CIDEC Annual Report
June 30, 2021 – June 30, 2022
This report is available in full on the CIDEK website:
http://www.oise.utoronto.ca/cidec

For more information, contact:

CIDEK: Comparative, International and Development Education Centre,
Ontario Institute for Studies in Education,
University of Toronto

Room 7-107
252 Bloor Street West
Toronto, Ontario
Canada
M5S 1V6

Telephone: 416-978-0892
Email: cidec.oise@utoronto.ca

Permission is hereby given for any person to reproduce this document for educational purposes
and on a non-profit basis.
# TABLE OF CONTENTS

Director’s Message .................................................................................................................. 5
CIDEC/CIDEC Faculty and Staff ............................................................................................... 7
  CIDE Director and Staff ........................................................................................................ 7
  CIDE Participating Degree Programs ..................................................................................... 7
  CIDE/CIDEC Faculty ........................................................................................................... 7
  CIDE Sessional Faculty (While Teaching in CIDEC) ........................................................... 11
CIDEC Graduate Assistants 2021-2022 .................................................................................. 12
CIDEC Research Grants, Projects, Awards ............................................................................. 13
CIDEC/C Book Club ................................................................................................................ 16
New and Continuing External Collaborations ........................................................................ 17
CIDEC Seminar Series 2021-2022 ........................................................................................ 19
  Spring & Summer Seminars 2022 (May – July 2022) .......................................................... 19
  Winter Seminars 2022 (January - April 2022) .................................................................. 19
  Fall Seminars 2021 (September - December 2021) ............................................................. 20
  Summer Seminars (August 2021) ....................................................................................... 20
CIDEC/C Special Interest Groups ............................................................................................ 21
  Africa Interest Group ........................................................................................................... 21
  Teachers InCIDEC .............................................................................................................. 21
  East Asia Interest Group ...................................................................................................... 21
  South Asian Interest Group ................................................................................................. 21
  The Education, Conflict and Peacebuilding (ECP) Interest Group ...................................... 22
  Latin América Study Group (GELO-Grupo de Estudio Latinoamericano de OISE) ............. 22
  Immigration and Refugee Education Research Group ......................................................... 23
  Eurasia Education Research Group ..................................................................................... 24
CIDEC Presents: The Joseph P. Farrell CIDEC Student Research Symposium ....................... 25
CIDEC Faculty, Post-Doctoral Fellows & Visiting Scholar Publications 2021-2022 ............... 27
  Publications & Other (Book Reviews, Book Prefaces/Forwards, Articles) ......................... 27
  Faculty, Post-Doctoral Fellow, and Visiting Scholar Presentations & Other (Conference Proceedings, Peer-reviewed Academic Presentations, Reports, Professional Activities, etc.) ............................. 31
CIDEC Student and Recent Alumni Publications and Presentations 2021-2022 ................... 36
  Publications: ....................................................................................................................... 36
DIRECTOR’S MESSAGE

Welcome to the 2021-22 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.

There has been transition in the directorship of CIDE/C, with Dr. Kathy Bickmore completing her term in July 2021 and passing the torch to me, Dr. Carly Manion. As a graduate of CIDE (2010), it has been a true honour and delight for me to assume the responsibility of Director of CIDE/C, and to build upon the work and vision of my illustrious predecessors. I have benefitted immensely from the mentorship of several previous CIDE/C directors (e.g., Anderson, Bickmore, Farrell (co-founder of CIDE/C), Mundy, Niyozov, and Wilson (co-founder of CIDE/C), and over the past year, I have been inspired by and grateful for the support and engagement of the CIDE/C Steering Committee and CIDE/C administrator, Sazna Aliyar. Our achievements over the past year, as detailed in this Annual Report, demonstrate and reflect the strengths and commitment of our vibrant and dynamic community of alumni, faculty, and students. Our growth as a community is reflected, for example, in the formation in Fall 2021 of the year-long CIDE/C Book Club, led by Dr. Elizabeth Buckner (LHAE, Higher Education). Further details are shared in this report, and we are planning to continue the initiative for 2022-2023 academic year.

Our Annual Report 2021-2022 features recent CIDEC scholarship and seminars. We hosted or co-hosted well over two dozen individual presentations as part of the CIDE seminar series, the annual J.P. Farrell CIDE Student Research Symposium, our new collaboration with the Department of Social Justice Education’s Centre for Media, Culture, and Education (CMCE), and special events organized by several CIDE/C Interest Groups. CIDEC seminars and related activities have covered an expansive range of educational topics from early childhood through to higher education, including but not limited to, conflict and peacebuilding, teaching and learning, migration, inclusion (gender, race, disability, language, geographic location, etc.), politics of education, knowledge production, education governance, global education policy and global-local dynamics in policy borrowing and reform.

We are also proud to highlight CIDEC-organized skill-building opportunities for students, including an annual seminar on applying for and attending conferences, offered by (CIDE) Adjunct Professor, Dr. Vandra Masemann and CIDE/C alumna, Dr. Kara Janigan. The annual J. P. Farrell CIDE Student Research Symposium offers further skill-building, learning, and knowledge-sharing opportunities for CIDE students. You may download copies of newsletters and other material from CIDEC’s website https://www.oise.utoronto.ca/cidec/.
Our student led CIDE/C Interest Groups (IGs) represent another exciting area of CIDEC activity. IGs have been operating for many years and during 2021-2022 three new groups were established: the Africa IG, the Education, Conflict and Peacebuilding (ECP) IG, and the Immigration and Refugee Education (IRE) Research Group. We are proud and appreciative of the work of IGs in bringing to the CIDE/C community many valuable learning, networking, and community-building experiences, including workshops, seminars, and other events that bring students together with leaders in their fields of inquiry and practice for learning and exchange. You may read more about CIDE IGs at the following link: https://www.oise.utoronto.ca/cidec/cidec-interest-groups/

We are pleased to welcome faculty newly affiliated with the CIDE collaborative specialization: in 2021-22, we welcomed Soudeh Oladi Ghadikolaei in Social Justice Education, and Stephanie Tuters in Educational Leadership and Policy. Additionally, we are grateful for the work of newly CIDE-affiliated sessional faculty Stephen Bahry, Patrick Finnessy, Yecid Ortega, and Emma Sabzalieva. 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. We hope you enjoy reading about our work and activities.

