of this study.

January 2021 – April 2021: Worked as a research associate on UNESCO-commissioned project involving the preparation of an input paper to inform the process of strengthening global education coordination mechanisms. The final report was entitled, SDG-4 Education 2030 Input Paper. Responsibilities included aspects of research design, data collection; analysis; and the production of two presentations and a final report.

- SSHRC Insight Grant (submitted September 2020) (Co-applicant) with K. Mundy (PI), Claudia Díaz Ríos, and Francine Menashy. “In the Wake of a Pandemic: International organizations and educational change in four countries” CAD 298,836.

Vandra Masemann

- Committee work for the CIES
- Chaired the CIES Honorary Fellows Award Review Committee and the Committee to Establish the Terms of the Elizabeth Sherman Swing Award.

Karen Mundy

- Mundy, Karen. Member: UNESCO International Commission on the Futures of Education.

Fikile Nxumalo
• Nxumalo, F. (PI). Climate Change Education in the Global South: Developing Climate Justice Pedagogies with Young Children in a rural eSwatini Community. SSHRC IDG [Awarded June 1 2020; Total Value CAN $66,153 Duration: 2020-2022]

• Nxumalo, F. (Collaborator). Stories of Ancient Resilience. Beach, S, Kemp, M, Breecker, D & Rabinowitz, A. (PIs). UT Austin funding received from Planet Texas 2050, a UT Austin Bridging Barriers Research Initiative. [Date Awarded: September 1, 2020; Total Value US $650,000. 2020-2024].


Enrica Picardo

• SSHRC COVID-19 Partnership Engagement Grant (2020-2022) for research implementing and studying for the Ministry of Education in the Italian province of Lombardy the impact of the approach developed in my SSHRC PDG project LINCDIRE: 24,991.—CAD

• SIG Grant (2020): Implementing LINCDIRE action-oriented scenarios and tasks in SLE: Impact on teachers and learners: 2,227.62 CAD

Miglena S. Todorova


Emmanuelle Le-Pichon Vorstman

• Main Applicants: Le Pichon, E. (PI) & Cummins, J. Expanding Web-Based Educational Opportunities for Canadian Students in STEM, MITACS, Duration: 2021-2025

• Main Applicants: Le Pichon, E. (PI) Filling the learning gaps caused by the pandemic: Supporting teachers and their diverse students with digital technology, MITACS, COVID19 grant, Duration: 2020-2021

• Main Applicants: Le Pichon, E. (PI); Co-investigators: Gagné, A.; Fleuret, C.; Auger, N., Sauvage, J. Plurilingual pedagogies and digital technologies to support learning in Science, Technology, Engineering and Mathematics, Social Sciences and Humanities Research Council, Partnership Development Grant, Duration: 06.2020- 08. 2022
NEW AND CONTINUING EXTERNAL COLLABORATIONS 2020-2021

One of the aims the Centre (CIDEC) is to develop and strengthen collaboration with external agencies involved in comparative and international education research and development. Launched with New Initiatives Funding from OISE, over the past year we have continued working in collaboration with the United Nations Girls’ Initiative (UNGEI), Pontificia Universidad Católica de Valparaíso (PUCV), and with Midaynta Community Services.

United Nations Girls’ Education Initiative (UNGEI)

In July 2014, CIDEC became the first-ever academic member of the United Nations Girls’ Education Initiative’s (UNGEI) Global Advisory Committee (GAC). The UNGEI GAC participates in planning, decision-making and accountability processes. Launched subsequent to the 2000 Dakar World Education Forum, UNGEI represents a transnational multilateral girls’ education initiative that focuses on developing public-private partnerships towards promoting the principles of efficiency and effectiveness in girls’ education programming, donor harmonization and coordination.

Carly Manion is our institutional representative on the UNGEI GAC, with PhD Candidate, Norin Taj as the “alternate”. The UNGEI GAC meets twice annually to review, identify, discuss and strategize priority issues and future programming. Carly has participated in a series of conference call meetings about UNGEI policy and advocacy work, and particularly as part of CIDEC’s role on a smaller planning taskforce that drafted UNGEI’s new strategic plan of action. In October 2017, Carly attended UNGEI’s annual face-to-face meeting in New York City over the course of three full days. In 2018, Carly attended the annual 3-day in-person meeting in Ottawa. A phone meeting replaced the in-person meeting in 2019. In 2020, Carly participated in one remote group meeting.

CIDEC’s work with the UNGEI GAC has been beneficial to us in a number of ways: it provides students with a chance to get involved in gender and education policy advocacy and learn new skills; as a member of the GAC, CIDEC has gained an increased international profile and we have been able to forge new professional relationships with other academic, policy and civil society actors.

Centro de Liderazgo para la Mejora Escolar, Pontificia Universidad Católica de Valparaíso (PUCV) in collaboration with Universidad de Chile, Universidad de Concepción, and Fundación Chile.
In 2015 the government of Chile announced a competition to establish two educational leadership centres (one for the Northern and one for the Southern half of the country) with both education leadership research and development mandates. Joe Flessa and Steve Anderson were invited to participate in a proposal led by the Pontificia Universidad Católica de Valparaíso (PUCV) in collaboration with Universidad de Chile, Universidad de Concepción, and Fundación Chile and OISE, through CIDEC as the international partner. Carol Campbell and Santiago Rincón Gallardo joined Flessa and Anderson initial members of the OISE team for the successful proposal. The Centro was launched in 2016 with headquarters in Valparaiso, Chile. CIDEC signed a memorandum of agreement for the OISE partnership in the Centro for five years, subsequently renewed. Professors Flessa and Anderson have made several trips to Chile since 2016 to collaborate in different streams of the Centro’s activity. This has included the delivery of multiple keynote addresses at regional seminars and collaboration in leadership development activities. Professors Bascia and Bickmore traveled to Chile in separate trips in 2019 for several partnership networking meetings, leadership trainings, and keynote addresses.

