



Carly Manion (CIDEC director)

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Director's Message

Dear CIDEC Friends,

As we transition into the new season and reflect on our achievements, I am pleased to share with you the highlights of our Fall 2024 newsletter. This edition encapsulates the essence of our vibrant community, marked by academic excellence, collaborative efforts, and impactful research.

First, I'm delighted to welcome the 54 new students who have joined the CIDE Collaborative Specialization for the 2024-2025 academic year. Admissions applications reached an all-time high this year (over 270 applicants), making the selection process more competitive than ever before. I'm also thrilled to welcome new CIDE/C-affiliated faculty, Dr. Maíra Tavares Mendes (LHAE/ELP & HE). I'd like to also introduce and welcome CIDE Student Association (CIDESA) Co-Chairs, Gabriella Harris (PhD student, LHAE/ELP) and Tavila Haque (PhD student, LHAE/ELP). The CIDESA plays an integral role in the CIDE collaborative specialization, including organizing social/community-building and scholarly activities, representing and advocating for CIDE students, and serving as liaison between CIDEC Interest Groups (IGs) and CIDE/C. We're grateful for Tavila's and Gabriella's leadership and energy and I encourage students to get involved in the CIDESA's work – looking forward to seeing everyone at the end-of-term social event (TBA).

I extend heartfelt congratulations to all recipients of honours and awards, including CIDE students, Adaobiagu Abiagu (PhD student, CTL/C&P), Yilun Jiang (MA/LHAE/HE, alumnus), Tien Pham (PhD Candidate, LHAE/ELP), and Jennifer Walsh Marr (PhD Candidate, CTL/LLE), as well as faculty, Drs. Kathy Bickmore (CTL/C&P), Katherine Entigar (LHAE/AECD), Ann Lopez (LHAE/ELP), Kiran Mirchandani (LHAE/AECD), and Maira Tavares Mendes (LHAE/ELP & HE).

The spirit of unity and shared purpose is alive in the *Community Activities* section of the newsletter. I hope you enjoy reading about the numerous initiatives that have connected students, faculty, and partners across diverse backgrounds and geographic contexts, fostering a strong sense of community engagement. These activities are a testament to the commitment we hold in nurturing an inclusive and collaborative environment that transcends borders and disciplines. Our *CIDEC Interest Groups' Activities* section showcases groundbreaking discussions and knowledge-sharing sessions that help spur critical thought and progressive ideas. CIDEC IGs have been pivotal in spearheading conversations that address contemporary challenges and envision solutions that are both innovative and informed by global and critical perspectives.

To our *Fall 2024 Graduates*, we celebrate your hard work, commitment, and the culmination of your academic journey. As you step into the next phase of your careers, know that you carry with you the support and pride of the entire CIDEC community. Your success enriches our legacy and paves the way for future scholars and education professionals. We applaud and celebrate the work and knowledge mobilization activities of CIDE/C faculty, students, and alumni, as detailed in the newsletter. These scholarly works are a testament to the depth and breadth of research being done by members of the CIDE/C community. Each publication adds value to our collective understanding and reinforces the importance of inquiry and discourse in driving educational progress. We also see such values and goals reflected in the ongoing research activities of CIDE/C-affiliated faculty. These projects embody the innovative spirit of CIDE/C-affiliated researchers and their commitment to making a meaningful impact both locally and globally.

As we look ahead, I invite each of you to continue to contribute your expertise, passion, and collaborative energy. Together, we will further CIDEC's three mandates : 1) to promote international, interdisciplinary research at OISE 2) to incubate new field development projects and 3) to provide instructional leadership and learning opportunities in comparative, international, and development education across the institution.

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

Honours and Awards

Students

Congratulations to Tien Pham for being awarded a **Canada Graduate Scholarships — Doctoral program (CGS-D) by the Social Sciences and Humanities Research Council (SSHRC)** in May 2024 for a 3-year period. Tien is a PhD student in the Educational Leadership and Policy program at the Department of Leadership, Higher and Adult Education. Her research focuses on the impacts of climate change on the education of internally displaced students in lower-and middle-income countries. Her study seeks to bring about positive changes for students and their communities, both locally and globally.



