



CIDEC

COMPARATIVE, INTERNATIONAL
& DEVELOPMENT EDUCATION CENTRE

A Message from the CIDEC Director

BY DR. CARLY MANION

Happy Spring, everyone!

Sending good wishes to you all as the Winter 2023 term wraps up. I want to thank all the contributors to this Spring 2023 edition of the CIDEC newsletter, and special thanks to CIDEC GA and co-editor, Gabrielle Thibeault-Orsi, for leading its production.

As a brief teaser for what's inside, the newsletter features an engaging interview with CIDE-affiliated Social Justice Education faculty, Dr. Soudeh Oladi Ghadikolaie (led by Emily Dobrich, PhD Candidate, LHAE/AECD); a visual haiku by CIDE graduate and instructor, Dr. Norin Taj; a message from CIDESA; news and updates from the East Asia CIDEC Interest Group; news regarding faculty and student publications, presentations, and grants/awards, as well the names of CIDE students graduating in June. There are also news items about some research projects that CIDE students and faculty are working on (e.g., see the piece on DeliverED by CIDE PhD Candidate, Sheena Bell (LHAE/ELP); the ESCAPES projects and Language Friendly Schools by CIDE-affiliated faculty, Dr. Emmanuelle LePichon-Vorstman (CTL/LLE); and a podcast interview with Dr. Elizabeth Buckner (LHAE/HE)). We also share the program for the annual J. P. Farrell Student Research Symposium (JPFSRS) held on February 10, 2023, showcasing the inspiring and important work of CIDE students. Congratulations to everyone on your incredible accomplishments and contributions!

It has been an absolute pleasure working with the CIDE/C Steering Committee and all the CIDE-affiliated faculty this year, as we seek to further strengthen and make the collaborative specialization even more inclusive and accessible. My gratitude to CIDE students, staff, and faculty across all participating departments for coming together to create and nurture such a vibrant, intellectually stimulating, and justice-centered community.

I hope you will all have an enjoyable summer and look forward to connecting again in the Fall.

Warmly,

Carly Manion (she/her)

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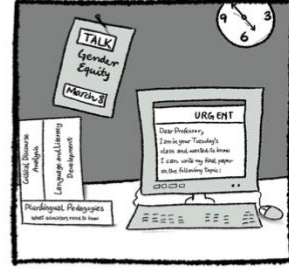
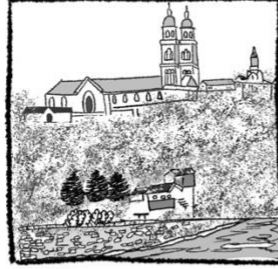
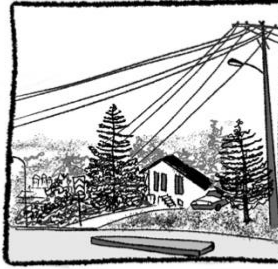
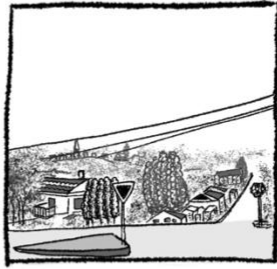
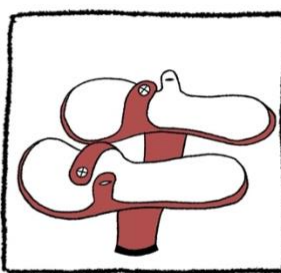
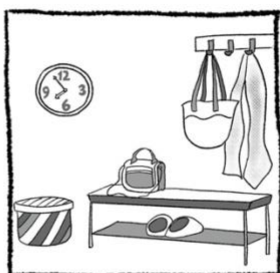
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A Poem

BY DR. NORIN TAJ

HAIKU: Urdu



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Congratulations to the Spring 2023 CIDE Graduates!