**CIDEC collaboration with Midaynta Community Services**

Since 2014, several CIDEC directors (Sarfaroz Niyozov, Stephen Anderson, Carly Manion, and Kathy Bickmore), faculty and students have been collaborating with Midaynta Community Services, particularly through Midaynta’s Executive Director, Mahad Yusuf. Midaynta’s work and the collaborative activities between the organization and CIDEC have focused on inquiry, dialogue, and tangible response to the many challenges facing marginalized immigrant communities, in particular those who arrived in Canada fleeing violent conflict.

The CIDEC-Midaynta collaboration has achieved a number of important accomplishments. A series of two-day conferences were held beginning in 2015 at OISE, beginning with Youth “Radicalization” Policy and Education, designed to bring together multiple stakeholders from the community, community organisations, education, security, government and academic researchers and others. Dr. Stephen Bahry was coordinator of the CIDEC-Midaynta collaboration. Midaynta’s activities include settlement services, youth outreach, and two projects in northwest Toronto funded by Ministry of Children and Youth Services: Rites of Passage Youth Mentorship Program, aimed at supporting the positive development and success of African Canadian youth ages 12-16, who face multiple barriers to success; and, Project Turn Around, a holistic community-based gang prevention and intervention program serving youth ages 12-20 and their families. Midaynta with the support of CIDEC/OISE, held follow up “Youth Radicalization” conferences in 2016, 2018, and 2019. CIDEC faculty and students have participated in each of these conferences, as presenters (e.g., Drs. Bickmore and Manion), discussants (e.g., Dr. Manion), interns, and audience members. Ten CIDEC graduate students have completed a CIDE practicum at Midaynta (each with Dr. Manion as faculty supervisor), where their work included transcribing, analyzing and summarizing the proceedings from each conference, producing reports, and speaking at the formal launches of these conference reports.
CIDEC SEMINAR SERIES 2020-2021

The following is a list of all CIDC Seminars from Fall 2020 to Spring 2021. Due to COVID-19 restrictions, all seminars were hosted live on Zoom. The seminars are all recorded and linked below for all UofT members. You can also access the recordings on our CIDEC Website under News and Events. Thank you to all our speakers for their wonderful presentations.

Spring Seminars (May 2021)

May 10th, 2021
The Language Friendly School
Emmanuelle Le-Pichon & Ellen-Rose Kambel

May 5th, 2021
Financial Education in Canadian and International Curricula: Building an Educational Perspective
Alexandre Cavalcante

Winter Seminars (January - April 2021)

April 20th, 2021
Propositions for Pedagogical Responses to Ecological Precarity
Fikile Nxumalo

April 15th, 2021
Postsocialist International and Comparative Studies in Education
Sunnie Rucker-Chen & Miglena Todorova

March 25th, 2021
Conceptualizing Community: From Passive Network to Powerful Protagonist in Education and Development
Elena Toukan

March 11th, 2021
Teacher Leadership in Africa and Latin America During the COVID-19 Pandemic
Carly Manion, Kerrie Proulx, Tatiana Feitosa de Britto

January 19th, 2021

CIE in the Field: Consultancy Work Experiences and Tips
Kara Janigan & Spogami Akseer

Fall Seminars 2021 (September - December 2021)

November 27, 2020

Critical Perspectives on Teacher Learning and Linguistic Diversity in Migration Societies: A Comparative Focus on Germany and Austria
Jeff Bale, Lisa Lackner

Thursday November 12th, 2020

Liberal Arts Education and Rethinking the University’s Role in Wake of the Global Pandemic
Qiang Zha, Leping Mou, Hu Ke, Rana Haidar

Thursday, November 5th, 2020

#Save our Education – Exploring local and global policy solutions to address learning loss during COVID-19
In partnership with Save our Children
Tim Murray, Caroline Dusabe, Prachi Srivastava, Karen Mundy

Friday October 30th, 2020

Teaching and Social Justice: Lessons from a Pandemic
Vannina Sztainbok

October 15, 2020

Generating Peace-building Agency? Diverse Youths’ Experience and Education in Colombia, Iran, Mexico (and Canada)
Najme Kishani Farahani, Angela Guerra-Sua, Kathy Bickmore
October 5, 2020
From Educational Relief to Reform: “Khaddit Beirut” as a Community-led Response to the Beirut Explosion
Carmen Geha & Rima Karami Akkary

September 24, 2020
All You Need to Know About Applying for And Attending Conferences
Vandra Masemann & Kara Janigan

September 21, 2020
Reflexivity and Transformation in Research: Challenges and Opportunities in Comparative, International and Development Education
Norin Taj & Yecid Ortega
Teachers InCIDE

Teachers InCIDE is a group of graduate students and professors from different departments at OISE who share an interest in teacher education, teacher development/learning, and comparative, international and development education. We meet twice a month at OISE. During our meetings, we share updates about our research, lives, thesis works/progress; discuss common issues of interest; exchange resources; and learn from each other.

Antoinette Gagne is the Faculty sponsor of the Teacher InCIDE Special Interest Group.

If you are interested in joining the group, please contact:
YishinKhoo yishin.khoo@mail.utoronto.ca or
Sardar Anwaruddin s.anwaruddin@mail.utoronto.ca.

CIDE Interest Group: East Asia Interest Group

East Asia Interest Group is to promote knowledge sharing and knowledge production related to the issues occurring in East Asia and Southeast Asia. We are hoping to engage in academic activities including conferences (CIES, AERA, Congress etc…) and publications individually and collectively. The purpose of this interest group is not only to create a research interest group, but also to promote a support group within the CIDEC and OISE.

Email: oiseeastasiaIG@gmail.com

CIDE Interest Group: South Asian Interest Group

The South Asia Interest Group was initiated by Neelofar Ahmed at the Joseph P. Farrell Student Research Symposium in 2019, with the ambition to develop collaboration between researchers, scholars, faculty, and students whose research scholarship focuses on education and educational context in South Asian countries. The membership of the group is free and open to everyone. Currently, SAIG has more than thirty members from OISE, UofT as well as from different parts of the world. In a short span, SAIG has become an active platform of academic engagement and has paired scholars of likewise interests for collaborative work. The group members have made panel presentations at national and international conferences such as Congress (the Federation for the Humanities and Social Sciences ), CIES (Comparative and International Education Society), and CASID (The Canadian Association for the Study of International Development). SAIG has also organized a mini conference within the 10th International Labour and Employment Relations Association, Regional Congress for the Americas
Throughout the year, SAIG organized numerous meetings and writing sessions for its members to prepare collaborative conference proposals.