Caroline (Carly) Manion, PhD., Associate Professor, Teaching Stream, Department of Leadership, Higher & Adult Education, Director, Comparative, International & Development Education Centre (CIDEC) and Collaborative Specialization (CIDE)
CIDE/CIDEC Faculty and Staff

CIDE Director and Staff

Caroline (Carly) Manion, Associate Professor Teaching Stream, CIDE Student Liaison, LHAE CIDE Director

Sazna Aliyar, CIDE/CIDEC Program Administrator

CIDE Participating Degree Programs

Leadership, Higher, and Adult Education (LHAE):
Adult Education and Community Development (AECD) — 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 Gaztambide-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

Soudeh Oladi Ghadikolaei, Assistant Professor, Teaching Stream, SJE
SJE; race, ethnicity, multiculturalism, immigration and race

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*, Associate Professor, Teaching Stream, LHAES
ELP; Comparative and international education; Sociology of education; inclusive education; gender; governance; policy analysis

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

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

Kiran Mirchandani, Professor, LHAES
AECD; Transnational service work

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

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

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

Karen Mundy*, Professor, LHAES
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, LHAES
ELP; interaction between global dynamics, domestic policies, and school change; education governance
Creso Sá, Professor, LHAHE
HE; public policy

Peter Sawchuk, Professor, LHAER
AECID; 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*, Associate 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

Stephanie Tuters, Assistant Professor, Teaching Stream, LHAER
ELP; K-12 and higher education teaching; leadership, and policies in the pursuit of social justice

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

Jennifer Wemigwans, Assistant Professor, LHAER
AECID; Indigenous Knowledge Education

Leesa Wheelahan Professor, LHAER
HE; Social justice and education outcomes; vocational education
CIDE Sessional Faculty (While Teaching in CIDE)

**Yomna Awad**, Lecturer, CTL  
Democratic Citizen Education: Comparative International Perspectives

**Stephen Bahry**, Lecturer, CTL  
Quality education; stakeholder perspectives; linguistic /cultural diversity; place-based education; EQAO; Afghanistan, Central Eurasia, China, Ukraine, GTA

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

**Mary Drinkwater**, Lecturer, CTL  
Comparative, International, and Development Education

**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

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

**Yecid Ortega**, Lecturer, CTL  
Social Justice, Peacebuilding, Immigration, Language Issues

**Emma Sabzalieva**, Course Instructor, LHAE  
Comparative and international higher education, geopolitics, international academic relations, governance, Central Asia/former Soviet space

**Grace Karram Stephenson**, Assistant Professor, Teaching Stream, LHAE  
Comparative Higher Education

**Elena Toukan**, Lecturer, CTL  
Education and Social Development
Dareen Charafeddine is a first year EdD student in the Educational Leadership and Policy program. An academic administrator, teacher (K-12) and university lecturer with 20 years of experience, Dareen holds a master's degree in Educational Leadership from Teachers College, Columbia University and a bachelor's degree in Elementary Education from American University in Beirut. Her eclectic background includes founding a children's publishing house and an award-winning business. She has worked and lived in six different countries. Fluent in English and Arabic, Dareen’s research interests are entrepreneurial leadership, growth-focused teacher mentoring, turnaround principals, and more recently, sustainability in education.

Madison Laurin (she/her) is a settler-Canadian of British, French, Hungarian and German descent living in Nogojiwanong (Peterborough, ON). She is grateful to have lived and learned here for over three years. In addition to her work as a Graduate Assistant with the Comparative, International and Development Education Centre (CIDEC), she is currently pursuing a MA in Adult Education and Community Development. Through her research and community work, she hopes to learn how best to utilize adult education to promote global solidarity for climate justice.

We sincerely appreciate the valuable contributions made by our GAs.
CIDEC RESEARCH GRANTS, PROJECTS, AWARDS
2021-2022

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).

Jeff Bale
- Fellowship for Experienced Researchers from the Humboldt Foundation in Germany, to support the project Critical Perspectives on Teacher Education and Linguistic Diversity in Migration Societies, hosted by Prof. Dr. Yasemin Karakaşoğlu, Universität Bremen

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 2022

Elizabeth Buckner
- 2019-2024: Social Science and Humanities Research Council of Canada, Insight Grant: 285,882 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
  Title: Partners for Development or Privatizing the Public Good? The Role of Private Higher Education in the Global Knowledge Economy

Claudia Diaz-Rios
- Diaz Rios, C.M. in partnership with Nathalia Urbano-Canal (Co-PI), Universidad del Rosario UR-Colombia. “Educational responses to Venezuelan Migrants in Three Subnational Governments.” COL$15.000.000 Small Grant for Partnerships UR.

Diane Farmer
Antoinette Gagné
- 2021-2022 Mobilizing the key findings of the FSL – Labour Market Partnership Project
  Promising practices for the development of FSL teacher identity and language proficiency among
  multilingual teacher candidates

Ruth Hayhoe
- Ongoing: Co-Investigator (with Elizabeth Buckner as PI) - SSHRC Insight Grant - Partners for
  Development or Privatizing the Public Good? The Role of Private Higher Education in the
  Global Knowledge Society. $261,178.00.

Julie Kerekes
- 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
- 2021-2025: Social Sciences and Humanities Research Council (SSHRC), Insight Grant (Co-
  Investigator). ($298,836).
  Title: In the wake of a pandemic: International organizations and educational change in
  four countries, post COVID-19.
- July 2021-February 2022: Gender, disability, and inclusive education thematic review of the
  INEE Minimum Standards. Thematic review commissioned by the Inter-agency Network for
  Education in Emergencies (INEE).

Karen Mundy
- December 2019- March 2022: Department for International Development (DFID) and the
  Education Commission, DeliverEd: Improving Education Service Delivery. $452,007.07
- Member: UNESCO International Commission on the Futures of Education.

Sarfaroz Niyozov
- SSHRC-funded Research project awarded in April 2022: Educational experiences of Canadian
  high school students from post-Soviet backgrounds. PI: Dr. Sarfaroz Niyozov; CIs: Dr. Olesya
  Falenchuk, Dr. Stephen Bahry, Dr. Max Antony-Newman; RAs: Zahra Jafarova, Kateryna
  Pashchenko.
- SSHRC Insight Grant Awarded in April 2022. Educational experiences of Post-Soviet High
  School students in Canada. PI Dr. Sarfaroz Niyozov; CIs, Dr. Stephen Bahry; Dr. Max Antony-
  Newman; Zahra Jaffarova & Kateryna Paschenko RAs.
- Jacobs Foundation & Aga Khan Foundation Schools2030 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
  University, Nur-Sultan, Kazakhstan; CIs: Prof. Sarfaroz Niyozov & Dr. Stephen Bahry.
Fikile Nxumalo


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.

