

CIDEC NEWSLETTER

Summer 2026



Dr. Carly Manion

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DIRECTOR'S MESSAGE

Dear CIDEC Friends,

Welcome to our Spring/Summer 2026 newsletter! While we usually publish a Spring edition, this year the energy and excitement of an especially full semester persuaded us to wait just a little longer. I'm so glad we did, because this issue captures one of the busiest, most rewarding, and inspiring periods in CIDEC's recent history.

The undeniable highlight was our inaugural CIDEC Symposium, ***CIDE at a Crossroads: Responding to Education in an Era of Crisis and Complexity***.

Over two days in April, our community came together to explore urgent educational challenges through critical dialogue and lively exchange. It was exactly the kind of intellectually vibrant, welcoming, and interdisciplinary space that CIDEC strives to create, and I left feeling energized by the ideas, connections, and possibilities that emerged.

Events like this don't happen without an extraordinary community behind them. My deepest thanks go to CIDEC's outstanding GA, Tavila Haque, whose dedication, creativity, and countless hours of work helped bring the symposium - and so much else this year - to life. I am equally grateful to the CIDE Student Association (CIDESA) and its exceptional leaders, Nancy Hsiung and Manita Swati whose enthusiasm and commitment continue to strengthen our student community.

A very special thank you goes to the CIDEC Symposium Organizing Committee: Zeenia Ahmed, Tavila Haque, Nancy Hsiung, Ruba Kallab, and Manita Swati. Their ideas, care, professionalism, and hard work shaped every aspect of the symposium. We simply could not have done it without them

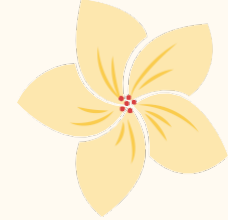
Big and heartfelt thanks as well to our presenters, discussants, community partners, and participants, and to our CIDEC-affiliated faculty - Kathy Bickmore, Elizabeth Buckner, Emmanuelle Le Pichon-Vorstman, Ann Lopez, Francine Menashy, Karen Mundy, and Sarfaroz Niezov - for sharing their scholarship, insights, and generosity. It was also a pleasure to welcome our special guest, colleague, and friend of CIDEC, Sarah Dryden-Peterson, whose participation enriched the symposium and our conversations.

Beyond the symposium, this issue celebrates so much of what makes our community special. You'll find highlights from the Joseph P. Farrell Student Research Symposium, updates from our East Asia Special Interest Group, community news and accomplishments, honours and awards, recent presentations and publications by our students, alumni, and faculty, and congratulations to our Spring 2026 CIDE graduates.

Finally, on a personal note, I'll be on leave from July-December 2026, where I'll be focusing on several research and writing projects. I am incredibly grateful that Dr. Elizabeth Buckner, from the Higher Education program (LHAE), has kindly agreed to serve as Acting Director of both CIDEC and the CIDE Collaborative Specialization while I'm away. Elizabeth has long been a wonderful colleague and supporter of CIDEC, and I know the Centre is in excellent hands.

Thank you, as always, for making CIDEC such a warm, vibrant, and intellectually engaged community. I hope you enjoy this issue, have an opportunity to recharge over the summer, and I look forward to reconnecting with many of you in the new year.

Warmly,
Carly Manion (she/her)
CIDE/C Director



CIDEC Interest Groups (IGs)

CIDEC EAST ASIA SPECIAL INTEREST GROUP (EASIG)

About: CIDEC East Asia Special Interest Group (EASIG) is organized by graduate students, focusing on promoting knowledge sharing and knowledge production in Asian studies related to education and supporting the academic and professional development of the Asian communities in North America. Please email us at oiseeastasiaig@gmail.com if you are interested in joining our executive team or would like to be included in our email list.

Event Name:

New Year, New Strides: Riding into the Year of the Horse

The EASIG Lunar New Year Celebration welcomed 43 registered participants, with 40 students attending in person. There are 14 participants who completed the end-of-event survey, offering valuable reflections on their experience and impact. Survey respondents were primarily master's students (64.3%) and PhD students (28.6%). Feedback was overwhelmingly positive, with most participants reporting strong satisfaction, inclusivity, and a strengthened sense of belonging. Many identified food and refreshments (71.4%) as a meaningful part of the gathering, alongside opportunities to meet new people (64.3%) and engage in calligraphy and New Year wishes (64.3%). These responses affirmed our intention to create a warm, welcoming environment where graduate students could connect through shared cultural experiences. As organizers, we felt deeply encouraged by the atmosphere of openness, laughter, and genuine interaction throughout the evening. Participants did not simply attend; they engaged, shared stories, and built connections across programs and cultural backgrounds. This reinforced our commitment to creating spaces where graduate students feel seen, welcomed, and connected.