Tien Pham



Adaobiagu Abiagu

Congratulations to Adaobiagu Abiagu for being awarded the **Vanier Scholarship** in April 2024. Adaobiagu is a PhD student in the Curriculum and Pedagogy program at the Department of Curriculum, Teaching and Learning and Comparative, International and Development Education. Her thesis, titled *Decolonising Peace Education for Peacebuilding Citizenship in Nigeria: An Ethnography*, aims to contribute to decolonizing peacebuilding and democratic citizenship knowledges and pedagogies through understanding how peace ideas are framed in Nigerian selected learning materials, how young persons are being taught about Nigerian social conflicts and what they are learning about them.

Yilun Jiang, an OISE and CIDE 23 alumni, was awarded the **Comparative and International Education Society of Canada (CIESC) 2024 Michel Laferrière Master's Research Award** and the **Canadian Society for the Study of Higher Education (CSSHE) 2024 Master's Thesis Award**. Yilun's master's thesis focused on international graduate students' experiences using career services at a Southern Ontario university. He wants to express heartfelt gratitude to his supervisor Carly Manion, the second reader, Elizabeth Buckner, the award committees, and his friends, mentors, and family. Congratulations, Yilun!



Yilun Jiang



Jennifer Walsh Marr

Congratulations to Jennifer Walsh Marr for being awarded the **2023 Doreen Starke-Meyerring Annual Award for the Best Article or Chapter in Writing and Discourse Studies**. Jennifer is a PhD candidate in Language and Literacies Education and Comparative, International and Development Education under the supervision of Dr. Enrica Piccardo. Her co-authored article titled, *First-Year International Students and the Language of Indigenous Studies* (Thieme & Walsh Marr, 2023), advocates for the inclusion of Indigenous studies within first-year writing and academic English courses, particularly those taught to multilingual, international students.

Faculty

Congratulations to Professor Katherine Entigar (LHAE) for being awarded a **SSHRC Insight Development Grant** for her proposal, "Politically agentive communicative silence in adult newcomer education". The Insight Development Grants support research in its early stages and enable the development of new research questions and experimentation with new methods, theoretical approaches, and ideas. Funding is available to both emerging scholars and established scholars for research initiatives of up to two years.



Dr. Katherine Entigar



Dr. Kiran Mirchandani

Congratulations to Professor Kiran Mirchandani (LHAE) for being awarded the **SSHRC Insight Grant** and **SSHRC Partnership Development Grant** for her proposals “Anti-Racism Trainers’ Approaches to Challenging Racialized Organizations” and “The Future of Service Work on Campus: Outsourcing, Equity, and Labour Justice Coalitions at Universities in Canada, the UK and the USA” respectively. The Insight Grants support research excellence in the social sciences and humanities for emerging and established scholars. The partnership development grant was created to design and test new partnership approaches for research and/or related activities that can result in best practices or models

Congratulations to Professor Ann Lopez (LHAE) for receiving the **Mentor of the Year award** from the **2024 Leaders and Legends**. The OISE Alumni Association established the Leaders and Legends Awards program to acknowledge the remarkable contributions of our alums and friends who exemplify the Institute's commitment toward excellence in education. The "Mentor of the Year" award honours an individual who has offered exceptional support, guidance, and encouragement to members of the OISE community.



Dr. Ann Lopez



Dr. Kathy Bickmore

Professor Kathy Bickmore’s (CTL) proposal, "Learning Amidst Disinformation and Social Conflict: Young People and Teachers Co-Constructing Curriculum through Transnational Dialogue (4Cs)" was selected for funding by the **Trans-Atlantic Platform (T-AP)** via **SSHRC**. The funding supports international projects that examine the role of democracy, governance, and trust in addressing short-term crises and long-term challenges. This research aims to address the growing gap between young people’s lived experiences and their schools’ citizenship-relevant curriculum practices, in the contrasting contexts of England, Croatia, and Canada. Congratulations Professor Bickmore!