Emmanuelle Le-Pichon Vorstman

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


**Note:** This list is based on submissions received from CIDE Affiliated Faculty between July 1st, 2021 – June 30th, 2022, for this report and does not represent the full extent of CIDE Affiliated Faculty grants, projects, and awards.
CIDE/C BOOK CLUB

What is CIDE Book Club?
Welcome! This is a CIDE-run, no-credit, no-obligation social reading group. Much like a brunch book club among friends, CIDE’s book club is a lunch book club open to anyone in the CIDE or OISE extended family (faculty, students, alumni). We read new books and monographs that are related to the field of comparative, international and development education and discuss them, purely because we want to!

How can I participate?
You just have to read the book (or as much of it as you can) and come ready to discuss - what did you think? What was interesting, enlightening, problematic, unconvincing?

When and where do we meet?
Someday, we hope to meet in person again – but for now, we will meet monthly on Fridays at lunchtime (12pm-1pm Eastern) on Zoom. You can bring your lunch! We will meet in Elizabeth’s Personal Zoom Room.

Can I get a CIDE seminar credit for participating in CIDE Book Club?
Yes! This is a new initiative, so on a preliminary basis, CIDE has decided that up to 1 non-course credit (of the required 5) can come from reading and participating in a Book Club meeting this year. You will be expected to read the whole book and be ready to discuss! We will record names of those who would like a CIDE seminar credit at the meeting. You can participate in as many book club meetings as you like, but only one can receive a CIDE seminar credit.

Other Questions?
Email: Elizabeth Buckner (CIDE Affiliated-Faculty in Higher Education) elizabeth.buckner@utoronto.ca

2021-2022 CIDE Book Club Selections
This year’s list of books has been curated by Dr. Buckner but in the future, we hope to have a more participatory process of selecting books to read! *Copies of the books are available via the UT library system.

- Friday October 22: The Inconvenient Generation (Ling, 2019)
- Friday November 26: Global Development and Human Rights: The Sustainable Development Goals and Beyond (Nelson, 2021)
- Friday December 17: Teach for Arabia (Vora, 2019)
- Friday January 21: International Aid to Education (Menashy, 2019)
- Friday February 25: When the Light is Fire (Switzer, 2018)
- Friday March 25: Coercive Concern (Jaffe-Walter, 2016)
NEW AND CONTINUING EXTERNAL COLLABORATIONS

One of the aims of the Centre (CIDEH) is to develop and strengthen collaboration with external agencies involved in comparative and international education research and development. Over the past year we have continued working in collaboration with the United Nations Girls’ Initiative (UNGEI), and with Midaynta Community Services. In Fall 2021, we began a new collaboration with the University of Edinburgh.

United Nations Girls’ Education Initiative (UNGEI)

In July 2014, CIDEH 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 after 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. The UNGEI GAC meets twice annually to review, identify, discuss and strategize priority issues and future programming. CIDEH’s work with the UNGEI GAC has been beneficial to us in several 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, CIDEH has gained an increased international profile and we have been able to forge new professional relationships with other academic, policy and civil society actors.

CIDEH collaboration with Midaynta Community Services

Since 2014, several CIDEH 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 CIDEH 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 CIDEH-Midaynta collaboration has achieved several 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 CIDEH-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. Over the pandemic, CIDE-affiliated faculty (Bahry, Bickmore, Manion, and Niyozov have maintained communication with Midaynta and attended meetings with the group.

**CIDEC collaboration with the University of Edinburgh**

In the Fall 2021, CIDEC worked with counterparts (Dr. William Smith and Fatih Aktas) in the University of Edinburgh’s Comparative Education and International Development (CEID) community to collaboratively develop a joint proposal for funding through the University of Edinburgh-University of Toronto partnership. The project aimed to leverage our combined education research expertise and community connections to create spaces for student and faculty exchange and mutual learning on education research, policy, and practice under the umbrella theme of “Education Amidst Uncertainty”. While our proposal was not funded, CIDEC and CEID have continued to collaborate, for example, with CIDE/OISE students being invited to attend career workshops offered virtually through CEID. We plan to continue building this institutional relationship going forward.
The following is a list of all CIDE Seminars from Summer 2021 to Summer 2022. Due to COVID-19 restrictions, all seminars were hosted live on Zoom. Thank you to all our speakers for their excellent presentations.

Spring & Summer Seminars 2022 (May – July 2022)

**July 11, 2022**
*All you ever wanted to know about preparing for and attending conferences* – Vandra Masemann & Kara Janigan

**May 28, 2022**
*Asian Heritage Month Symposium: Asian Leadership in North America.* [Organized by CIDE’s East Asia IG].

**May 11, 2022**
*Towards Slow Buen Vivir and Other Epistemologies for Conflict Resolution and Conflict Transformation* – Yecid Ortega, Karenveer Pannu, Steven Conte

**May 4, 2022**
*Studying Education Amidst Uncertainty & Crisis: A Dialogue on Research Dilemmas* – Dr. Dryden-Peterson [event co-organized by CIDE’s Education, Conflict and Peacebuilding IG and Immigration and Refugee Education Research Group]

Winter Seminars 2022 (January - April 2022)

**April 7, 2022**
*SDG 4 and Improving Early Grade Learning: Research Evidence from South Africa* – Brahm Fleisch

**March 25, 2022**
*Indigenous Language Revitalization in the Americas* – Serafin M. Coronel-Molina (Indiana University) and Teresa L. McCarty (UCLA), with special guests, artists Liberato Kani and Wariwillka [co-sponsored with CERLAC (York U.) and CERLL (OISE), organized by CIDE’s GELO – Latin America Study Group].