Email: southasiainterestgroup@gmail.com
Website: https://southasiainterestgroup.org

The Education, Conflict and Peacebuilding (ECP) Interest Group

The Education, Conflict and Peacebuilding (ECP) Interest Group began in November 2020 and represents a thematic interest group with diverse regional expertise. Members are a mixture of current graduate students, doctoral candidates, faculty, alum, and practitioners, who are all exploring the intersection between education, peace, conflict, and development. ECP conducts monthly meetings that involve a deep exploration into a current issue or topic within the field. Any participant can volunteer to facilitate and lead a monthly session or share their own research or practitioner experience with the group. Though focused on critical dialogue and community-building, ECP also aims to host Inter-agency Network for Education in Emergencies (INEE) meet ups, invite frontline practitioners to ground discussions in practice, and co-write and present in future. We welcome anyone with an interest in this topic to join a monthly meeting or our mailing list by contacting ECP founder and coordinator Myuri Komaragiri at the below email address.

Email: ecp.oise@gmail.com

Latin América Study Group (GELO-Grupo de Estudio Latinoamericano de OISE)

This is a group of faculty and students who have scholarly and practical experience and interest in education in the Latin American context. The Latin American Study Group (GELO) seeks to promote a place of encounters for students, teachers, researchers and other stakeholders to explore, discuss and socialize experiences, research and education proposals related to Latin American countries, as well as Latin American diasporic communities living around the globe. Our intention is to share the variety of themes, visions, issues and approaches about education emerging from Latin American countries (Abya Yala) that OISE and Toronto have to offer. We hope to enrich each other’s work and to create collaborative networks between our learning communities. The group meets during the regular academic year to read and discuss articles (journal articles, technical reports, media reports, etc.) in Spanish / Portuguese (English).

Email: oisegelo@gmail.com
Immigration and Refugee Education Research Group

Group Purpose and Focus:

- Create a forum and space for multidimensional exploration, deeper understanding of and production of new knowledge on and research approaches to educational experiences (broadly understood) of Immigrant and refugee students, families and communities in Canada and internationally. These include research, discussions, policy dialogues, media analysis, reviews.
- Develop suggestions for education programs, policies and practices on improving the holistic education of IR students (e.g., courses at graduate levels, practical suggestions and guides, as well as workshops and trainings for teachers, principals, and community educators)
- Link with Canadian & international scholarly, policy and community networks working on IRE

Email: ireresearchgroup@gmail.com

Eurasia Education Research Group

Themes of Interest:

- Equitable educational development for marginalized communities: ethnolinguistic minorities, gender disparities, rural & remote communities, out-of-school children of migrants, children with disabilities; the role of comparative education research and theory in Post-Soviet educational development; Political and Social Agency of post-Soviet immigrant students
- Mono-, bi-, multi- or plurilingual education for social justice and linguistically complex Eurasian societies.
- Stakeholder dialogue / community schooling / school-based curriculum for quality education.
- Education for peace and reconciliation in post- and pre-conflict areas in former Soviet states; Citizenship education and democratic development of post-Soviet states
- Migration internal and external to the region; to Canada / USA; Central Asia to Russia; Mongolia and Northwest China to Central Asia; Afghan stan to Pakistan / Central Asia / North America.

Activities:


In the image: members of the Eurasia Education Research Group (Max Antony-Newman, Yecid Ortega, Stephen Bahry, Zahra Jafarova, Kateryna Pashchenko, and Sarfaroz Niyozov)
In 2013, the CIDEC Student Research Symposium was re-named in honour of CIDEC Co-Founder Joe Farrell, who passed away suddenly in December 2012.

The Joseph P. Farrell Student Research Symposium 2021 Program
Friday February 19th, 2021; 9:00 AM – 4:00 PM

9:00am: Symposium Opening and Welcome [CIDE Director, Dr. Kathy Bickmore]

9:10am – 10:50am: Session 1 – Teachers, Leadership and Growth of Private Schools in the Middle East and Korea [Chair: Dr. Carly Manion]

The Professional Identity and Career Longevity of Native English-Speaking Teachers [Jasmine Pham, MEd student, Educational Leadership and Policy, LHAE]

An Exploration of School Leadership in International Schools in Kuwait, Middle East [Mary Ellen Kelly, EdD candidate, Educational Leadership and Policy, LHAE]

The Growth and Impact of Private Schools in the Gulf Cooperation Council Countries [Susan Kippels, EdD student, International Educational Leadership and Policy, LHAE]

COVID-19 and its Impact on International Development – An Autobiographical Reflection (pedagogy training in virtual Egypt) [Farrah Kamani, MA student, Curriculum & Pedagogy, CTL]

10:50am-11:20am: Break, Social Time

11:20am – 12:50pm: Session 2 – Policy Discourses and Practices: Equity and Climate Change in Schools, Universities, and Communities

Short remarks: Joseph Farrell and CIDE – Emeritus Professor Dr. Vandra Masemann


The Dilution of Equity in International Climate Change Politics - Implications for Comparative International Research and Education [Shashank Kumar, PhD candidate, Curriculum and Pedagogy, CTL]

12:50pm – 1:20pm: Break, Social Time

1:20pm – 3:00pm: Session 3 – Curriculum and Pedagogies: Critical Global Citizenship, Difficult Histories, Violence and Peace [Chair: Neelofar Ahmed]

Acting to action: Soft to Critical Global Citizenship Education in the Theatre/drama Classroom [Nooreen Rahmetullah, MEd student, Educational Leadership and Policy, LHAE]

Education: The Double-Edged Sword of Violence and Peace [Sigrid Roman, PhD candidate, Educational Leadership and Policy, LHAE]