- Felice Avena
- Fina Azmiya
- Jessica Clough
- Ananya Gupta
- Emily Hastings-Speck
- Shukri Hilowle
- Myeong Hui Bae
- Mabruk Kabir
- Rurui (Angelina) Liu
- Giselle Mohan
- Radini Rajaratne
- Yasmine Raymond-Wilson
- Johanne Revoredo
- Kayleigh Thomson
- Fotini Vlahos
- Anila Zainub

We wish you all the best in your future endeavors!



Faculty News

Professor Buckner Discusses Arab Higher Education on HESA Podcast

Dr. Elizabeth Buckner (Higher Education) was recently invited onto *The World of Higher Education* podcast to discuss her book *Degrees of Dignity: Arab Higher Education in the Global Era* (UT Press 2022). Professor Buckner's book explores how Arab higher education systems are responding to pressures of globalization in areas like labor market preparation and research productivity. She argues that apolitical approaches to development modelled off of Western models ignore both the complexities and opportunities for change within the region. [Link to](#)

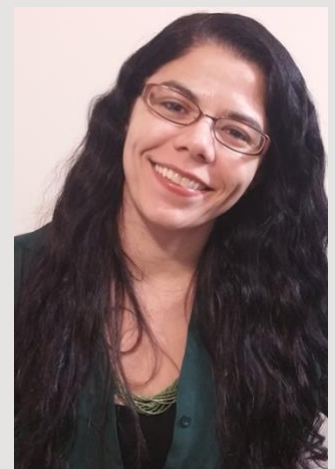


Alumni News

Dr. Yecid Ortega, a recent graduate from the Language and Literacies Education & CIDE has been appointed as an Assistant Professor at Queen's University Belfast, Northern Ireland, United Kingdom. Here he hopes to expand his work on social justice-oriented education with innovative research approaches that look at understanding how the cities create symbolic spaces for community language and cultural affirmation. More of his work can be found at: <https://www.soundscapesofthecity.uk>



Dr. Danielle Freitas became the new Associate Dean of the English Language Institute at Fanshawe College in August 2022. She oversees the English for Academic Purposes Program, the TESOL Program and the Language Support Courses offered to Fanshawe Programs. Prior to joining Fanshawe, she served as the Interim Associate Dean of the School of Communication and Literary Studies at Sheridan College, where she oversaw the English as a Second Language Program, the TESOL Plus Program, and the Writing and Communication courses offered to Sheridan Programs. As a CIDE alumna, she completed an MA in Second Language Education in 2013, and her PhD in Language and Literacies Education in 2021.





Student Awards

Congratulations to Jasmine Pham, a PhD candidate in ELP, on being awarded the 2022 SSHRC Doctoral Fellowship.

The Model Minority Myth and Sinophobia in Canadian Classrooms: The Schooling Experience of Mandarin-English Bilingual Students in Canada

Jasmine Pham's proposed ethnographic study will explore how the Model Minority Myth and Sinophobia has impacted the schooling experiences of Chinese Canadian students enrolled in Alberta's elementary Mandarin bilingual programs. Through the conduction of field observations in a Mandarin bilingual classroom and interviews with key stakeholders such as homeroom teachers, administrative staff, students, and parents, this project will uncover the experiences that students have with anti-Asian racism. This project will also investigate whether the struggles with conformity, assimilation, and academic stress that so many Chinese Canadian students experience can also be found among this demographic. The preliminary research questions are as follows: How does the intersectionality of race, gender and culture impact the schooling experience of Chinese Canadian students enrolled in Alberta's Mandarin bilingual programs? What are the experiences that Mandarin-English bilingual students have with the Model Minority Myth and Sinophobia? What are the avenues available to Chinese Canadian students for addressing anti-Asian racism in bilingual schools?

Congratulations to Diana Barrero for the Latin American Studies Engagement Award.