**March 24, 2022**

**February 24, 2022**
*Knowledge Production and the United Nations: Gender, Race, Indigenous Peoples and Politics* – Abigail Bakan & Yasmeen Abu-Laban

**February 18, 2022**
The Joseph P. Farrell CIDE Student Research Symposium 2022
February 9, 2022
Globalizing Discussion on Gender, Violence and Education in K-12 Context – Carly Manion & Hayley Brooks [co-sponsored with CMCE, OISE]

January 19, 2022
The Pill & the Contraceptive Revolution in America – Elaine Tyler May & Daniella Robinson [co-sponsored with CMCE, OISE]

January 19, 2022
From Exclusive to Inclusive Schools: The Example of the Language Friendly School – Emmanuelle LePichon Vorstman & Ellen Rose Kambel

January 13, 2022
Incentives for University Internationalization in Argentina, Canada Lithuania, Portugal and Taiwan – Grace Karram Stephenson

Fall Seminars 2021 (September - December 2021)

December 6, 2021
Sexual Violence on Canadian University Campuses – Miglena Todorova & Lana Stermac [co-sponsored with CMCE, OISE]

November 3, 2021
Indigenous Maternal Methodologies: Ethical and Relational Responsibilities – Jennifer Brant

Thursday October 19, 2021
A Conversation on Education, Peacebuilding and Reconciliation: A Regenerative Lens – Mieke Lopes Cardozo

September 29, 2021
- When Global meets Local: The Case of Girls’ Education in Pakistan – Norin Taj

September 22, 2021
All You Need to Know About Applying for and Attending Conferences – Vandra Masemann & Kara Janigan

Summer Seminars (August 2021)

August 31, 2021
- Second Language Writing: A Study of the Learning and Teaching of Academic Writing in a Networked Culture – Ramesh Pokharel
- Towards an Expanded Notion of Identity: An Engagement with Charles Taylor’s Sources of the Self – Aayah Amir
CIDE/C Special Interest Groups

Africa Interest Group

We are a group of graduate students in the CIDE collaborative specialization from different programs across OISE who share an interest in research on the Africa Region. We aim to bring together students who are conducting research on Africa or have a general interest in discussing educational issues in the region. We also aim to support and provide a safe space for early-career scholars focused on Africa to share their research struggles and academic experiences. Please email yara.abdelaziz@mail.utoronto.ca if you're interested in joining our group.

- Email: interestgroupafrica@gmail.com

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 Teachers InCIDE Special Interest Group.

- Yishin Khoo, yishin.khoo@mail.utoronto.ca or
- Sardar Anwaruddin s.anwaruddin@mail.utoronto.ca

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. The East Asia SIG has hosted an event each May during Asian Heritage Month, with the 2022 symposium theme, “Asian Leadership in North America”.

- Email: oiseeastasiaIG@gmail.com

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 (ILERA). Throughout the year, SAIG organized numerous meetings and writing sessions for its members to prepare collaborative conference proposals.

- Email: southasiainteresgroup@gmail.com
- Website: https://southasiainteresgroup.org

The Education, Conflict and Peacebuilding (ECP) Interest Group

The Education, Conflict and Peacebuilding (ECP) Interest Group is a thematic interest group for those interested in education programming, policy, and research in conflict-affected and emergency contexts, and considers how this work intersects with peace education and peacebuilding efforts. This includes contexts impacted by forced migration, structural violence, conflict and political volatility, climate-related disasters, and others. 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 regular 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. ECP is focused on critical dialogue and community-building and has hosted an Inter-agency Network for Education in Emergencies (INEE) meet up, conducted a reading group in partnership with the University of Cambridge and Seoul National University, and co-hosted workshops with academics and frontline practitioners. In May 2022, ECP co-organized with the Immigration and Refugee (IRE) Education Research Group, a workshop facilitated by Sarah Dryden-Peterson (Harvard), entitled, “Studying Education Amidst Uncertainty & Crisis: A Dialogue on Research Dilemmas”. 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 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 discuss topics and texts relevant to the Latin American educational context. The meetings are held in English and there are opportunities for practicing Spanish and/or
Portuguese. Furthermore, we organize scholarly and social events to enhance community belonging and collaboration. In March 2022, GELO organized an event (co-sponsored by CIDEC, CERLAC (York University), and CERLL (OISE)), entitled, *Indigenous Language Revitalization in the Americas*, that brought together scholars and artist/performers to discuss and exchange about this important topic of language revitalization. Lastly, this year we seek to expand our horizons and we invite students and faculty with roots or interest in the Caribbean region and diaspora to join this team.

- 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.

IRE has had a busy year, including co-organizing with ECP a workshop with Sarah Dryden-Peterson (Harvard), *Studying Education Amidst Uncertainty & Crisis: A Dialogue on Research Dilemmas*. Additionally, IRE organized a seminar, entitled, “Experience and Perspectives of Children and Parents of Post-Soviet Immigrant and Refugee Families: Educational Research on Stakeholders from a Seldom-noticed Group”.

- Email: ireresearchgroup@gmail.com
Eurasia Education Research Group

Core Members: Prof. Sarfaroz Niyozov, Dr. Stephen Bahry; Dr. Max Antony-Newman, Dr. Yecid Ortega; Zahra Jafarova, Kateryna Pashchenko

Themes of Interest:
- 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; Afghani stan to Pakistan / Central Asia / North America.
- Decolonization of education research, policymaking and education practice in the region.
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 2022 Program
Friday February 18th, 2022; 9:00 AM – 4:00 PM

9:00am – 9:15am: Welcome Remarks

9:15am-10:45am: Session 1 - IT ALL BEGINS WITH A TEACHER
[Chair: Dareen Charafeddine]

Initial insights into Teacher Professional Development in Rural Colombia and Honduras Using an Accompaniment Approach [Bita Correa, PhD Candidate, CTL. Curriculum and Pedagogy]

Teachers’ Perceptions of 21st Century Competencies in Different Cultures [Christine Tewfik, PhD Student, CTL, Curriculum and Pedagogy]

Quechua as a Second Language Teachers from the Peruvian Andes, a Narrative Inquiry Study [Yesica Paola Ayme Bustamante, MA Student, CTL, Language and Literacies Education]

10:45am-11:00am: Break, Social time

11:00am-12:30pm: Session 2 – EQUITY, JUSTICE AND BUILDING INCLUSIVE RELATIONSHIPS [Chair: Vandra Masemann]

South Africa and Cambodia: Grappling with the Educational Equality for Learners with Disabilities in Mainstream Schools [Gerda-Marie Van Onselen, MEd Student, LHAE, Educational Leadership and Policy]