Special Issue of Spanish Freire Institute ("Instituto Paulo Freire España")

Professor Maíra Tavares Mendes (LHAE) recently edited a special issue entitled "**Popular pre-university courses: social movements fighting for education**" in volume 37 of the journal Rizoma Freireano, published by the Paulo Freire Institute in Spain. With papers in Portuguese, Spanish and English, this issue looks at the contributions of a social movement that has been active in Brazil for decades - "cursinhos populares". Cursinhos populares are community-led preparatory courses for university admission and have been an important reference for young people from poor neighborhoods all over Brazil in the struggle to expand their right to higher education. The material is available at <https://www.rizoma-freireano.org/> and was organized by Professor Mendes, Cibeles Lima (SME-São Paulo), and Marcela Rufato (UNIFAL).



Dr. Maíra Tavares Mendes

Community Activities

The 18th World Congress of Comparative Education and the Inaugural Conference of the Chinese Society of Education

By Dr. Ruth Hayhoe and Dr. Cassidy Gong

Together, a group of 8 doctoral students and visiting scholars from LHAE and CIDE attended and presented at the **18th World Congress of Comparative Education at Cornell University in Ithaca** (July 20-26, 2024), and the **Inaugural Conference of the Chinese Society of Education at Western University in London** (July 27-29, 2024). They included Dr. Mohan Zhang from Hangzhou Normal University, Dr. Jin Guo from SooChow University, Lingqin Zeng from Zhejiang University and Wanyi Xie from Tsinghua University. Dr. Mohan Zhang has collaborated on research with Dr. Elizabeth Buckner and Dr. Cassidy Gong on global private higher education for the past year, while Dr. Jin Guo has translated a book entitled *Canadian Universities in China's Transformation – An Untold Story* co-edited by Ruth Hayhoe, Julia Pan and Qiang Zha. Lingqin Zeng is a visiting doctoral student supervised by OISE PhD graduate Dr. Hantian Wu, who is now a professor at Zhejiang University.



After a panel presentation in the World Congress in Comparative Education at Cornell University, and active participation in the event, they went on to attend the inaugural conference of the Chinese Society of Education (CSE) at Western University in London from July 27-29. The word for Chinese (Zhonghua 中華) in this title signals Chinese civilization not the Chinese state and the conference was jointly hosted by Western University, Teacher's College at Columbia University, Tsinghua University, Beijing Normal University, Zhejiang University, Shenzhen University, the Education University of Hong Kong, and the Institute of Education, University College London. More than sixty scholars from around the world attended and presented their research, including quite a few from OISE. Dr. Ruth Hayhoe gave a keynote address as one of two newly appointed honorary presidents of CSE. The next CSE conference will be held at the Education University of Hong Kong, where Ruth holds the title of President Emerita, in July 2025 and the third is planned for University College London in 2026. Here's a link to the website and a photo of the opening ceremony. <https://www.edu.uwo.ca/research/centres/cse/events.html>

Pedagogical and Research Training Courses in Central Asia

By Dr. Sarfaroz Niyozov



In 2024, I offered three training courses in Central Asia on a voluntary basis, throughout the academic year of 2023-2024, including my trip to Central Asia in the spring-summer 2024. These included courses and seminars on improving University Pedagogy and Research Skills. The participants were instructors from Khorog State, Naryn State Universities and the University of Central Asia, which is a part of the Aga Khan Development Network. The courses included between 30-40 instructors and researchers at these universities.

Here are some pictures with instructors and researchers at Khorog State University (Tajikistan), Naryn State University (Kyrgyzstan) and University of Central Asia in May 2024.

Together with Dr. Stephen Bahry, we completed our desktop review project, on *Stakeholders' Perspectives on Quality Education in Tajikistan* and submitted a 55-page report, which will be shared with education ministries in Tajikistan and Kyrgyzstan, as well as published on the AKF and Jacobs' Foundation websites in the fall of 2024.



Greetings from India!

By Dr. Emmanuelle Le Pichon-Vorstman and Sudhashree Girmohanta

In October 2024, we (Emmanuelle Le Pichon, Associate Professor in Language and Literacies Education, and Sudhashree Girmohanta, PhD candidate in Language and Literacies Education) took a plane to India! In July, we were thrilled to receive a MITACS grant to extend our research on STEM and multilingual education through digital literacies to this beautiful country.