President: Nancy Hsiung (PhD - ELP & CIDE)

Vice President: Yuchen (Suey) Zhang (PhD - DPE)





J.P Farrell Symposium Highlights



The Joseph P. Farrell Student Research Symposium 2026 Program



February 20, 2026, 10:00am – 5:00pm

In-person, OISE Room 7-105 & Via Zoom: <https://zoom.us/j/661234725>

— ALL WELCOME —

10:00 am – 10:15 am: Welcome/Opening Remarks [CIDE/C Director: Carly Manion]

10:15 am-11:45 am: Session 1 – Education, Displacement, and Mobility Across Borders
[Chair: Nancy Hsiung]

Conditional Refuge or Pathway to Mobility? A Comparative Study of Scholarships for Displaced Palestinian Students in Egypt and Canada [Latifa Soliman, PhD Student, CTL/LLE]

Education in Transition: Volunteer Teachers' Motivations and Practices in Non-Formal Refugee Education [Marguerite (Maggie) Wang, MA Student, CTL/LLE]

In the Face of Her Unknowable Future: Afghan Refugee Girls Navigating the Complex Intersection of Policy, Education, and Agendas [Zeenia Ahmed, PhD Candidate, ELP]

11:45 am-12:45 am: LUNCH [will be provided on-site]

1:00 pm-2:30 pm: Session 2 – Language, Culture, and Education in Contexts of Power
[Chair: Manita Swati]

The Effects of Arabization on English as a Second Language in Sudan [Mariya Hassan, PhD Candidate, CTL/LLE]

Teachers Perceptions of Trauma Informed Language Education: A Comparative Synthesis of Research from Jordan and Canada [Ruba Kallab, PhD Student, CTL/LLE]

Korean Immigrant Parents' Responses and Adaptations to Anti-Racism Education in Canadian Public Schools [Jiyoung Kang, PhD Student, SJE]

2:30pm-2:45 pm: BREAK

2:45 pm-4:15 pm: Session 3 – Gender, Leadership, and Educational Inequality in Comparative Perspective [Chair: Tavila Haque]

The French Physical Science Gender Gap: Is it a question of motivation? [Gabrielle Thibeault-Orsi, PhD Candidate, ELP]

Intersecting Realities: A Comparative Exploration of Black Women's Experiences in Educational Leadership across Jamaica, Canada, and the United States [Rhonda K. Williams, PhD Candidate, SJE]

Toward Ideal Rural School Principalship: A Comparative Study Across Zhejiang, Ontario, and Saxony [Minzi Zhang, PhD Candidate, ELP]

4:15pm-5pm: Closing Remarks + Social time

**Program Co-Chairs: Dr. Carly Manion (CIDE/C Director) &
Tavila Haque (CIDE/C Graduate Assistant)**



J.P Farrell Student Research Symposium

2026

On February 20, the Joseph P. Farrell Student Research Symposium welcomed students, faculty, and guests to OISE for an inspiring day of learning, collaboration, and scholarly exchange. The symposium showcased the breadth and depth of student research across comparative, international, and development education, creating a welcoming space to exchange ideas and engage with pressing educational issues from around the world.

The day featured three thought-provoking sessions exploring themes of education and displacement, language and culture, and gender and educational leadership. Presenters shared research spanning diverse global contexts, including refugee education, migration, anti-racism, language policy, educational leadership, and gender equity. Each presentation was followed by engaging discussions, where attendees asked insightful questions, exchanged perspectives, and reflected collectively on the complexities of education across different social, cultural, and political contexts.

Beyond the presentations, the symposium fostered a strong sense of community. It was a reminder that academic learning flourishes through collaboration, curiosity, and the willingness to learn from one another.

The symposium concluded with closing remarks and a celebration of the outstanding work presented by graduate students. It was a day marked by intellectual curiosity, thoughtful dialogue, and a shared commitment to advancing research that contributes to more equitable educational futures. The Joseph P. Farrell Student Research Symposium continues to be a valued space for emerging scholars to share their work, inspire one another, and strengthen the vibrant CIDE/C research community.