Diana Barrero organized a CIDE co-sponsored panel on textile-based narratives in Colombia. The recording can be found here: https://youtu.be/_hPDz3T_QcI

Faculty Awards

Expanding Web-Based Educational Opportunities for Canadian Students in STEM, Principal investigator: Emmanuelle Le Pichon; Co-Investigator: Cummins, J. (MITACS)

Plurilingual pedagogies and digital technologies to support learning in Science, Technology, Engineering and Mathematics Principal Investigator: Emmanuelle Le Pichon; Co-Investigators: Gagné, A.; Fleuret, C.; Auger, N., Sauvage, J. (Social Sciences & Humanities Research Council, Partnership Development)

Learning, teaching, Experiencing and Reflecting on Inclusion (LERI): Peer learning in language friendly school networks (ERASMUS +) A partnership of the Rutu Foundation & VoXmi network: Collaborator and in charge of the research: Emmanuelle Le Pichon

The Joseph P. Farrell CIDE Student Research Symposium 2023 Program

Friday, February 10, 2023, 8:45am – 4:00pm

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



8:45am – 9:00am: Welcome Remarks [CIDE/C Director: Carly Manion]

9:00am-11:00am: Session 1- Power dynamics in Education – Support, Pressure and Autonomy [Chair: Gabrielle Thibeault-Orsi, CIDE GA]

- *Exploring Institutional Changes in Higher Education: The Effects of Democratic Backsliding on University Autonomy and Academic Freedom* [Zahra Jafarova – PhD Student, LHAЕ, Educational Leadership and Policy]
- *Tales of Transnational Partnerships between India and the United Kingdom: Unpacking Coloniality, Knowledge, and Power in Global Research* [Punita Lumb – PhD Candidate, LHAЕ, Higher Education]
- *Impact of Conflict on Student achievement – A 4-years Comparative Study prior and post peace agreement treatment in Colombia* [Walter Suarez Garcia – EdD Student, LHAЕ, Educational Leadership and Policy]
- *The organizational and political drivers of effective district support to teaching and learning: a study of Ghana's education districts* [Sheena Bell – PhD Candidate, LHAЕ, Educational Leadership & Policy]

11:00am-11:15am: Break, Social time

11:15am-12:45pm: Session 2 – International Students in Ontario – Opportunities and Challenges [Chair: Yilun Jiang, CIDESA Co-Chair]

- *Afghan Refugee Education in Pakistan and the Impact on Ontarian Classrooms* [(Ana) Kanza Tariq - PhD student, CTL, Language and Literacies Education]
- *A Journey of Relocation: Reflective Autoethnography About a South Asian's Perspective Living in The Greater Toronto Area* [Sarah Alam – EdD Candidate, SJE, Social Justice Education]
- *Stealing Knowledge or Sharing Stories? Understanding Academic Honesty in Canada and Black Africa: A Transmigration Imperative* [Fotini Vlahos – MA Student, LHAЕ, Higher Education]

12:45pm-1:15pm: Break [lunch will be provided on-site]

1:15pm-2:45pm: Session 3 – Gender and Practice – Experiences of Women in Leadership and Education [Chair: Yara Abdelaziz, CIDESA Co-Chair]

- *Women Principals' Experiences Amidst COVID-19 Pandemic in Indonesia: Urban and Rural Perspectives* [Fina Azmiya – MEd Student, LHAЕ, Educational Leadership and Policy]
- *A critical review of the impact of higher education on African women leaders: Examination of women in Zambia* [Racheal Kalaba – PhD Student, LHAЕ, Adult Education and Community Development]
- *Education, Gender, and Social Trauma: Citizenship Education in the Postsocialist Balkans* [Nana Gulić - PhD Student, SJE, Social Justice Education]

2:45pm-3:00pm: Break

3:00pm-4:00pm: Session 4 - Globalization – Perspectives through various stakeholders [Chair: Francine Menashy, Associate Professor, ELP/CIDE]

- *The Tensions in the Local-Global Interplay of Education: International Education in South Korea* [Jennie Kim – MEd Student (MRP), LHAЕ, Educational Leadership and Policy]
- *Teachers through the eyes of the OECD and the World Bank: Pandemic discourses and aspirational views* [Tatiana Feitosa de Britto – PhD Candidate, LHAЕ, Educational Leadership and Policy]