This grant gave us the perfect opportunity to connect with our colleagues at Jawaharlal Nehru University (JNU) in Delhi, especially Professor Minati Panda and her team (see selfie of some of us after the talk). During our visit, Emmanuelle presented the research on supporting newcomer students by better understanding their linguistic and cultural backgrounds. We kicked off with the question, “How do you count on your fingers?” which led to lively exchanges and decentering perspectives.



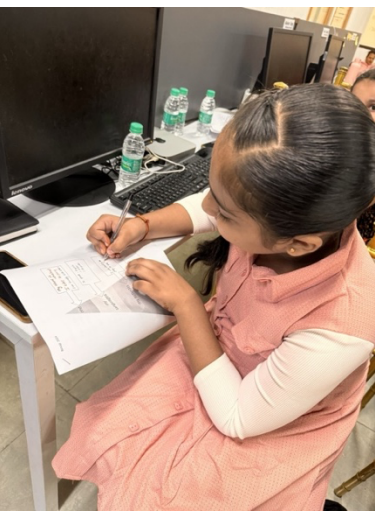
Next, we headed to Ambala, in the state of Haryana, to visit local schools and understand how India’s rich cultural and linguistic diversity influences language use in education. We conducted some workshops where we introduced an online multilingual resource called Binogi, which will include Hindi and Tamil, to local teachers and showcased pedagogical resources developed at OISE.



We also held a workshop for about 30 students grade 4-9 and their parents. The students shared their experiences of navigating multiple languages, switching between Hindi, English, Punjabi, and Haryanvi. We conducted a focus group with 12 students, asking about their use of technology-based resources and access to English-language materials.

The trip was incredibly enriching, thanks to the warm welcome from the local communities in Delhi and Ambala, and the wonderful encounters over delicious meals. The vibrant colors, flavors, and unique traffic experiences of India left a lasting impression on us. If you think traffic in Toronto is bad, you might want to brace yourself before heading to India!

Afterward, Emmanuelle continued her journey to Singapore, while Sudhashree returned to Toronto. We hope this visit will be a meaningful step toward strengthening our collaborations and continuing our efforts to address language discrimination in schools around the world.



Research Activities of the Post-Soviet Education Experiences in Canada Group

PI: Dr. Sarfaroz Niyozov; CIs: Drs. Stephen Bahry, Max Antony-Newman and Olesya Falenchuk.



Our team has been busy this year, presenting online at CIES in March, interacting with the Toronto Azerbaijani community for the NavRuz spring celebration, giving an interactive workshop with an Armenian Community school on engaging, multilingual teaching approaches including multilingual, multimedia project-based learning, reporting to a delegation of Estonian school principals at OISE in April on our research on GTA’s Baltic communities. and presenting at CSSE/ CIESC/ CAFE in June in Montreal.

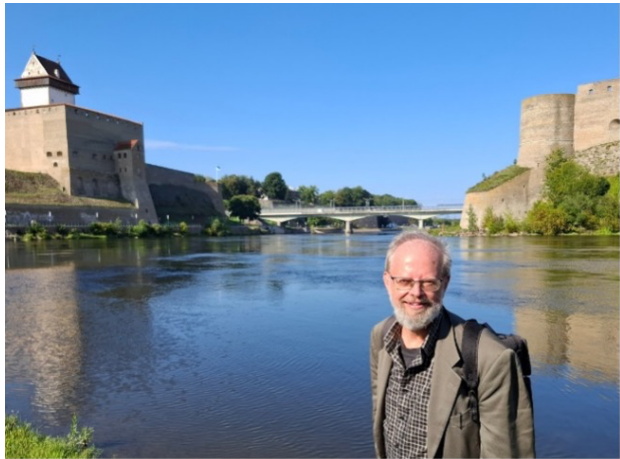
Currently we are preparing analysis of interviews and Focus Group discussions on NVIVO and of our survey analysis and preparing culminating presentations and articles to share our learning as widely as possible, including reporting back to our participants in the last year of the project.

Project Website: <https://www.oise.utoronto.ca/postsovedcan/about>



Multilingualism and Education: Language Learners’ Activity

By Dr. Stephen Bahry



Dr. Stephen Bahry, Lecturer, CTL (C&P, LLE programs), CIDE program is currently teaching CTL 3000 Foundations of Bilingual and Multicultural Education. He has been active presenting at conferences and giving live and online workshops with teachers. He has presented several workshops on the importance of language learners’ activity and engagement through multilingual activities developing cross-linguistic awareness.