Community Highlights



Ahmet Su
PhD Candidate
Higher Ed

Ahmet Su contributed to a collaborative research project on international students in Türkiye, focusing on their sociocultural adaptation, practices of universities, and the development of a program to support student integration. The project team included researchers from several Turkish universities: Engin Karadağ (Akdeniz University), Hatice Ergin-Kocaturk (Boğaziçi University), Esra Cakmak Tekel (Afyon Kocatepe University), and Metin Kocaturk (Istanbul University-Cerrahpaşa). As Türkiye emerges as a regional hub for international students, the project team was curious about how well these students were supported in adapting to new cultural, social, and educational environments.

The research project explored both individual and institutional factors shaping international students' sociocultural adaptation. Drawing on large-scale data, the project highlights the critical roles of cultural capital, self-efficacy, social support, and acculturation strategies such as integration and assimilation. At the same time, it reveals that institutional efforts in Türkiye are sometimes insufficient in supporting students' adaptation processes. Finally, the project goes one step further by developing and evaluating an adaptation program designed to enhance students' overall integration. The findings offer insights for universities and policymakers aiming to strengthen international student experiences and position Türkiye as a more inclusive and supportive destination for global education.



Dr. Danielle Freitas
CIDE Alumna

Dr. Danielle Freitas has accepted the inaugural position of Dean of Research at University College of the North (UCN) in Manitoba. She brings more than two decades of leadership experience in higher education, having held senior academic and administrative roles in both private and public post-secondary institutions across Canada, the United States, the United Kingdom, and Brazil. In this role, she provides strategic leadership for UCN's research enterprise, strengthening the University's national profile as a leader in northern and Indigenous research. As a member of UCN's Senior Academic Leadership and Strategic Leadership Teams, she advances a strong culture of high-quality research, cultivates partnerships with post-secondary institutions, granting agencies, and industry, and champions faculty-led research that contributes meaningfully to reconciliation with Indigenous Peoples. As a CIDE alumna, she completed her MA in Second Language Education with a Specialization in Comparative, International, and Development Education in 2013, and her PhD in Language and Literacies Education, with a Specialization in Comparative, International, and Development Education in 2020.



Community Highlights

Ruba Kallab
PhD Student
CTL/LLE
Presentation

At the 2026 Comparative and International Education Society (CIES) Conference, a collaborative working paper explored the powerful role of music in fostering language learning, identity, and human connection across diverse educational contexts. Presented through a trio-ethnographic collaboration spanning Canada, the United States, and Gaza, the research examined how music can create spaces for dialogue, belonging, and emotional expression in language classrooms while supporting plurilingual and peace-oriented education.

Drawing on experiences from settlement ESL classrooms, conservatory language programs, and online learning in Gaza, the presentation highlighted how music can strengthen cultural identity, encourage meaningful communication, and build relationships among learners navigating migration, displacement, and conflict. At the same time, the discussion emphasized the importance of using music thoughtfully, recognizing that it can also evoke complex emotions and political tensions. The session inspired meaningful conversations about reimagining language education as a space where empathy, inclusion, and human connection are central to learning.

Gifty Kwaofio
MEd Student, ELP/CIDE

Presentation: *When Silence Is Misread: Culture, Compliance, and Voice in Diverse Classrooms*

I am delighted to share that my article, *When Silence Is Misread: Culture, Compliance, and Voice in Diverse Classrooms*, was recognized as the Runner-Up in the 2026 BAICE Student Writing Award. Drawing on both research and my experiences teaching in Canada, the United Kingdom, and Ghana, the article explores how silence is often misunderstood in culturally diverse classrooms. Rather than viewing participation solely through speaking up, it invites educators to consider how listening, reflection, and culturally informed ways of engaging can also represent meaningful forms of student voice and agency. I hope the piece encourages readers to reflect on whose participation is recognized in our classrooms and how broadening our understanding of voice can help create more inclusive learning environments. Read the article [here](https://baice.ac.uk/hub/when-silence-is-misread-culture-compliance-and-voice-in-diverse-classrooms/) or paste the following URL into your browser: <https://baice.ac.uk/hub/when-silence-is-misread-culture-compliance-and-voice-in-diverse-classrooms/>

Honours & Awards

Dr. Punita Lumb: Awarded 2026 Best Dissertation by the CIES Higher Education Special Interest Group (HESIG)

Dissertation Title: *Decolonizing Knowledge: Faculty Experiences of Power Dynamics in UK-India Social Science Research Partnerships*

CIDEC Symposium

April 23-24th, 2026

CIDE at a Crossroads: Responding to Education in an Era of Crisis and Complexity

The inaugural CIDEC Symposium brought together students, faculty, alumni, practitioners, and community partners to consider how comparative, international, and development education might respond to a period of profound global change. Against a backdrop of conflict and displacement, democratic backsliding, climate crisis, growing inequality, technological disruption, and declining international cooperation, the symposium asked participants not only to examine the pressures reshaping education, but to consider what these conditions demand of our institutions, our field, and our own practices.