Learning to Teach the “Difficult Histories” of Brazil: Historical Thinking for Peacebuilding at the Pontifical Catholic University of Rio de Janeiro (PUC Rio) [Ana Luiza Lacerda, PhD student, Curriculum and Pedagogy, CTL]

Changing the meaning of the Images in the History Textbook: An indication of Internal Colonialism [Sudhashree Girmohanta, PhD student, Language and Literacies Education, CTL]

3:05pm – 4:00pm: CIDE Social and Welcome: introductions of new students, faculty, and CIDESA (student association), networking time

Program Co-Chairs: Dr. Carly Manion, Neelofar Ahmed, Dr. Kathy Bickmore

Special Thanks to CIDESA for facilitating coffee-break socials and networking

Special Thanks to CIDE & CIDEC Program Administrator, Sazna Aliyar
For the period of this report, the below list is selective of scholarly publications submitted by CIDE faculty Post-Doc and Visiting Scholars that relate most directly to comparative, international, and development education. The list includes items published or in press. It does not include those in progress and/or still under review.

Publications & Other (Book Reviews, Book Prefaces/Forwards, Articles)


Faculty, Post-Doctoral Fellow, and Visiting Scholar Presentations & Other (Conference Proceedings, Peer-reviewed Academic Presentations, Reports, Professional Activities, etc.)


CIDEC ANNUAL REPORT 2020-2021
Bickmore, Kathy (2020). “Safe and Inclusive Schools? Ontario Policy-in-Use under Budget Cut Regimes: 1990s (Harris) and Now (Ford).” Presented at Collaborative Specialization in Educational Policy Seminar Series. (February 19), online.


Buckner, Elizabeth. 2020. “Internationalization in the Middle East and North Africa” Internationalization for an Uncertain Future: Setting the Agenda for Critical Internationalization Studies. (Virtual)


Gagné, A. (2021). Teacher education at the Ontario Institute for the Studies in Education/University of Toronto – ‘me maps’ as an innovative tool to teach how to approach the needs of diverse students, Schools and Teacher Education in Societies Shaped by Migration Seminar. University of Bremen, Germany.


Hayhoe, R. 2020. Comparative Education and the Dialogue of Civilizations” [Chinese] (Dalian University of Technology, Dec. 20, 2020); Presentation

Hayhoe, R. 2020. The Gift of Indian Higher Learning Traditions to the Global Research University (Faculti, Sept. 30, 2020) [English]; Presentation

Hayhoe, R. 2020. Comparative Education and the Dialogue of Civilizations” (Shanghai International Studies University, Nov. 27, 2020) [English]; Presentation

Hayhoe, R. 2020. Confucian Culture and the Core Values of Chinese Universities (Tianjin University, Oct. 23, 2020) [Chinese]; Presentation

Hayhoe, R. 2020. Conversation with Yecid Ortega Paez about International, Comparative, Development Education (OISE/University of Toronto, Oct. 26, 2020); Presentation


Hayhoe, R. 2020. Speech for the Celebration of Professor Pan Maoyuan’s 100th Birthday (Xiamen University, May 4, 2020) [Chinese]; Presentation


Kerekes, Julie (2020), Adjetey-Nii Owoo, Mama Adobea*, Rajendram, Shakina, and Zhang, Yiran*. Responding to policy reform for English learners: A comparative analysis of Ontario’s teacher-education programs. Paper to have been presented at the Canadian Centre for Studies and Research on Bilingualism and
Language Planning (CCERBAL) Conference. Postponed to April 29-May 1, 2021 due to COVID-19 pandemic.


Kerekes, Julie A. (2020, March 13). Crossing institutional borders: A collaborative study in pragmatics between university students and a settlement organization. Invited lecture to have been presented at the Berkeley Language Center, University of California, USA. Canceled due to COVID-19 pandemic.


Kerekes, Julie, Jun, Justine*, and Zhang, Yiran* (2020). An action research approach to academic English for international graduate students. Paper to have been presented at the 9th International Conference on Second Language Pedagogies (SLPC9), Concordia University, Canada, May 8-9. Postponed due to COVID-19 pandemic.

Kerekes, Julie, Zhang, Yiran*, and Rajendram, Shakina (2021). An action research approach to academic English for international graduate students. Paper presented remotely at the 9th International Conference on Second Language Pedagogies (SLPC9), Concordia University, Canada, April 29-30.


Niyozov, S. (January- May 4, 2021). Four Lectures on multiculturalism, immigrants’ education, religious education, and education research to graduate students at the Moscow City Pedagogical University.


Niyozov, S. Education research and relevant knowledge for teaching and learning. Implications for Teacher Education. Kazan, Tatarstan, Russia


Nxumalo, F. 2020, December, Invited panelist: Texas Water Stories. UT Austin Planet Texas 2050 Research Showcase.Zoom webinar (56 participants)

Nxumalo, F. 2020, December, Invited panelist. Confronting anti-Black Racism


Nxumalo, F. 2020, November, Invited panelist: Eco-Racism in Environmental Education: The Black Canadian Experience. TDSB EcoSchools Webinar. (77 participants)

 Nxumalo, F. 2020, November. Invited panelist: Justice-oriented science education through centering place-based & social-focus learning. Advancing coherent and equitable systems of science education (ACESSE) virtual conference. National Science Foundation (NSF) funded conference for U.S. state science supervisors (>50participants)
Nxumalo, F. 2020, October. Invited panelist: Addressing anti-Black racism in early childhood education. 2-webinar series (Oct. 15 & 29) organized by the Association of Early Childhood Educators Ontario (AECEO). (352 participants for webinar 1; 198 participants for webinar 2)


CIDEC STUDENT AND RECENT ALUMNI PUBLICATIONS AND PRESENTATIONS 2020-2021


Publications:

Adam, E. (2020). ‘Governments base performance-based funding on global rankings indicators’: A global trend in higher education finance or a global rankings literature fiction? A comparative analysis of four performance-based funding programs. International Journal of Educational Development 76. ISSN 0738-0593, https://doi.org/10.1016/j.ijedudev.2020.102197. Performance-Based funding; Higher education; Rankings; Austria; Denmark; Finland; Sweden