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



Comparative and International Education Society's 2023 Conference

PRESENTATIONS

- Decolonization in Comparative Education and International Development: A Critical Examination** by Rachael Kalaba
- Integration of involuntary migrants in the regular education system of host countries: a multilevel governance** approach by Alejandra Fandino
- The Internationalization of Higher Education in the Wake of COVID-19: Comparing Impacts at Multilingual and Multi-regional Levels** by Marianthis Kontelli
- Student internationality mobility after COVID-19 in higher education: New Struggles but Familiar Patterns** by You Zhang
- Prospects and Challenges of Liberal Arts Education in Asia: Looking Through the Lens of Decolonization** by Leping Mou
- Wealth-Based Inequalities in Higher Education Attendance: A Cross-National Analysis** by Yara Abdelaziz & Elizabeth Buckner
- The Diversity within "Chineseness": The Identity Trajectories among Adolescent Chinese Heritage Language Learners in Canada** by Yingjia Zhang
- Methodological challenges in mathematics curriculum comparison: content, processes, skills, and contexts** by Alexandre Cavalcante, Sarah Lu & Xiao Feng
- Public Policy on PHE in China: State-Control with Regional Variations in Policy Implementation** by Cassidy Gong
- U.S. university mission statements in an age of democratic decline: Conformity, transformation, or resistance?** By Michael O'Shea & Zahra Jafarova
- PALICE: Formative Observation and Reflection Assessment** by Angela Pyle
- Beyond Facts: Teachers' Work(ing) Together With Invited Speakers To Address Topics of Violence** by Sigrid Roman
- Tackling Disinformation and Conspiracy Theories through Media and Information Literacy (MIL) -Adaptability and Relevance of UNESCO's New MIL Curriculum** by Johanna Helin
- National Education Reforms and Learning Outcomes** by Rie Kijima
- Gatekeeping Violence Prevention in Education: Barriers and Possibilities** by Emily Alanna Moorhouse
- Schooling, War, and Violence: Boys and Harmful Masculinities in Post-War Sri Lanka** by Levi Thursica Kovinthan
- What is Sustainability?: A Discourse Analysis of Institutional Definitions of Sustainability** by Elizabeth Buckner
- Localizing Sustainability Assessments: Learning from Universities in the Global South** by Dareen Charafeddine
- Sustainable Development as an Emergent Mandate for Universities** by Yilun Jiang
- Localizing Sustainability Assessments: Learning from Universities in the Global South** by Seerat Kaur Gill & Guadalupe Sanchez Sandoval
- Creating, adapting, and implementing gender integration tools for a Tanzanian education project: Learning from experience** by Kara Janigan
- A Higher Education Pedagogy for Transformative Intercultural Learning with Design Thinking** by Rim Fathallah
- Predicting the Present, Considering the Future: North American Perspectives on Comparative and International Education** by Kathy Bickmore
- What Explains Universities' Memberships in Regional University Associations? Evidence from a Cross-National Analysis** by You Zhang
- Universities, precarity and political crises: Comprehending new authoritarianism in changing Higher Education landscapes** by Elizabeth Buckner
- Democratic Citizenship Education in School vs. Democratic Citizenship Education in Life** by Nana Gulic
- Universities, precarity and political crises: Comprehending new authoritarianism in changing Higher Education landscapes** by Zahra Jafarova
- Towards deep learning in online courses: A case study in cross-pollinating Universal Design for Learning and dialogic teaching** by Qiongli Zhu
- Curriculum Development for Cultivating Learners' Life Purpose: Taking the Course of Dream Journey as an Example** by Gladys Cen

BOOK LAUNCH



The ESCAPE Projects

BY DR. LE PICHON-VORSTMAN

the ESCAPE Projects (sponsored by SSHRC) are holding a two-day symposium on April 25 & 26. This conference showcases applied research related to language-friendly pedagogy and digital technologies in elementary and secondary classrooms and schools. The ESCAPE Projects research team has collaborated with teachers, students, policy makers, teacher educators and international researchers to create opportunities for multilingual newcomer students and their families to integrate and thrive in schools and together they have explored the impact of language friendly pedagogy.