Unsettling “Humanity” and “Land”: De-centering Anthropocentric Thought for Anti-Colonial Environmental Education Schools [Lois Boody, MEd Student, SJE, Social Justice Education]
Building Positive Principal-Student Relationships Under Chinese Educational Reform During the Past Two Decades: Experience from High-School Leaders in Beijing, China [Yuan Chai, MA Student, LHAE, Educational Leadership and Policy]

12:30pm-1:00pm: Break, Social Time

1:00pm-2:45pm: Session 3 – COMPARATIVE HIGHER EDUCATION AND INTERNATIONALIZATION [Chair: Carly Manion]

Mexican Students’ Experiences in Study Abroad Programs: Analyzing the Link Between Experiences and Learning Outcomes [Iván Ramírez Figueroa, PhD Candidate, LHAE, Educational Leadership and Policy]

Contextualizing the Science, Technology, Engineering and Mathematics Gender Gap in European and Sub-Saharan African Universities [Gabrielle Thibeault-Orsi, MEd Candidate, LHAE, Educational Leadership and Policy]

Global Competencies: How MBA Schools Develop Interculturally Competent Leaders [Freeda Bukhari Khan PhD Candidate, LHAE, Higher Education]


2:45pm-4:00pm: CIDE Social and Welcome: introductions of new students, faculty, and CIDESA (student association), networking time

Program Co-Chairs: Dr. Carly Manion (CIDE/C Director) & Dareen Charafeddine (CIDE/C Graduate Assistant)

**Special thanks to CIDE/C Administrator, Sazna Aliyar**
CIDEFACULTY, POST-DOCTORAL FELLOWS & VISITINGSCHOLARPUBLICATIONS 2021-2022

For the period of this report, the below list is selective of scholarly publications submitted by CIDEFACULTY, 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.)

Bahry, S. (2022, May 20). Decolonizing Language(s) of Education in Post-Soviet contexts. As part of a Webinar, Falling Through the Cracks: Decolonial Approaches in Post-Soviet Spaces of Education. Comparative Education Research Centre, Faculty of Education, University of Hong Kong.

Bahry, S. (2022, April 20). Exploring school-based education stakeholders’ perspectives on quality of education in Kyrgyzstan and Tajikistan in the context of the Schools2030 initiative. Paper presented as part of the virtual panel, Co-creating evidence from the bottom up: The Schools2030 approach to understanding what works in raising holistic learning outcomes. CIES, March 18-22, Minneapolis, USA.


Bakan, A. B., (Oct. 21, 2021). Jewish Faculty Organizing, Panel presentation for Can’t Stop, Won’t Stop: University of Toronto Censured, panel presentation sponsored by CensureUofT.ca


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.


Manion, C. (Feb. 9, 2022). *Globalizing Discussions on Gender, Violence and Education in K-12 Contexts*. The Centre for Media, Culture and Education (CMCE) and The Comparative, International, and Development Education Research Centre (CIDEC) co-sponsored seminar. OISE, University of Toronto.


**Note:** This list is based on submissions received from CIDE Affiliated Faculty between July 1st 2021 – June 30th 2022 for this report and does not represent the full extent of CIDE Affiliated Faculty publications/presentations.
CIDE STUDENT AND RECENT ALUMNI PUBLICATIONS AND PRESENTATIONS 2021-2022


Publications:


Walsh Marr, J. (2021). Moving from Form to Function: Leveraging SFL metalanguage to illuminate features and functions of texts in first year university EAP. In C. MacDiarmid and J. J. MacDonald (Eds.), *Pedagogies in English for Academic Purposes: Teaching and Learning in International Contexts*. London: Bloomsbury. 10.5040/9781350164833


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


Walsh Marr J., (April 21, 2021). *An English Language teacher’s pedagogical response to Canada’s Truth and Reconciliation Commission.* Memorial University of Newfoundland & TESL Canada invited presentation.

Walsh Marr, J. (2021, June 17). *Course design alignment for academic literacy and collaboration.* University of Windsor International Teaching Online Symposium presentation.

Walsh Marr, J., & Ferreira, L. (2021, June 10). *Bridging through self-regulated learning: international And domestic student expectations and metacognition in first year writing, research and scholarly language development courses.* Canadian Association for Studies in Discourse and Writing (CASDWA) conference presentation.


*Note:* This list is based on submissions received from CIDE students/alumni between July 1st 2021 – June 30th 2022 for this report and does not represent the full extent of CIDE students/alumni publications/presentations.
SELECTED CIDE STUDENT AND ALUMNI AWARDS & PROJECTS 2021-2022

Student/Alumni Awards/Grants/Fellowships/Funded Projects

- Burrell-Ingram, Deserene. (2021) Sister A.T. Sheehan, CSJ Graduate Fellowship, OISE, University of Toronto
- Burrell-Ingram, Deserene. (2021) Oise Graduate Bursary, OISE, University of Toronto
- Edmund, Adam. (2019-2021) SSHRC Doctoral Fellowship
- Freitas, Danielle. 2021: 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
- Freitas, Danielle. (2021) Canadian Association for Teacher Education Recognition Award for Doctoral Thesis
- Walsh Marr, J. & Ferreira, L. UBC Vantage College Educational Innovation award for curricular and pedagogical work on supporting students’ metacognition, July 2022
- Zhu, Qiongli. (2022) UTGSU The Graduate Community Development Fund Recipient
- Zhu, Qiongli. (2022) University of Toronto Student Engagement Award (Major participant)

Note: This list is based on submissions received from CIDE students/alumni between July 1st 2021 – June 30th 2022 for this report and does not represent the full extent of CIDE students/alumni publications/presentations.
CIDE Students 2021-2022

2021-2022 CIDE Students Overview

<table>
<thead>
<tr>
<th>Total Applications to CIDE (2021-2022)</th>
<th>150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Confirmed Students (2021-2022)</td>
<td>52</td>
</tr>
<tr>
<td>2021 Graduates (All year)</td>
<td>34</td>
</tr>
<tr>
<td>2022 Graduates (January-June)</td>
<td>16</td>
</tr>
<tr>
<td>Total Registered Students in CIDE</td>
<td>256</td>
</tr>
<tr>
<td>Collaborative as of June 30 2022</td>
<td></td>
</tr>
</tbody>
</table>

2021-2022 New CIDE Students, by Degree and Full/Part Time Status

| PhD Full Time Students | 12 |
| PhD Flex Students     | 4  |
| MA Students           | 4  |
| EdD Students          | 5  |
| MEd Students          | 27 |
| Total Full Time Students | 48 |
| Total Part Time Students | 4  |
| **Total CIDE Students** | **52** |