Ortega, Y. (2021). ‘I wanted to be white’: Understanding power asymmetries of whiteness and racialisation. Whiteness and Education. Link


Walsh Marr, J. & Martin, J. L. (2021). Pomp and Circumstances: From Research, in Practice, for Students. *Íkala, 26*(1), 227-242. [https://doi.org/10.17533/ueda.ikala.v26n01a03](https://doi.org/10.17533/ueda.ikala.v26n01a03)


**Students and Recent Alumni Presentations & Other (Conference, Peer-reviewed Academic Presentations, Reports, Newsletters etc.)**


Bhatnagar, P. (June 17, 2020). Social Development Through Dance Education in India. Paper presentation at the Canadian Association for the Study of International Development (CASID) Student Research Symposium Program, Western University


Duong, K,. Mou, L., Nguyen, I., & Uthayakumaran, N. (2020). The Understanding of Intercultural Competence: A Case Study at the University of Toronto. AERA 2020 Annual Meeting. San Francisco, USA. (online form_iPresentation) (equal co-authorship)


Freitas, D. (June 3, 2021). “It Kind of Made Me Think: Is This the Real Me? Is This Really Who I Am?” A Mixed Methods Investigation of Teacher Learning and Teacher Development in CELTA Courses [Invited poster presentation]. 2021 CSSE Annual Conference in conjunction with the Congress of the Humanities and Social Sciences, Canada (virtual).
Freitas, D. (May 31, 2021). *The power of messaging apps to promote peer-learning in language teacher education* [Conference presentation]. 2021 CSSE Annual Conference in conjunction with the Congress of the Humanities and Social Sciences, Canada (virtual).


Khazanchi, P. (2020). Panel Session: Education for Social Change and Development in South and Central Asia: Overcoming the Inequalities. (Accepted, but not presented) The Canadian Association for the Study of International Development Conference, CASID 2020, Western University, Canada

Khazanchi, P. (2020). Policy options for students with Learning Disabilities in India. Joseph P. Farrell Student Research Symposium, OISE, University of Toronto, Canada


Lumb, P. (2021). *Decolonizing the pursuit of internationalization and international partnerships* [paper session], Comparative & International Education Society, Online.


Zhu, Q. L. (2020). Embedding critical literacy into computer-assisted teaching model in China’s College English Curriculum. Poster presentation on CERLL of OISE-University of Toronto Two-day Symposium, May 8-9, OISE (Online), Toronto, Canada.


Note: This list is based on submissions received from CIDEC students/alumni between July 1st 2020- June 1st 2021 for this report and does not represent the full extent of CIDEC students/alumni publications/presentations
Student/Alumni Awards/Grants/Fellowships/Funded Projects

Ahmed, Neelofar. 2020. Recipient of the University of Toronto Graduate Community Development Fund Award

Ahmed, Neelofar. Recipient of the William G. Davis Golden Anniversary Leadership Scholarship 2020

Barbaric, Diane. 2021 George L. Geis Dissertation Award; For dissertation entitled “The Politics Behind and the Value of Outbound Student Mobility: Is Canada Missing the Boat?” by the Canadian Society for the Study of Higher Education (CSSHE)

Countinho, Allan. Young Scholar Awards 2020 - the Social Science Education Consortium Inc.

Edmund, Adam. 2019-2021: SSHRC Doctoral Fellowship

Freitas, Danielle. 2021 – present SRCA Growth Grant: Learning to teach English in the TESOL Plus graduate certificate program at Sheridan College (Phase 2). Role: Principal Investigator, Funding: $10,000


Zhang, You. 2021. Ruth Hayhoe Xu Meide Scholarship

Note: This list is based on submissions received from CIDE Faculty/students/alumni between July 1st, 2020 - May 31st, 2021 for this report and does not represent the full extent of CIDE Faculty/alumni/student awards/fellowships/funded projects.
CIDE Students 2020-2021

2020-2021 CIDE Students Overview

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<table>
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<tr>
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<tbody>
<tr>
<td>Total Applications to CIDE</td>
<td>145</td>
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<tr>
<td>Total Confirmed Students</td>
<td>71</td>
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<tr>
<td>2020 Graduates (All year)</td>
<td>29</td>
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<tr>
<td>2021 Graduates (January-May)</td>
<td>21</td>
</tr>
<tr>
<td>Total Registered Students in</td>
<td>243</td>
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<tr>
<td>CIDE Collaborative as of May 31st</td>
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2020-2021 New CIDE Students, by Degree and Full/Part Time Status

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<tbody>
<tr>
<td>PhD Full Time Students</td>
<td>9</td>
</tr>
<tr>
<td>PhD Flex Students</td>
<td>5</td>
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<tr>
<td>MA Students</td>
<td>3</td>
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<tr>
<td>EdD Students</td>
<td>13</td>
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<tr>
<td>MEd Students</td>
<td>41</td>
</tr>
<tr>
<td>Total Full Time Students</td>
<td>62</td>
</tr>
<tr>
<td>Total Part Time Students</td>
<td>9</td>
</tr>
<tr>
<td>Total CIDE Students</td>
<td>71</td>
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2020-2021 New CIDE Students, by Department, Program, and Degree

**Department of Social Justice Education:** Social Justice Education (SJE)

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<tr>
<td>PhD Full Time</td>
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<tr>
<td>PhD Flex</td>
<td>2</td>
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<tr>
<td>MA</td>
<td>2</td>
</tr>
<tr>
<td>EdD</td>
<td>4</td>
</tr>
<tr>
<td>MEd</td>
<td>8</td>
</tr>
<tr>
<td>Full Time Students</td>
<td>15</td>
</tr>
<tr>
<td>Part Time Students</td>
<td>1</td>
</tr>
<tr>
<td>Total SJE CIDE Students</td>
<td>16</td>
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</table>
Department of Leadership, Higher and Adult Education: Education Leadership and Policy (ELP)