He has presented on this theme to Armenian Community school teachers in Toronto in March, to a delegation of school principals from Estonia in April, to Estonian teachers in Tallin, Estonia in August, and to English teachers and students at Universidad de Sucre, Colombia (online) in September, and to teachers and students at Zhubanov University Department of English and German in October this year.



In this period, he organized a panel on Sociolinguistics, Multilingualism and Education in Central Asia for the Globalising Sociolinguistics conference in Tallinn, Estonia where he was co-author with colleagues from Kazakhstan, Kyrgyzstan, and Tajikistan. A related panel “Multilingualism and Quality Education in Post-Soviet Spaces and the Diaspora” has been accepted for presentation at CIES in March 2025, where he will speak on language issues arising from the OISE project (Niyozov PI, Bahry & Antony-Newman CIs) on education of post-Soviet youth in the GTA.

He presented at CSSE in Montreal in June with Dania Wattar, Antoinette Gagne and Emmanuelle Le Pichon-Vorstman on working with immigrant families at CIESC and with Johanna Helin and Qiongli Zhu on the post-Soviet project at Canadian Association for Foundations of Education.

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.

Welcome Orientation

CIDEC's East Asia Special Interest Group hosted a Welcome Orientation at the LHAE 6th floor lobby on Friday, October 4th, 2024. Students, staff and faculty from various backgrounds came together to get to know each other and talk about our research and work related to East Asia, and Asia at large. From human bingo, to riddles and throwing ddakji (a traditional Korean game), the competitive natures of everyone was also drawn out to win one of four book prizes written by Asian Canadian authors. This was a great event to kick-off one of many more to come for the EASIG.



Immigration and Refugee Education (IRE) Interest Group

About: The Immigration and Refugee Education (IRE) Research Group is a forum for exploring the complex educational experiences of immigrant and refugee students, families, and communities in Canada and globally. Our purpose is to foster a deeper understanding of the challenges and opportunities faced by these communities, and to generate new knowledge and research approaches to improve their educational outcomes. We strive to build connections with Canadian and international scholarly, policy, and community networks working on immigration and refugee education.
Email: ireresearchig23@gmail.com

Activities of the Immigrant Refugee Education Research Interest Group

IRE culminated the 2023-2024 year with an online talk by CIDEC-OISE grad Dr. Julia Dicum on her work as NRW Director of Education for Palestinian refugees in West Bank, Gaza, Lebanon and Syria and the myriad challenges her team faces in keeping education going and producing quality teaching and learning.

The 2024-2025 year got off to a great start with a planning meeting in September, followed by an October 23rd talk by two PhD candidates about the proposal preparation process for theses with an Immigration & Refugee focus. Kanza Tariq spoke about a proposal to study immigrants from Pakistan who have experienced Pakistani and Ontario middle and high school education and the relationship between the two experiences, while Rosalia Cha spoke of the experience of immigrant and refugee students in Ontario with disjuncts in mathematics curriculum between Ontario and other contexts.



Dr. Steve Bahry gave a brief update on a visit to Estonia, spoke with principals and teachers on approaches to language minorities, immigrants and refugees in Estonian schools, while Prof. Emmanuelle Le Pichon-Vorstman spoke of her recent fascinating exchanges with educators in South and Southeast Asia on multilingualism, curriculum, education.

A panel was presented at CIESC this spring featuring the work of IRE core researchers: Antoinette Gagné, Emmanuelle Le Pichon-Vorstman, and Dania Wattar on their work related to immigrants, refugees and curriculum "We are in this together": Partnering with multilingual families to provide a comparative understanding of school curricula": Immigrant and Refugee Education research group of OISE (IRE) Thursday June 13 at CIESC / CSSE, and project work by Sarfaroz Niyozov, Steve Bahry, and Max Antony-Newman Qionhgli Zhu and Johanna Helin on research challenges of investigating [Education Experience of Immigrant and Refugee Children and Youth from Post-Soviet Countries](#).