2021-2022 New CIDE Students, by Department, Program, and Degree

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

| PhD Full Time | 2 |
| PhD Flex      | 2 |
| MA            | 1 |
| EdD           | - |
| MEd           | 1 |
| Full Time Students | 6 |
| Part Time Students | - |
| **Total SJE CIDE Students** | **6** |
**Department of Leadership, Higher and Adult Education: Education Leadership and Policy (ELP)**

<table>
<thead>
<tr>
<th>Program</th>
<th>Full Time</th>
<th>PhD Flex</th>
<th>MA</th>
<th>EdD</th>
<th>MEd</th>
<th>Full Time Students</th>
<th>Part Time Students</th>
<th>Total ELP CID Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD Full Time</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>17</td>
<td>1</td>
<td>18</td>
</tr>
</tbody>
</table>

**Department of Leadership, Higher and Adult Education: Higher Education (HE)**

<table>
<thead>
<tr>
<th>Program</th>
<th>Full Time</th>
<th>PhD Flex</th>
<th>MA</th>
<th>EdD</th>
<th>MEd</th>
<th>Full Time Students</th>
<th>Part Time Students</th>
<th>Total HE CID Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD Full Time</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

**Department of Leadership, Higher and Adult Education: Adult Education and Community Development (AECD)**

<table>
<thead>
<tr>
<th>Program</th>
<th>Full Time</th>
<th>PhD Flex</th>
<th>MA</th>
<th>EdD</th>
<th>MEd</th>
<th>Full Time Students</th>
<th>Part Time Students</th>
<th>Total AECD CID Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD Full Time</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>
**Department of Curriculum Teaching and Learning: Language and Literacies Education (LLE)**

<table>
<thead>
<tr>
<th>Program</th>
<th>Full Time</th>
<th>PhD Flex</th>
<th>MA</th>
<th>EdD</th>
<th>MEd</th>
<th>Full Time Students</th>
<th>Part Time Students</th>
<th>Total LLE CIDE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD Full Time</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>PhD Flex</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>MA</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>EdD</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>MEd</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Full Time Students</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Part Time Students</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
</tbody>
</table>

**Department of Curriculum, Teaching and Learning: Curriculum and Pedagogy (C&P)**

<table>
<thead>
<tr>
<th>Program</th>
<th>Full Time</th>
<th>PhD Flex</th>
<th>MA</th>
<th>EdD</th>
<th>MEd</th>
<th>Full Time Students</th>
<th>Part Time Students</th>
<th>Total C&amp;P CIDE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD Full Time</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>PhD Flex</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>MA</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>EdD</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>MEd</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>Full Time Students</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>Part Time Students</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>Total C&amp;P CIDE Students</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
</tbody>
</table>
## CIDE MA AND PhD/EdD GRADUATES’ THESIS TITLES 2021-2022

### 2021-2022 MA and PhD/EdD Graduates’ Thesis Titles

<table>
<thead>
<tr>
<th>Name</th>
<th>Dept</th>
<th>Degree</th>
<th>Thesis Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aayah Amir</td>
<td>SJE</td>
<td>MED MRP</td>
<td>Towards an Expanded Notion of Identity: An Engagement with Charles Taylor’s Sources of the Self</td>
</tr>
<tr>
<td>Ebru Bag</td>
<td>LHAE</td>
<td>PHD</td>
<td>Reproducing, Resisting, Challenging, and Changing: Intersectionality and Narratives of Women School Principals in Turkey</td>
</tr>
<tr>
<td>Pushpa Hamal</td>
<td>LHAE</td>
<td>PHD</td>
<td>Political Economy of Road Building in Nepal: Limits of Social Transformative Change</td>
</tr>
<tr>
<td>Nadia Kachynska</td>
<td>LHAE</td>
<td>PHD</td>
<td>Fostering Global Norms of Research Excellence: National Policies and Strategic Responses of Public Universities in Central and Eastern Europe</td>
</tr>
<tr>
<td>Yecid Ortega Paez</td>
<td>CTL</td>
<td>PHD</td>
<td>Pedagogies of Be[Ing], Be[Longing] and Be[Coming]: Social Justice and Peacebuilding in the English Curriculum of a Marginalized Colombian Public High School</td>
</tr>
<tr>
<td>Ramesh Pokharel</td>
<td>CTL</td>
<td>PHD</td>
<td>Second Language Writing: A Study of the Learning and Teaching of Academic Writing in a Networked Culture</td>
</tr>
<tr>
<td>Natsaha Richmond</td>
<td>CTL</td>
<td>MA</td>
<td>Factors Affecting Orphans and Vulnerable Children Accessing Their Right to Education in Mozambique</td>
</tr>
<tr>
<td>Gabrielle Thibeault-Orsi</td>
<td>LHAE</td>
<td>MED MRP</td>
<td>Contextualizing the Science, Technology, Engineering and Mathematic Gender Gap in European and Sub-Saharan African Universities</td>
</tr>
</tbody>
</table>
CIDE COURSES 2021-2022

CIDE Courses offered Full Year

<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>SJE1921YY</td>
<td>The Principles of Anti-Racism Education</td>
<td>George JS Dei</td>
<td>Mon</td>
<td>17:30-20:30</td>
<td>Online Synchronous</td>
</tr>
</tbody>
</table>

CIDE Courses offered Summer 2022

<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>LHA1826H*</td>
<td>Comparative Higher Education</td>
<td>Grace Karram</td>
<td>Thurs</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>CTL1031H</td>
<td>Language, Culture, and Identity: Using the Literary Text in Teacher Development</td>
<td>Patrick Finnessy</td>
<td></td>
<td></td>
<td>Asynchronous</td>
</tr>
<tr>
<td>CTL3025H</td>
<td>Educational Sociolinguistics</td>
<td>Julie Kerekes</td>
<td>Mon/Weds</td>
<td>9:00-12:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>LHA1184H</td>
<td>Indigenous Knowledge: Implication for Education</td>
<td>Jennifer Wemigwans</td>
<td>Tues/Thurs</td>
<td>14:00-17:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>LHA1196H</td>
<td>Walking Together, Talking Together: The Praxis of Reconciliation</td>
<td>Jennifer Wemigwans</td>
<td>Mon/Weds</td>
<td>11:00-14:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>SJE5019H</td>
<td>Special Topics: Narratives of Exile and Migration: Implications for Education</td>
<td>John Portelli</td>
<td>Mon/Weds</td>
<td>13:00-16:00</td>
<td>Online Synchronous</td>
</tr>
</tbody>
</table>