Opening Remarks and Welcome



Opening Anchor Talk: Global Governance & Educational Change

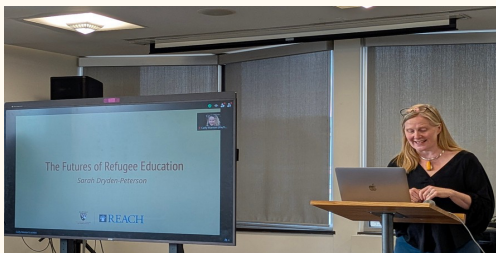
Across the Conversations

Rather than proceeding from the assumption that existing educational systems and institutions simply need to be repaired, discussions repeatedly raised more fundamental questions: What should be sustained, what should be abandoned, and what needs to be transformed? How do we rethink education's purposes and responsibilities when the institutions, governance arrangements, and assumptions that have shaped international education are themselves under strain?

Questions of power and knowledge ran across the two days. Participants examined whose knowledge is legitimized, who defines educational priorities and measures success, and how unequal power continues to shape partnerships and decision-making. A recurring distinction emerged between consultation and co-design: inviting communities to respond to priorities established elsewhere is not the same as sharing power in defining those priorities in the first place.

CIDEC Symposium

April 23-24th, 2026



Anchor Talk: Reimagining Futures in Refugee Education



Community Roundtable: Shaping Education Futures –
INGOs, Partnerships, and Power

From Critical Reflection to Collective Action

Across the symposium, participants also challenged narrow understandings of educational success. Belonging, relationships, hope, social cohesion, and future-building emerged as central educational concerns, particularly in contexts of crisis and displacement. Discussion of refugee education highlighted the important distinction between access to education and meaningful future opportunity: entering a classroom does not necessarily create a pathway toward the futures that learners seek. This raised a critical question with relevance well beyond refugee education: Who is responsible for creating the conditions in which education can lead to meaningful opportunities?

The symposium also asked what it would take to move from critical reflection toward collective action. In discussions of refugee education in Canada, participants described considerable expertise, commitment, and activity alongside persistent fragmentation across research, schools, community and settlement organizations, policy, and refugee-led organizations. Priorities included stronger cross-sector connections, greater participation by people with refugee experience in knowledge production and decision-making, better support for educators and families, and sustained spaces for dialogue and collaboration.

What Do We Carry Forward?

Across very different sessions, several directions converged: question what has become taken for granted; attend to who holds power and whose knowledge counts; move from consultation toward meaningful participation and co-design; recognize relationships, belonging, and future-building as educational concerns; and build stronger connections across research, policy, practice and community.

The symposium did not resolve the crises and complexities that framed our gathering and nor was that its purpose. It created a space to ask tough questions, bring different forms of knowledge and experience into conversation, and consider what collective responsibility and action might look like in practice.



Access to all images from the symposium can be found here:

<https://drive.google.com/drive/folders/14uzljl21LqoMtqO8PyFAP0eeS6xikyqm?usp=sharing>



CIDEC Symposium

April 23-24th, 2026



CIDEC Symposium 2026

CIDE at a Crossroads: Responding to Education in an Era of Crisis and Complexity

OISE, University of Toronto
April 23-24, 2026
OISE Nexus Lounge, 12th Floor

Program

DAY 1: Thursday, April 23, 2026

9:00–9:15

Welcome and Opening Remarks

Carly Manion (Director, CIDEC)

9:15–10:30

Anchor Talk

Global Governance and Educational Change: A Look Towards Education's Futures

Speaker: Karen Mundy (OISE, CIDEC)

Respondent: Francine Menashy (OISE, CIDEC)

10:30–10:45

Break + Dialogue

10:45–11:45

Community Roundtable

Shaping Education Futures: INGOs, Partnerships, and Power

Speakers: Nancy Del Col (World Vision) • Myuri Komaragiri (Right to Play) • Peter Simms (Plan International)

Facilitator: Ruba Kallab (PhD Student, OISE, CIDE)

11:45–12:30

Catered lunch in the OISE Peace Lounge, 7th floor

12:30–1:30

Anchor Talk

Disrupting the Taken-For-Granted: Drawing on Knowledge Across Contexts on Path to Critical Praxis