Newcomer Voices in a Fragmented System of Support: Navigating Barriers, Seeking Belonging

This research explores the lived experiences and perspectives of newcomers as they navigate Canada's support system, often described as fragmented and siloed. It delves into the barriers newcomers face—such as limited access to integrated services, cultural and linguistic isolation, and systemic inefficiencies. To address these challenges, the Impakt Foundation has introduced the Integrated Newcomer Services Model to streamline services, prioritize newcomer input, and create supportive networks for newcomers across professional and personal domains.

Dr. Fatemeh Alhosseini is the Executive Director of the Impakt Foundation for Social Change, bringing a background in applied psychology and education with a Ph.D. from the University of Toronto. She has extensive experience researching resilience in newcomers, particularly how they adapt and thrive in new environments. At Impakt Foundation for Social Change, they embraced participatory methodologies to elevate and amplify newcomer voices, creating more inclusive and impactful programming tailored to the unique needs of refugee and immigrant communities.

Next Meeting of the IRE Group: **Wednesday, Nov 20th, 2024**
3:30 pm to 5 pm

In person in Room 10-254 at OISE, 252 Bloor St West
or
Online via Zoom at <https://oise-utoronto.zoom.us/j/3564412940>

We look forward to our November event facilitated by Prof. Antoinette Gagné, featuring the work of the Impakt Foundation on streamlining access to services, including education, for refugees in Ontario.

A Message from the CIDE Student Association (CIDESA) Co-Chairs



Gabriella Harris (CIDESA Co-Chair)

Hello from your CIDESA Co-Chairs!

We, Gabriella and Tavila, are thrilled to welcome both new and returning students to another vibrant year with CIDESA! As 2024 winds down, we’re already gearing up for our favorite tradition—our annual Holiday Mingle! Join us for an afternoon packed with delicious treats, cozy drinks, and plenty of laughter with great company! Keep an eye on your inbox at the end of November for all the details.

We can't wait to celebrate with you, and until then, we wish you an incredible rest of the semester!

With excitement,
Gabriella Harris & Tavila Haque
CIDESA Co-Chairs



Tavila Haque (CIDESA Co-Chair)

Please see the CIDE/C website for more information on the CIDESA and different Interest Groups and how to join them: <https://www.oise.utoronto.ca/cidec/cidec-interest-groups/>

FALL 2024 CIDE GRADUATES



Cassidy Gong (PhD/LHAE - Higher Education):

"Understanding subnational variation of the growth and development of Chinese private higher education through case studies of Fujian, Hubei and Yunnan"

Mama Adobea Nii Owoo (PhD/CTL - Language and Literacies Education):

"Language policy as personal experience: A Southern perspective of language policy via Ghana's practice of medium of instruction policies"

Sara Pagliaro (MA/SJE - Social Justice Education):

"Transcending the classroom: Re-imagining social justice education for K-12 teachers in Greater Toronto area"

Congratulations!