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<thead>
<tr>
<th>Program</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Total ELP CIDE Students</th>
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<tbody>
<tr>
<td>PhD Full Time</td>
<td>3</td>
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<td>18 (except IELP Field, see below)</td>
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<tr>
<td>PhD Flex</td>
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<tr>
<td>MA</td>
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<tr>
<td>EdD</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>MEd</td>
<td>12</td>
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<tr>
<td>Full Time Students</td>
<td>15</td>
<td></td>
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<tr>
<td>Part Time Students</td>
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Department of Leadership, Higher and Adult Education: IELP

<table>
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<tr>
<th>Program</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Total IELP CIDE Students</th>
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<tbody>
<tr>
<td>PhD Full Time</td>
<td>-</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>PhD Flex</td>
<td>1</td>
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<tr>
<td>MA</td>
<td>-</td>
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<tr>
<td>EdD</td>
<td>6</td>
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<tr>
<td>MEd</td>
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<tr>
<td>Full Time Students</td>
<td>7</td>
<td></td>
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<tr>
<td>Part Time Students</td>
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Department of Leadership, Higher and Adult Education: Higher Education (HE)

<table>
<thead>
<tr>
<th>Program</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Total HE CIDE Students</th>
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<tbody>
<tr>
<td>PhD Full Time</td>
<td>1</td>
<td></td>
<td>10</td>
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<tr>
<td>PhD Flex</td>
<td>1</td>
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<tr>
<td>MA</td>
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<tr>
<td>EdD</td>
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<tr>
<td>MEd</td>
<td>7</td>
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<td></td>
</tr>
<tr>
<td>Full Time Students</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>Part Time Students</td>
<td>5</td>
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### Department of Leadership, Higher and Adult Education: Adult Education and Community Development (AECD)

<table>
<thead>
<tr>
<th>Degree</th>
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<tbody>
<tr>
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<tr>
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<td>EdD</td>
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<td><strong>Total AECD CIDE Students</strong></td>
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### Department of Curriculum Teaching and Learning: Language and Literacies Education (LLE)

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<td>MEd</td>
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<td>Full Time Students</td>
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<td>Part Time Students</td>
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<td><strong>Total LLE CIDE Students</strong></td>
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### Department of Curriculum, Teaching and Learning: Curriculum and Pedagogy (C&P)

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<td>EdD</td>
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<td><strong>Part Time Students</strong></td>
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<td><strong>Total C&amp;P CIDE Students</strong></td>
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### CIDE 2020-2021 MA AND PhD/EdD GRADUATES’ THESIS TITLES

#### 2020-2021 MA and PhD/EdD Graduates’ Thesis Titles

<table>
<thead>
<tr>
<th>Name</th>
<th>Dept</th>
<th>Degree</th>
<th>Thesis Title</th>
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</thead>
<tbody>
<tr>
<td>Danielle Coelho Michel Freitas</td>
<td>CTL</td>
<td>PHD</td>
<td>It’s Kind of Made Me Think: Is This the Real Me? Is This Really Who I Am?” An Investigation of Teacher Learning and Teacher Development in CELTA Courses.</td>
</tr>
<tr>
<td>Gides Christian Noumi I Tchoula</td>
<td>LHAE</td>
<td>PHD</td>
<td>Higher Education Policymaking in Africa: The Role of National Actors in Senegal and Ghana</td>
</tr>
<tr>
<td>Diane Barbaric</td>
<td>LHAE</td>
<td>PHD</td>
<td>The Politics Behind and the Value of Outbound Student Mobility: Is Canada Missing the Boat?</td>
</tr>
<tr>
<td>Diego Alejandro Nieto Sachica</td>
<td>CTL</td>
<td>PHD</td>
<td>Learning Conflict in the Midst of Violence. Urban youth and school life in Colombia’s (post)conflict transition</td>
</tr>
<tr>
<td>Farrah Kamani</td>
<td>CTL</td>
<td>MA</td>
<td>An Autobiographical Snapshot: The Impacts of COVID-19 on Online Adult Learning in International Development</td>
</tr>
<tr>
<td>Diane Simpson</td>
<td>LHAE</td>
<td>PHD</td>
<td>International Joint Universities, Towards a New Model in International Academic Mobility</td>
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<tr>
<td>Gillian S. Carr-Harris</td>
<td>LHAE</td>
<td>PHD</td>
<td>A Study on Non-Violence: Constructing Narratives of Leadership</td>
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</table>
### CIDEC COURSES 2020-2021

Courses offered Spring/Summer 2021

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Day(s)</th>
<th>Time (EST)</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTL1319H*</td>
<td>Religious Education: Comparative and International Perspectives</td>
<td>Sarfaroz Niyozov</td>
<td>Tuesday/Thursday</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>LHA1846H*</td>
<td>Internationalization of Higher Education in a Comparative Perspective</td>
<td>Elizabeth Buckner</td>
<td>Wednesday</td>
<td>17:00-19:00</td>
<td>Online Synchronous</td>
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<tr>
<td>CTL1031H</td>
<td>Language, Culture, and Identity: Using the Literary Text in Teacher Development</td>
<td>Patrick Finnessy</td>
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<tr>
<td>LHA1142</td>
<td>Young Adulthood in Crisis: Learning, Transitions, and Activism</td>
<td>Lance McCreedy</td>
<td>Wednesday</td>
<td>17:00-18:30</td>
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<tr>
<td>SJE5019H*</td>
<td>Special Topics in Social Justice Research in Education: Master’s Level Narratives of Exile and Migration: Implications for Education</td>
<td>John Portelli</td>
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<td>Online Synchronous</td>
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<tr>
<td>LHA1184H*</td>
<td>Indigenous Knowledge: Implications for Education</td>
<td>Jennifer Wemigwans</td>
<td>Thursday</td>
<td>10:00-16:00</td>
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*Asterisks (*) represent CORE CIDEC Courses*