Speaker: Ann Lopez (OISE, CIDEC)

Respondent: Vongai Changamire (OISE, CIDE Alum)



CIDEC Symposium

April 23-24th, 2026



1:30–1:40

Break

1:40–2:50

Anchor Talk

Thinking Beyond 2030: Higher Education and the Future of Sustainable Development

Speaker: Elizabeth Buckner (OISE, CIDEC)

Respondent: Melody Viczko (Western University)

2:50–3:00

Break

3:00–4:15

Paper Session 1: Educational Change and Advancing Equity and Justice

Chair: Zeenia Ahmed (PhD Candidate, OISE, CIDE)

- *What Do We Mean by “Quality” in Education? From Philosophical Ideals to Global Metrics and System Realities*— Sheena Bell
- *Traversing the Jagged Frontier: Conceptualizing a Framework for GenAI in Education* — Marc Nair
- *Modeling Education Impacts of Funding Cuts on Refugee and Host Communities* — Justine Bailliant, Ellinore Carroll, Peter Holland, Rebecca Telford Mansour, Fei Yuan

4:15–4:25

Break

4:25–5:25

Featured Panel

Canadian Educational Experiences of Stakeholders from Post-Soviet Independent States: A Comparative and Contextual Perspective

Sarfaroze Niezov (OISE, CIDEC) • Max Antony Newman (University of Glasgow) • Stephen Bahry (OISE, CIDEC) • Shahidul Islam (OISE, CIDEC)

5:25–5:45

Reflection • Dialogue • Day 1 Wrap-Up





CIDEC Symposium

April 23-24th, 2026



DAY 2: Friday, April 24, 2026

9:00–9:15

Welcome and Opening Remarks

Carly Manion (Director, CIDEC)

9:15–10:30

Anchor Talk

Reimagining Futures in Refugee Education

Speaker: Sarah Dryden-Peterson (Harvard)

Respondent: Kathy Bickmore (OISE, CIDEC)

10:30–10:45

Break + Dialogue

10:45–11:45

Community Roundtable

Education in Canada for People with Refugee Experience: Community-Based Responses, Systemic Gaps, and Lived Realities

Speakers: Shorouk Elzayat (Afghan Women's Organization) • Gabriel Ndayishimiye (Canadian Foundation for Refugee Education) • Arianne Maraj (Post-Doctoral Fellow, CFRE) • Fernanda Morales Rodríguez (Refugee Education Council; Canadian Council for Refugees Youth Network)

Facilitator: Tavila Haque (PhD Student, OISE, CIDE)

11:45–12:30

Catered lunch in the OISE Peace Lounge, 7th floor

12:30–1:30

Anchor Talk

Navigating the Complexities of the Education of Students with a Refugee Background: A Continuum of Adaptation

Speaker: Emmanuelle Le Pichon Vorstman (OISE, CIDEC) & community guests

Facilitator: Manita Swati (PhD Candidate, OISE, CIDE)

1:30–1:40

Break + Open Dialogue

1:40–3:20

Paper Session 2: Teachers and Teaching for Transformation

Chair: Nancy Hsiung (PhD Student, OISE, CIDE)

- *Applying Complexity Thinking to Teacher Practice* — Izza Tahir
- *Teaching CIE: Facilitating Discussions with Diverse, International and Multidisciplinary Students* — Mary Drinkwater, Dareen Fatimah, Jiyoung Kang, Irum Chorghay
- *Cartographies of Resistance: Refugee-Background Teachers, Feminist Communities, and the Re-Imagining of Educational Policy* — Zuhra Abawi & Nidhi Menon
- *Global Ethnography and the (Digital) Archive: Qualitative Methods for Transnational Social Justice* — Hayley H. Brooks



CIDEC Symposium

April 23-24th, 2026



3:20–3:25

Break

3:25–4:25

Featured Panel

Canadian Teachers and Students Co-Constructing Curricular Responses to Polarizing Issues and the Media Ecosystem in Transnational Contexts

Kathy Bickmore • Maria Paz Faundez-Bastias • Ruba Kallab • Dareen Fatimah • Adaobiagu Obiagu (OISE, CIDEC)

4:25–4:45

Closing Session

Reflection • Dialogue • Forward Planning for Action and Collaboration • Closing Remarks

Organizing Committee

- ♦ Carly Manion, Director, CIDEC
- ♦ Zeenia Ahmed
- ♦ Tavila Haque
- ♦ Nancy Hsiung
- ♦ Ruba Kallab
- ♦ Manita Swati

With deep appreciation for the work, care, and coordination of the CIDEC student organizing team.