CIDEC Faculty, Alumni and Students' Presentations & Publications

- Bahry, S. & Olimnazarova, T. (in press/December 2024). English in Tajikistan. In K. Bolton (Ed.), *Encyclopedia of World Englishes*. Wiley Blackwell.
- Bickmore, K. (2023). Afterword. In Parker-Shandal, Crystena, *The Doctoral Journey: First-Generation Perspectives*. Brill.
- Bickmore, K. (2024). Schooling for building just peace: Comparative perspectives on facing difference, conflict, and violence in education. In William Pinar & Anne Phelan (Eds.), *Curriculum Studies in Canada: Present Preoccupations*. (Chapter 2, 42-61) University of Toronto Press.
- Drinkwater, M, Waghid, Y. (Eds.) (2024). *Bloomsbury Handbook of Diversity, Crises and Transformative Leadership in Higher Education*. Bloomsbury. <https://doi.org/10.5040/9781350414464>
- Galán-Muros, V., Roser-Chinchilla, J., & Hsiung, N. (2024). Supporting the mental health and well-being of higher Education students. *SDG briefs series. Goal 3*. UNESCO IESALC.
- Hayhoe, R. (forthcoming, 2025). Comparative Education and the Bridge of Faith. In Alexander Wiseman, Emily Anderson, Lisa Damaschke-Deitrick, Ericka Galegher, Nino Dzotsenidz and Maureen Park (Eds.) *Handbook of Comparative Education*, Edward Elgar Publishing Ltd.
- Helin, J., Qiongli Lisa Zhu, Bahry, S., Antony-Newman, M., Niyozov, S. (2024, June 14). Educational experiences of children and families with post-Soviet background in Canada: A missing perspective in comparative and international education research. Paper presented at the Canadian Association for Foundations of Education (CAFÉ), CSSE. McGill University, Montreal.
- Jarlhøj, M., & Valijärvi, R.L. (2024). Changing language policies and ideologies in Kazakhstan: An interview-based study. *SN Social Sciences*, 4(30). <https://doi-org.myaccess.library.utoronto.ca/10.1007/s43545-024-00829-5>
- Kester, K., Abura, M., Bickmore, K., Brantmeier, E. J., Cawagas, V., Cremin, H., Gerstner, N., Joo, C., Kartha, R., McInerney, W. W. W., Seo, R., Toh, S. H., Tongnan Xie. (2023). Pedagogies of peace and coexistence in a more-than-human world: An intergenerational dialogue on educational peacebuilding and climate action around the globe. In A. Wiseman, E. Anderson, L. Damaschke-Deitrick, E. Galegher, N. Dzotsenidze, M. Park (Eds.). *Handbook on Comparative Education*. Edward Elgar Publishing.
- Manion, C. (2024). International organizations. *The SAGE encyclopedia of gender and education*. SAGE.
- Manion, C. (2024). *Critically exploring the challenges and opportunities for addressing school-related gender based violence (SRGBV) in low- and middle-income countries*. Paper presented at the Canadian Association for the Study of Women and Education (CASWE) Annual Conference, Congress of the Humanities and Social Sciences, McGill University.
- Manion, C. (2024). *COVID-19 education crises in contexts of emergency and protracted crises: Exploring change and continuity in Education Cannot Wait's response to the pandemic*. Paper presented at the Comparative and International Education Society (CIES) Annual Conference (Miami, FL).
- Manion, C. (forthcoming 2025). International gender and education policy and practice: Where are we now? In E. Gottlieb, R. Iyengar, and M. Witenstein (eds). *Comparative and International Education: An Introduction*. Bloomsbury.
- Manion, C. (forthcoming 2025). A review of teaching, learning, and community building in the Comparative and International Education Society (CIES). Chapter in N. Assie Lumumba, et al. (eds.), *Histories and outlooks of WCCES constituent societies and presidential experiences*. World Council of Comparative Education Societies (WCCES).
- Martin, J. L. & Walsh Marr, J. (2024). Framing the Looking Glass: Reflecting constellations of listening for inclusion. In N. Tilakaratna & E. Szenes (Eds.), *Demystifying Critical Reflection: Improving Pedagogy and Practice with Legitimation Code Theory* (pp. 189-206). Routledge.
- Mendes, M.T., Lima, C. Rufato, M. (2024). Cursinhos populares on the move: braiding struggles for education and reexistence/resistance. *Rizoma Freireano* 37.
- Mendes, M.T., & Rufato, M.A. (2024). Falling short of university admission in Brazil: responses from *cursinhos populares* social movements. *Journal of Education Policy*, 1–20.
- Niyozov, S., & Khan A. (2024, June). Education faculty's perspectives on a borrowed teacher education program in Northern Pakistan: A call for discourses of decolonization in policy borrowing. *Journal of Education in Muslim Societies*. <https://scholarworks.iu.edu/iupjournals/index.php/jems/article/view/6383>
- Niyozov, S., (2024). Bridging the gap: The link between theoretical frameworks and their practical implementation in education programming. [Discussant for a panel of Presentations]. *Comparative and International Education Society (CIES)*, Miami, FL.
- Niyozov, S., (2024). Exploring Quality Education in Tajikistan: A desk review and methodological implications of conducting research in the Global South contexts [With Stephen Bahry]. *Comparative and International Education Society (CIES)*, Miami, FL.