Courses offered Winter 2021

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Day(s)</th>
<th>Time (EST)</th>
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<tbody>
<tr>
<td>SJE1924HS*</td>
<td>Modernization, Development, and Education in African Contexts</td>
<td>George JS Dei</td>
<td>Monday</td>
<td>17:30-20:30</td>
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<tr>
<td>CTL1060HS*</td>
<td>Education and Social Development</td>
<td>Elena Toukan</td>
<td>Monday</td>
<td>17:30-20:30</td>
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<tr>
<td>LHA3180HS*</td>
<td>Global Governance and Educational Change: The Politics of International Cooperation in Education</td>
<td>Karen Mundy</td>
<td>Tuesday</td>
<td>15:30-17:30</td>
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<td>Course Code</td>
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<tr>
<td>CTL3026HS</td>
<td>Pragmatics in Language Education</td>
<td>Julie Kerekes</td>
<td>Tuesday</td>
<td>13:00-16:00</td>
<td>Online Synchronous</td>
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<tr>
<td>CTL5041HS*</td>
<td>Special Topics in Curriculum: Master's Level Educational Research and Knowledge Production in Comparative, international and Development Contexts.</td>
<td>Sarfaroz Niyozov</td>
<td>Wednesday</td>
<td>17:00-20:00</td>
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<tr>
<td>SJE2941HS</td>
<td>Bourdieu: Theory of Practice in Social Sciences</td>
<td>Diane Farmer</td>
<td>Wednesday</td>
<td>17:30-20:30</td>
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<tr>
<td>LHA1146HS</td>
<td>Women, War, and Learning</td>
<td>Shahrzad Mojab</td>
<td>Thursday</td>
<td>14:00-17:00</td>
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<tr>
<td>CTL5310HS</td>
<td>Special Topics in Language Literacies Education Program: Master's Level The Education of Students of Refugee Background in Canada and Beyond</td>
<td>Emmanuelle Le Pichon-Vorstman</td>
<td>Thursday</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
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<tr>
<td>SJE1926HS</td>
<td>Race, Space and Citizenship: Research Methods</td>
<td>Vannina Sztainbok</td>
<td>Thursday</td>
<td>17:30-20:30</td>
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<tr>
<td>SJE3933HS</td>
<td>Globalisation and Transnationality: Feminist Perspectives</td>
<td>Miglena Todorova</td>
<td>Thursday</td>
<td>17:30-20:30</td>
<td>Online Synchronous</td>
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<tr>
<td>SJE1951HS</td>
<td>The School and the Community</td>
<td>Diane Farmer</td>
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<tr>
<td>CIE1001HS*</td>
<td>Introduction to Comparative, International and Development Education</td>
<td>Carly Manion</td>
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<tr>
<td>CTL1221HS</td>
<td>Education for Human Goals Local and Global: How's Science Education Helping?</td>
<td>Wanja Gitari</td>
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<tr>
<td>LHA5006HS*</td>
<td>Special Topics in Educational Leadership and Policy: Master's Level Comparative Politics of Education Policy</td>
<td>Claudia Milena Diaz Rios</td>
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<tr>
<td>CTL5050HS</td>
<td>Special Topics in Curriculum: Master's Level Decolonial and Anti-Racist Approaches to Environmental Education</td>
<td>Fikile Nxumalo</td>
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* Asterisks (*) represent CORE CIDE Courses
## Courses offered Fall 2020

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Day(s)</th>
<th>Time (EST)</th>
<th>Mode</th>
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<tbody>
<tr>
<td>LHA1825*</td>
<td>Comparative Education Theory and Methodology (RM)</td>
<td>Ruth Hayhoe</td>
<td>Tuesday</td>
<td>17:00 - 20:00</td>
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<tr>
<td>CTL1037*</td>
<td>Teacher Development: Cross-Cultural and Cross-Cultural Perspectives</td>
<td>Sarfaroz Niyozov</td>
<td>Thursday</td>
<td>17:00 - 20:00</td>
<td>Online Synchronous</td>
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<tr>
<td>CTL1330*</td>
<td>Peacebuilding and Education in Conflict Zones</td>
<td>Kathy Bickmore</td>
<td>Wednesday</td>
<td>17:30 – 20:30</td>
<td>Online Synchronous</td>
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<tr>
<td>SJE1976*</td>
<td>Critical Media Literacy Education</td>
<td>Miglena Todorova</td>
<td>Wednesday</td>
<td>17:30 – 20:30</td>
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<tr>
<td>CTL3000</td>
<td>Foundations of Bilingual and Multicultural Education</td>
<td>Emmanuelle Le Pichon-Vorstman</td>
<td>Wednesday</td>
<td>17:00 - 20:00</td>
<td>Online Synchronous</td>
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<tr>
<td>CRE1001</td>
<td>Éducation, francophonies at diversité</td>
<td>Emmanuelle Le Pichon-Vorstman</td>
<td>Monday</td>
<td>17:00 - 20:00</td>
<td>Online Synchronous</td>
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<tr>
<td>SJE1925</td>
<td>Indigenous Knowledge and Decolonization: Pedagogical Implications</td>
<td>George JS Dei</td>
<td>Monday</td>
<td>17:30 – 20:30</td>
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* Asterisks (*) represent CORE CIDE Courses