Questions that will be addressed:

- My students don't understand the school language enough to learn Maths. What should I do?
- Attempts to involve the parents have been challenging. Are they interested at all?
- I do know that my students have received some education in STEM but they do not seem to understand what we are doing in class. How come?
- I am a STEM teacher and not a language teacher/ or/ I am an ESL teacher, not a math teacher. How should I support my students?

Please register using the QR code on the posters attached to join us online or in person. [Please click here](#) for more information. Also, follow us on Twitter ([@escape_projects](#)) for regular updates.

Looking forward to seeing you at the event!

The ESCAPE projects: This website gathers the results and developments of three research projects. It is intended for school leaders, STEM teachers and parents of multilingual students. The goal is to provide them with the means to better understand the abilities of their plurilingual students and to know how to enhance them. A variety of pedagogical information and materials are provided in the students' own languages as well as in the languages of the school. Don't hesitate to visit [our website](#) which has recently been enriched with information on curricula from Afghanistan, Pakistan, India, Iran, China, Syria and Korea! All this information is available in English and in the languages of the countries in question. The goal is to provide communities and families with access to this information to introduce a dialogue between communities and schools by exchanging views on the different educational systems.

The Language Friendly School

BY DR. LE PICHON-VORSTMAN

On February 21, 2023, [the Language Friendly School](#), a network I founded with my colleague and friend Dr. Ellen-Rose Kambel, welcomed the first native school. It was a beautiful celebration in the village of Galibi in Suriname. The school in Galibi is also the school that inspired us to create the network. The Language Friendly School now has 30 member schools in 5 countries on 4 continents. You can watch these two short

Working papers produced by the research teams and the Education Commission will be made available here: <https://educationcommission.org/delivered-initiative/>

Dr. Mundy and Sheena Bell travelled to Accra, Ghana in March 2023 to discuss the research findings with the Ministry of Education, national agencies, and other national education stakeholders.

DeliverEd

BY SHEENA BELL

Dr. Karen Mundy, Sheena Bell (OISE PhD Candidate, ELP) and Dr. Minahil Asim (OISE postdoctoral researcher 2020-2021) recently completed research on the DeliverEd Initiative. This initiative is a multi-country, multi-team research project into the effectiveness of delivery approaches at improving education service delivery, funded by the Education Commission and FCDO. “Delivery units” or “delivery approaches” are one of the most common reform strategies adopted to improve education delivery worldwide. These often take the form of dedicated units located in a ministerial office that aim to improve performance of the education service delivery chain and combine a common repertoire of functions – prioritization and target setting, measurement, and monitoring, leveraging political sponsorship, accountability and incentives, and problem solving – in various ways. The main countries studied were Ghana, Jordan, and Pakistan, with smaller studies in Sierra Leone and a soon-to-be-completed study in Tanzania. It also included a global mapping of the adoption and design of delivery approaches.

Dr. Mundy and Sheena Bell led the qualitative research in the Ghana study and co-authored the cross-country final report. The DeliverEd Ghana study is a collaboration between the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast, the University of Oxford, and OISE. It studied the effect that delivery approaches, as introduced through the Reform Secretariat at the Ministry of Education, have on the prioritization and implementation of policy at the national and subnational level. Ghana was the only active delivery approach (prospective case) within the DeliverEd research initiative. It used a mixed-method design comprised of qualitative interviews and focus groups at the national and sub-national level with Ministry of Education, national agency and development partner staff involved in the adoption and implementation of the NERS and GES-led delivery approach. In addition, it conducted a large-scale survey of district staff, and school district





Interview with Dr. Oladi

BY EMILY DOBRICH



**Dr. Soudeh Oladi
Ghadikolaei**

ASSISTANT
PROFESSOR,
TEACHING
STREAM
DEPARTMENT OF
SOCIAL JUSTICE
EDUCATION

Emily: Could you start off by telling us a little bit about yourself and your academic background?