We are grateful to the CIDEC community, including faculty, students, and partners, whose ideas, energy, and commitment helped bring this inaugural symposium to life. We also thank our presenters, community partners, and participants for contributing to the conversations that make this gathering meaningful.



SPRING 2026 CIDE GRADUATES

Master of Education (MEd) Graduates

- Hanadi Abdullah, Higher Education/LHAE
- Fariza Abilkassym, Educational Leadership and Policy/LHAE
- Tehsin Chowdhury, Educational Leadership and Policy/LHAE
- Mengen Li, Higher Education/LHAE
- Yueya Liu, Educational Leadership and Policy (ELP)/LHAE
- Mingyur Paldon, Social Justice Education/SJE
- Ayush Panwar, Educational Leadership and Policy/LHAE
- Emma Schwartz, Social Justice Education/SJE
- Stela Stoyanova, Educational Leadership and Policy/LHAE
- Michael Zee, Higher Education/LHAE
- Yifan Zhang, Higher Education/LHAE

PhD Graduates

- Nana Gulić, Social Justice Education/SJE: *Gender and Citizenship Education: A Case of Croatia*
- Justine Jun, Language and Literacies in Education/CTL: *Canadian Workplace Culture and Professional Growth: Exploring Transformative Learning Journeys of Racialized Female Internationally Educated English Instructors in Ontario Higher Education*
- Aliya Mustafina, Educational Leadership and Policy/LHAE: *Teachers' Effect on Student's Academic Performance in EQAO*
- Mozy Nah Nofal, Educational Leadership and Policy/LHAE: *Exploring Diverse Educational Contexts: Leadership Perspectives and the Role of Islamic Schools in Ontario*
- Zahra Safdarian, Language and Literacies in Education/CTL: *In Pursuit of an Equity-Based Approach to Parental Engagement: Afghan and Iranian Families Navigating Education in Ontario*



CIDEC FACULTY, ALUMNI AND STUDENTS' PRESENTATIONS & PUBLICATIONS

Ergin-Kocaturk, H., Tekel, E., Su, A., Kocaturk, M., & Karadag, E. (2025). Acculturation strategies of international higher education students in Türkiye: The role of social support, cultural capital, self-esteem, general trust, and general self-efficacy. *Current Psychology*, 44(11), 10679-10695.

Ferreira, L., Lyon, K., Walsh Marr, J., Rieger, G., & Mazabel, S. (2025). Supporting self-regulated learning across disciplines in international post-secondary education. *The Canadian Journal for the Scholarship of Teaching and Learning*, 16(1). <https://doi.org/10.5206/cjsotlracea.2025.1.16596>

Kocaturk, M., Ergin-Kocaturk, H., Tekel, E., Su, A., Isayeva, R., & Karadag, E. (2026). Individual and cultural predictors of sociocultural adaptations of international higher education students in Türkiye. *Studies in Higher Education*, 1-17.

Lumb, P. (2026). The messy negotiation of power, context, and self in constructing a global researcher identity. *Journal of Comparative & International Higher Education*, 18(2), Article 10. <https://digitalcommons.lib.uconn.edu/jcihe/vol18/iss2/10>

Manion, C. (2026). Sharpening the girls' and women's education agenda: Gender responsive and gender transformative approaches. In E. Gottlieb, R. Iyengar and M. Witenstein (eds). *Comparative and international education: An introduction* [pp. 205-218]. Bloomsbury.

Su, A., Karadag, E., Tekel, E., Kocaturk, M., & Ergin-Kocaturk, H. (2025). *Psycho-social predictors of acculturation strategies of international higher education students in Turkey* [Conference presentation]. Canadian Society for the Study of Higher Education (CSSHE) Annual Conference, George Brown College, Toronto, ON, Canada.

Tekel, E., Ergin-Kocaturk, H., Su, A., Kocaturk, M., Caner, M., & Karadag, E. (2025). Impact of culture shock, acculturation approaches, and sociocultural adaptation on perceived proficiency in Turkish and English among international students in Turkey. *Acta Psychologica*, 256, 104999.

Walsh Marr, J., & Tan, S. (2025). Community building through social annotation: Building academic literacies at a distance. *Canadian Journal of Learning and Technology*, 51(2), 1-21. <https://doi.org/10.21432/cjlt28803>