## Courses offered Spring/Summer 2020

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<th>Instructor</th>
<th>Day(s)</th>
<th>Time (EST)</th>
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<tr>
<td>SJE5019 (20205F)</td>
<td>Special Topics in Social Justice Research in Education: Master's Level Narratives of Exile and Migration: Implications for Education</td>
<td>John Portelli</td>
<td>Monday/Thursday</td>
<td>11:00 – 13:00</td>
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<tr>
<td>SJE5010 (20205F)</td>
<td>Special Topics in Social Justice Research in Education: Master's Level Coloniality, Race, and Heteropatriarchy: Perspectives from Latin American Contexts</td>
<td>Vannina Sztainbok</td>
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<tr>
<td>LHA1066* (20205F)</td>
<td>Comparative and International Perspectives on Gender and Education Policy and Practice</td>
<td>Carly Manion</td>
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<td>LHA1826*</td>
<td>Comparative Higher Education</td>
<td>Grace Karram Stephenson</td>
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<td>(20205F)</td>
<td>Internationalization of Higher Education in a Comparative Perspective</td>
<td>Elizabeth Buckner</td>
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<td>Internationalization of Higher Education in a Comparative Perspective</td>
<td>Elizabeth Buckner</td>
<td>Wednesday</td>
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<tr>
<td>(20205S)</td>
<td>Young Adulthood in Crisis: Learning, Transitions, and Activism</td>
<td>Lance McCready</td>
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<td>Asynchronous</td>
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<tr>
<td>LHA1142</td>
<td>Young Adulthood in Crisis: Learning, Transitions, and Activism</td>
<td>Lance McCready</td>
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<tr>
<td>(20205S)</td>
<td>Religious Education: Comparative and International Perspectives</td>
<td>Sarfaroz Niyozov</td>
<td>Tuesday/Thursday</td>
<td>Online Synchronous</td>
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<tr>
<td>CTL1319*</td>
<td>Religious Education: Comparative and International Perspectives</td>
<td>Sarfaroz Niyozov</td>
<td>Tuesday/Thursday</td>
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<tr>
<td>(20205S)</td>
<td>Identity Construction and Education of Minorities</td>
<td>Diane Gérin-Lajoie</td>
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<tr>
<td>CTL1307</td>
<td>Identity Construction and Education of Minorities</td>
<td>Diane Gérin-Lajoie</td>
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<td>(20205S)</td>
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</table>

*Asterisks (*) represent CORE CIDE Courses*
CIDES Student Association (CIDESA) Overview 2020-2021

This school year, CIDESA pivoted their community building and student voice initiatives online. The association’s goals were to host monthly online activities to build community amongst CIDE students during the pandemic and provide social and academic support to members. While CIDESA core team membership grew to around 20 participants in a WhatsApp group, around 5-6 members were consistently engaged in planning and facilitating the monthly sessions throughout the year, hosted on Zoom. These events were set to take place on the third week of each month, in alternating times, so as to accommodate the various time zones where CIDE students were located. Monthly sessions were advertised in the CIDEC list-serve, in the CIDESA WhatsApp group and in CIDEC’s website calendar of events. Open to students, faculty and staff, they had an audience ranging from 10-20 participants each month, which connected virtually not only from Toronto, but also from different parts of the world.

Communications among the group mostly took place through WhatsApp and email, including a dedicated CIDESA email address (cidesa.oise.uit@gmail.com), created and managed by the co-leaders of the association. While there were attempts to develop an online living document for open anonymous feedback on CIDESA issues and CIDE-related concerns, response was minimal and did not provide significant data for reporting. CIDESA also liaised with student-led interest groups, in order to streamline communications, activities, and support. The association participated in CIDEC’s orientation for new students, in September 2020, as well as CIDEC’s steering committee meetings in the fall and spring. Throughout the year, the association engaged in active and constant communication flows with CIDEC leadership.

CIDES Student Association (CIDESA) Members 2020-2021

Core Team Members:

Tatiana Feitosa de Britto
Co-Chair, CIDESA
PhD student – Educational Leadership and Policy, LHAE
Nooreen Rahemtullah
Co-Chair, CIDESA

M.Ed. – Educational Leadership and Policy, LHAE

Jasmine Pham
Administrative Officer, CIDESA

Jasmine Pham is an English language educator who is set to complete an MEd degree from OISE June 2021. She holds a BEd in Secondary Education from the University of Alberta. Her research interests include English language education, teacher development, and international education policies.

CIDESA Team Members (2020-21)

A number of students and recent alumni were involved with CIDESA's activities throughout the year. Some of the association’s members are listed below:

Sudhashree Girmohanta
Team Member, CIDESA

PhD student, Language and Literacies Education, CTL
Alan Zha
Team Member, CIDESA
MEd: Higher Education | Comparative, International & Development Education (CIDE)

Indira Quintasi Orosco
Team Member, CIDESA
Indira was born and raised in Peru, and moved to Canada 4 years ago. Master in Educational Leadership and Policy with two collaborative specializations: Comparative international & development education / Educational Policy. Her bachelor’s degree is in Political Science and Government, and she had the chance to work in programs and projects related to Civil Service and Educational Reforms in the public and private sector in Peru and Canada. Indira’s research interests include comparative educational systems, rural education, teacher development, program evaluation, inclusion, migration, and gender.

Urooba Wahidi
Team Member, CIDESA
M.Ed. Educational Leadership and Policy (ELP)
### CIDE Student Association (CIDESA) Key Events 2020-2021

<table>
<thead>
<tr>
<th>Event Name</th>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Things I Wish I Knew</td>
<td>October 21, 2020</td>
<td>This event was designed as an opportunity to welcome and connect new and returning CIDE students and included icebreakers, information exchanges, informal tip-sharing and Q&amp;As.</td>
</tr>
<tr>
<td>Navigating CIDE</td>
<td>November 23, 2020</td>
<td>Geared towards promoting academic opportunities within CIDE, this event included information about participating in the annual J.P. Farrell Symposium, as well as exchanges on plans and activities carried out by student-led interest groups (Grupo de Estudios Latino-Americanos; South Asia Interest Group; East Asia Interest Group, Conflict &amp; Peacebuilding).</td>
</tr>
<tr>
<td>Holiday Meet &amp; Munch</td>
<td>December 17, 2020</td>
<td>This event was devised as an informal get together and end-of-the-year celebration, with an informal format in which CIDE students, faculty and staff were encouraged to share their holiday traditions and plans. For those in Toronto, information was shared on events going on in the city and potential ideas on how to enjoy the season while waiting for the new semester to begin.</td>
</tr>
<tr>
<td>Games Night &amp; Welcome Back Social</td>
<td>January 15, 2021</td>
<td>This event was planned as an online social. Participants played games such as Pictionary and Scattergories, shared their holiday experiences and things they had done over the break.</td>
</tr>
<tr>
<td>Life After CIDE: advice from alumni</td>
<td>April 23, 2021</td>
<td>For this event, CIDESA invited four recent CIDE alumni to share their experiences and advice with current students, regarding graduation &amp; transition to work, as well as research tips and perspectives</td>
</tr>
</tbody>
</table>

THANK YOU to all of CIDESA for all their hard work!