Soudeh: My identity and my heart are rooted in one of the most beautiful countries in the world, a country that has a rich history, heritage, and stories - Iran. I came to Canada at 2 different points in my life. The first time I came, at the age of 11, when my dad was doing his PhD in the Department of Forestry and Environmental Management at that the University of New Brunswick (UNB). I was a pretty smart kid. I skipped a few grades, and I got accepted at that same university, University of New Brunswick, at the age of 15. I think I was the youngest person ever at that time to get accepted to UNB. I won't say what year it was, because I don't want everyone guessing how old I am ... but we soon returned to Iran, and after I finished my masters at Tehran University and taught there for a few years, I got accepted to the PhD program in education at UNB. So, everything kind of came full circle. Another interesting twist is that when I came to do my PhD, my daughter, who was 11 at the time, also came to Canada. So, mother and daughter both came to Canada at the age of 11, but many years apart. After I finished my PhD I moved to Toronto, and almost as soon as I did, I found my way to OISE.

Emily: Wow, that's so amazing and so inspiring that you were so young when you were accepted to UNB! What an incredible background and journey! So, speaking of OISE, how long have you been at OISE? And what is your favorite thing about OISE?

Soudeh: I started as a researcher on SSHRC Projects, led by Professor John Portelli, in the Department of Social Justice Education (SJE) at OISE. This was in 2016. I went on to become a SSHRC post-doctoral fellow for two years in that same department. In 2020, I became a sessional lecturer and since September 2021 I've been an assistant professor in the teaching stream in the Department of Social Justice Education.

My favorite thing about OISE, I have to say, is that it's a place that allows you to imagine a different world - a better world. And I like that I can find inspiring people who are leading the way in that imagining.



Emily: There are some incredible people at OISE. I totally agree. Let's talk about your research. Could you share some of the research topics that you've been involved in, as well as what you're currently working on?

Soudeh: Absolutely! So, I'll start with the work that I did in my PhD. In my doctoral research I built on the Deleuzian notion of "nomadic identity" and I looked at the works of Rumi and Paulo Freire, and I tried to identify the nomadic element in their work. I came to know Paulo Freire through an inspired professor I had in Iran and Rumi ... well, Rumi is connected to our history. It's connected to our heritage and stories. I'm going to be teaching a special topics course I developed on Rumi this summer. It's called **SJE5050H: Reading Rumi as Ethical Resistance: Implications for Education**, and I'm ecstatic to bring Rumi's critical teachings to OISE. In my doctoral work I also argued for the imaginal curriculum. This is a form of resistance to the way education has been instrumentalized and it's a meaningful way to engage with non-Eurocentric paradigms of knowledge. And *imaginal*, I should say, comes from the Latin *mundus imaginalis*, which means "the intermediary level of reality", and in Farsi one translation would be "the land that is nowhere". So, I continued this focus in my later research and in my postdoc years. For example, Dr. Portelli and I looked for traces of the nomadic subjectivity in literary and fictional text that focused on existentialism and migration. And you'll see traces of my connection to migration in my research because that is also my story. That is my experience. For the SSHRC postdoc, part the work that we did focused on investigating the impact of the Ontario equity strategy.