Asterisks (*) represent CORE CIDE Courses

CIDE Courses offered Winter 2022

<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>CIE1001HS*</td>
<td>Introduction to Comparative, International and Development Education</td>
<td>Carly Manion</td>
<td></td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>CTL1037HS*</td>
<td>Teacher Development: Comparative and Cross-Cultural Perspectives</td>
<td>Stephen Bahry</td>
<td>Wed</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>CTL1063HS</td>
<td>Pedagogies of Solidarity</td>
<td>Ruben Gaztambide-Fernandez</td>
<td>Tues</td>
<td>17:30-20:30</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor</td>
<td>Day</td>
<td>Time</td>
<td>Delivery</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>------------</td>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>CTL1218HS</td>
<td>Culture and Cognition in Mathematics, Science and Technology Education</td>
<td>Alexandre Cavalcante</td>
<td>Wed</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>CTL1318HS</td>
<td>Teaching Conflict and Conflict Resolution</td>
<td>Yecid Ortega Paez</td>
<td>Thurs</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>CTL1430HS</td>
<td>Gendered Colonialisms, Imperialisms and Nationalisms in History</td>
<td>Cecillia Louise Morgan</td>
<td></td>
<td></td>
<td>Asynchronous</td>
</tr>
<tr>
<td>CTL3000HS</td>
<td>Foundations of Bilingual and Multicultural Education</td>
<td>Stephen Bahry</td>
<td>Mon</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>CTL3026HS</td>
<td>Pragmatics in Language Education</td>
<td>Julie Kerekes</td>
<td>Mon</td>
<td>13:00-16:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>CTL3805HS</td>
<td>Multilingualism and Plurilingualism</td>
<td>Enrica Piccardo</td>
<td>Tues</td>
<td>13:00-16:00</td>
<td>Online Synchronous</td>
</tr>
<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>
<td>Tues</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<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>Thu</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>CTL6301HS*</td>
<td>Critical Perspectives on Language, Racism and Settler-Colonialism</td>
<td>Jeff Bale</td>
<td>Wed</td>
<td>13:00-16:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>LHA1115HS</td>
<td>Learning for the Global Economy</td>
<td>Kiran Mirchandani</td>
<td></td>
<td></td>
<td>Online Synchronous (See RO Comments)</td>
</tr>
<tr>
<td>LHA1806HS*</td>
<td>Systems of Higher Education</td>
<td>Emma Sabzalieva</td>
<td>Wed</td>
<td>17:00-19:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>LHA1814HS</td>
<td>Lifelong Learning and Professional and Vocational Education</td>
<td>Gavin Moodie</td>
<td>Mon</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>LHA3064HS*</td>
<td>Global Governance and Educational Change: the Politics of International Cooperation in Education</td>
<td>Elena Toukan</td>
<td>Tues</td>
<td>15:30-17:30</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>SJE1922HS</td>
<td>Sociology of Race and Ethnicity</td>
<td>Soudeh Oladi Ghadikolaei</td>
<td>Thurs</td>
<td>09:00-12:00</td>
<td>Online Synchronous</td>
</tr>
</tbody>
</table>

Asterisks (*) represent CORE CIDE Courses
# CIDE Courses offered Fall 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>CIE1001HF*</td>
<td>Introduction to Comparative, International and Development Education</td>
<td>Mary Drinkwater</td>
<td>Tu/Th</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>CTL1221HF</td>
<td>Education for Human Goals Local and Global: How's Science Education Helping?</td>
<td>Wanja Gitari</td>
<td>Thurs</td>
<td>13:00-16:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>CTL1312HF*</td>
<td>Democratic Citizen Education: Comparative International Perspectives</td>
<td>Yomna Awad</td>
<td>Wed</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>CTL1332HF</td>
<td>Introduction to Decolonization in Education</td>
<td>Ruben Gaztambide-Fernandez</td>
<td>Tues</td>
<td>17:30-20:30</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>CTL3000HF</td>
<td>Foundations of Bilingual and Multicultural Education</td>
<td>Emmanuelle Le-Ichon Vorstman</td>
<td>Wed</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>CTL3018HF</td>
<td>Language Planning and Policy</td>
<td>Jeff Bale</td>
<td>Mon</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>CTL5049HF</td>
<td>Special Topics in Curriculum: Master's Level Structural and Colonial Violence: Educational Respons(abilities) and Complicities</td>
<td>Jennifer Brant</td>
<td>Tues</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>LHA1041HF</td>
<td>Educational Administration II: Social and Policy Contexts of Schooling</td>
<td>Joseph Flessa</td>
<td>Tues</td>
<td>17:00-18:30</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>LHA1066HF*</td>
<td>Comparative &amp; International Perspectives on Gender &amp; Education Policy &amp; Practice</td>
<td>Carly Manion</td>
<td></td>
<td></td>
<td>Asynchronous</td>
</tr>
<tr>
<td>LHA1102HF</td>
<td>Community Development: Innovative Models</td>
<td>Valerie Damasco</td>
<td>Tues</td>
<td>17:30-20:30</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>LHA1102F</td>
<td>Community Development: Innovative Models</td>
<td>Rainos Mutamba</td>
<td>Tuesday</td>
<td>17:30-20:30</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>LHA1803HF</td>
<td>Recurring Issues in Postsecondary Education</td>
<td>Glen Jones</td>
<td>Mon</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>LHA1803HF</td>
<td>Recurring Issues in Postsecondary Education</td>
<td>Grace Karram</td>
<td>Thurs</td>
<td>17:00-20:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor</td>
<td>Day</td>
<td>Time</td>
<td>Delivery</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>----------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>LHA1803HF</td>
<td>Recurring Issues in Postsecondary Education</td>
<td>Grace Karram</td>
<td></td>
<td></td>
<td>Asynchronous</td>
</tr>
<tr>
<td>LHA1803HF</td>
<td>Recurring Issues in Postsecondary Education</td>
<td>Katharine Janzen</td>
<td></td>
<td></td>
<td>Asynchronous</td>
</tr>
<tr>
<td>LHA5006HF*</td>
<td>Special Topics in Educational Leadership and Policy: Master's Level Comparative Politics of Education Policy</td>
<td>Claudia Diaz-Rios</td>
<td>Mon</td>
<td>17:00-19:00</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>SJE3905HF</td>
<td>Interdisciplinary Approaches to Research: Theory and Praxis</td>
<td>Soudeh Oladi Ghadikolaei</td>
<td>Tues</td>
<td>17:30-20:30</td>
<td>Online Synchronous</td>
</tr>
<tr>
<td>SJE3914HF</td>
<td>Anti-Colonial Thought and Pedagogical Challenges</td>
<td>George JS Dei</td>
<td>Tues</td>
<td>17:30-20:30</td>
<td>Online Synchronous</td>
</tr>
</tbody>
</table>