- Qiongli Zhu, Helin, J. (2024). Recruiting participants with post-Soviet backgrounds: Challenges, strategies, and reflections in a mixed methods multiple embedded case study. Roundtable paper presentation at the Annual Meeting of the Comparative and International Education Society, Canada (CIESC). McGill University, Montreal.
- Tien, P. (2023). Environmental education in Vietnam: A critical discourse analysis. *Comparative and International Education / Éducation Comparée et Internationale*, 52(2).76-83. <https://doi.org/10.5206/cie-eci.v52i2.16930>
- Walsh Marr, J. (2024). Building a critical disposition by attending to plurilingual privileges. In E. Piccardo and L. Chen (Eds.), *Voices of the Selves: Autoethnographies of Plurilingualism*. Routledge.
- Walsh Marr, J. (2024). Moves away from congruence: Interpersonal, Logical and Grammatical Metaphor in EAP. In M. Walková (Ed.), *Linguistic approaches in English for Academic Purposes: Expanding the discourse*. Bloomsbury.
- Wattar, D., Gagné, A., Le Pichon, E., Bahry, S., Antony-Newman, M., Niyozov, S. (2024, June 13). "We are in this together": Partnering with multilingual families to provide a comparative understanding of school curricula. Paper presented at the Annual Meeting of the Comparative and International Education Society, Canada (CIESC). McGill University, Montreal.
- Zhu, Q. L. & Niyozov, S. (2024). Towards Deep Learning in Online Courses: A Case Study in Cross-Pollinating Universal Design for Learning and Dialogic Teaching. *The Journal of Scholarship of Teaching and Learning*, 24(3). <https://scholarworks.iu.edu/journals/index.php/josotl/article/view/35331/42079>

Research Grants and Projects

Bickmore, K. (Co-Principal Investigator). "Learning Amidst Disinformation and Social Conflict: Young People and Teachers Co-Constructing Curriculum through Transnational Dialogue." Trans-Atlantic Platform (Democracy, Governance, and Trust initiative): funds from participating countries (United Kingdom, Croatia, and SSHRC in Canada).

Bickmore, K. (Co-Investigator). "Relaciones e interacciones de autoridad en la escuela: actores, soportes, dispositivos y entramado estructural." (Directora Ejecutiva María Isabel Toledo Jofré) Fondo de Investigación Asociativa, Universidad Diego Portales, Santiago Chile.

Diaz Rios, C., Manion, C., Menashy, F., Mundy, K. (Co-Investigators). In the wake of a pandemic: International organizations and educational change, post COVID-19. SSHRC Insight Grant (2021-2025).

Call for Proposals: J. P. Farrell CIDE Student Research Symposium

Friday, February 21st, 2025, 9:00 am – 4:30 pm
Hybrid, Room 7-105 and Online Via Zoom

We invite CIDE students to submit proposals for CIDE's annual Joseph P. Farrell CIDE Student Research Symposium (JPFSRS). The JPFSRS takes place in honour of the memory of our co-founder Joe Farrell and provides an opportunity for CIDE students to present their thesis research, a partial requirement of the CIDE specialization for thesis-stream students (EdD, PhD, MA, and MEd students completing an MRP). Whether you are at the preliminary/conceptual stage of your research program, or at the more advanced write-up stage, we welcome your participation.

Please note that this call is for CIDE thesis (EdD, PhD, MA) or MRP students who have not previously presented at the annual JPFSRS. MEd students in CIDE are also welcome to submit proposals for consideration.

Proposals should include the following information:

- Title of paper
- Short (300-400 words) abstract indicating the topic, purpose, questions/hypotheses, theory, methods, and main arguments/findings (these can be preliminary, depending on where in the research process you are).
- Your name, degree and department (and for doctoral students, please indicate if you have achieved candidacy)

Deadline for proposals: Monday, December 2, 2024. Please submit proposals to: cidec.oise@utoronto.ca, and include "Farrell Symposium" in the subject heading. All identifying information will be removed from proposals before undergoing blind peer review by the CIDE GA (Maggie Wang) and the CIDE/C Director (Carly Manion).

Students whose proposals are accepted will present for no more than 20 minutes, with an additional 10 minutes allocated for questions and discussion.

**** This is an opportunity for students who attend the FULL DAY event to receive 3 CIDE seminar credits toward the CIDE specialization non-course requirements ****

Students will be notified of the results by the end of December. The final JPFSRS program will be shared in early January 2025.