*Asterisks (*) represent CORE CIDC Courses*
CIDE Student Association (CIDESA) Overview 2021-2022

This year, CIDESA continued to engage with students and community-building online throughout the second year of the Covid-19 pandemic. Our focus this year was on hosting social and academic events to bring faculty, alumni, and current students in the CIDE collaboration together. These events were held on various dates and times to accommodate students in different time zones and class times. Due to low attendance at some initial events, we opted to offer incentives through gift cards for the first few attendees. This did help draw greater attendance on some occasions, but we noticed that it did not make a substantial difference. The most well-attended events were simple meet-ups to catch up, talk, and meet others, as these presented valuable opportunities to socialize in an informal setting. Through these events, we also worked to increase engagement in the CIDESA WhatsApp group, started by last year’s Co-Chairs, and the membership in this group doubled to over 40 participants. The group has been an important site for students to share events, ask questions, and discuss different topics of concern to the CIDE student community.

This year, we have also worked to develop stronger relationships with Interest Group (IG) leads, by inviting IG leads to present at various events where they could engage with more students and increase membership in these groups. We developed a Terms of Reference document to facilitate future CIDESA-IG communications, and we shared it with IG leads for their feedback. Within this document, we also suggested a way to contribute CIDESA funding to IG activities, through a form request system, available here. The development of this process remains in progress, but we are hopeful that it will leave an effective starting point for a more streamlined system in the future. Further discussion on this in the September meeting with Interest Groups will be helpful to discuss this in more detail.

Finally, this year we also started an Instagram page for CIDESA (@cidesa_oise) to engage more students through social media. Initially managed by a CIDE team member, it is now mostly managed by the Co-Chairs. As of March 2022, it has 34 followers and minimal engagement, but we hope to continue to grow participation. We believe that having a designated team member for social media engagement would enhance CIDESA’s ability to reach more people and groups.
CIDEC Student Association (CIDESA) Members 2021-2022

**Sudhashree Girmohanta**
Co-Chair, CIDESA
Sudhashree (she/her) is a doctoral student in the Department of Curriculum, Teaching and Learning with a collaborative specialization in Comparative International and Development Education at the Ontario Institute for Studies in Education, at the University of Toronto.

**Lois Boody**
Co-Chair, CIDESA
Lois (she/her) is a second-year M.Ed student in the Social Justice Education department at OISE, University of Toronto. She is pursuing two collaborative specializations in Comparative, International, and Development Education, and in Environmental Studies.

**Yara Abdelaziz**
Team member, CIDESA
Yara is a PhD student in Education Leadership & Policy with the Ontario Institute for Studies in Education at the University of Toronto. She holds an M.Ed. in Research on Teaching and Learning from the Technical University of Munich and a BA in Economics from the American University in Cairo.
Yesica Ayme
Team member, CIDESA

Yesica is in her second year of her master’s degree in the LLE program and CIDE collaborative specialization at OISE. She is interested in Quechua language revitalization policies and practices in Peru. She has recently received the Canada Graduate Scholarship – Masters (SSHRC).

Jennifer Walsh Marr
Team member, CIDESA

Jennifer is an academic English lecturer in the Arts faculty at UBC Vantage College. She holds a BA in Applied Linguistics and Japanese Studies, an MA in Curriculum & Instruction, and is a doctoral student in Language & Literacy Education at OISE.

CIDE Student Association (CIDESA) Key Events 202-2022

<table>
<thead>
<tr>
<th>Event Name</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Orientation CIDESA-hosted Social</td>
<td>September 9th, 2022</td>
<td>CIDEC Director Carly Manion invited CIDESA to host the social portion of the CIDEC Orientation. We led an introduction to CIDESA, encouraged students to join our WhatsApp group, invited IG leads to speak, and then managed the creation of breakout rooms for small-group socializing.</td>
</tr>
<tr>
<td>CIDESA Social</td>
<td>September 24th, 2022</td>
<td>CIDESA invited new and returning students and faculty to join for a casual social event where they could meet others in the CIDE community. Some IG Leads were also invited to present on their groups and invite students to join the research groups.</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Movie Night</strong></td>
<td>November 27th, 2022</td>
<td>We invited students and faculty to join us for a movie night and discussion on the film, Wallay, about a young boy in Burkina Faso.</td>
</tr>
<tr>
<td><strong>Holiday Mingle</strong></td>
<td>December 2nd, 2022</td>
<td>In this end-of-term social, we invited students to join us for a networking event where we discussed some networking strategies, shared our favourite holidays and cultural traditions and winter break plans. (We had intended to do a “breakout room roulette” where attendees would have short 1-on-1 chats with others, but due to a relatively small group size, we ended up socializing as a group)</td>
</tr>
<tr>
<td><strong>Winter Social Event</strong></td>
<td>January 14th, 2022</td>
<td>For this social event, we welcomed students and faculty back for the winter term and caught up in an informal meet-up.</td>
</tr>
<tr>
<td><strong>J.P Farrell Symposium Social</strong></td>
<td>February 18th, 2022</td>
<td>CIDEC Director Carly Manion invited CIDESA to lead a social event following the day of presentations. We were joined by various students and faculty members for a social event reflecting on the day’s presentations and catching up with one another.</td>
</tr>
<tr>
<td><strong>CIDESA Talent Show</strong></td>
<td>April 14th, 2022</td>
<td>In this end-of-year event, we put together an online talent show to continue the tradition of last year’s CIDESA chairs. We put out a call for participation and had three students volunteer to share their talents (Singing, Poetry, &amp; Jazz Saxophone). After the performances, a Q&amp;A for the artists followed, along with a more general social event.</td>
</tr>
</tbody>
</table>

THANK YOU to CIDESA for all their hard work!