Right now, I'm leading a research program on the schooling experiences of immigrant children in Canada. I've already completed a study that maps Muslim immigrant students' ethno-racialized identities and specifically looked at stories that students attending elementary schools in the Toronto District School Board share with their mothers at home. Through the stories that these children shared with their mothers, an emergent theme was the impact of Islamophobia and anti-Muslimism racism on the experiences of kids that are so young. Studies like this have very important implications, especially because they show us how immigrant children experience identity formation, experience fears, exclusion, different forms of epistemic and psychological violence, but also how they experience joy, and how they engage in community building at the elementary school level. Considering that in Canada, there are many new immigrants coming in, this could provide necessary insight into how we can engage with the immigrant population, and especially support children. I have also submitted a SSHRC proposal to expand this focus on immigrant communities and expanded my focus to students from to East Asia, South Asia, the Middle East, and the Caribbean. What I want to do is look at the intersecting and multi-dimensional experiences of these young immigrants - especially how, as I've mentioned before, how their schooling experiences intersect with their social class, with race, ethnicity, religion, language, and identity. In the future, I think this research has incredible potential in the sense that I could see it moving in the direction, of understanding and reflecting the schooling experiences of immigrant kids in areas of Canada that are less diverse than Ontario. I used to live in Fredericton, New Brunswick, so I know what that means.

I'm also leading a working group funded by the Jackman Humanities Institute that focuses on storing the narratives of immigrant kids and the stories they tell at home. So, there's a pattern in all of the research that I'm engaged in, and the amazing team that I'm working with, they've helped create a workshop specifically designed for immigrant students and their families. We're offering this workshop, through different platforms like immigrant support community organization. What this workshop tries to do is sort of capture the post-migration schooling experiences of children in Canadian schools and inform families about what their children are experiencing; what their perceptions of identity are; what their perceptions of belonging and exclusion and of course joy are; and we offer resources to these families.

Another research area that's also connected to my overall love of storytelling - and I'm really excited about this one - is whether using virtual reality in educational settings can encourage community building, reduce prejudice, and lead to interventions in support of racialized students. I've already done some initial research on how virtual reality storytelling in 360-degree format can be used to build solidarities and allyships within racialized community, and this will allow for a deeper and more empathetic understanding of the lived experiences of people who think are different from us.



Emily: I love the pattern trajectory as well as how you've been able to build in your own personal experience and cultural heritage. It's such a fascinating work, and, so timely and necessary, especially working with immigrants to Canada, there's so much potential so all the best with that.

Soudeh: Thank you.

Emily: And definitely look forward to hearing more about how it goes. So, in your research journey. What challenges or difficulties have you faced while doing research? And how do you overcome them?

Soudeh: Most of the challenges with research for me have been internal. I always wonder what happens to study participants once we do the interviews and write the papers; often we gradually forget about the people whose stories gave life to our work. I think about building lifelong connections with research participants or the possibility of it, or at least creating a space for community connections so it's not like I'm using your story to get ahead in my career and then I might never see you again. I'm often wondering about the different ways research can be exploitative and I hope to avoid that at all costs.

Another thing is that the communities that I engage with, immigrant communities that is, they have a fear of sharing their stories. They have every right to be cautious of researchers because at its best, most research ends up helping the scholar more than the community. So again, I keep thinking about, for instance, whether being racialized myself means that research participants in immigrant communities trust me and share with me much differently than with someone who would look and feel like an outsider.

But that raises an important question and it's that as a racialized researcher I need to be careful not to abuse my social and cultural capital in the different communities that I'm engaging with. So, the way that I try to address this is that I engage with the participants at the beginning. I tell them about these thoughts that I have, these wonderings, these musings. In the conversation sometimes you get incredible feedback like, for example, what this means to the person being interviewed, and they will say, "You know what we're just happy to have our voices heard. We're happy that somebody is telling our stories". So, when there's a sort of mutual understanding of those dynamics involved, it changes everything; at least it soothes that internal conflict that I try to sort of overcome. But often I'm left going back to that, to those feelings and tensions.

Emily: Of course, I'm sure a lot of us relate. Thank you so much for sharing so openly and honestly. Can you describe your teaching style and philosophy?

Soudeh: Everything I do - my research, my philosophy, they're all rooted in where I'm from. It's rooted in complex stories. And when my focus is social justice research and transformative education, it's important to create a caring space where the complexities of different issues can be unpacked and we can unlearn our biases and colonial conditionings- because, ultimately, we need to be co-constructing a complex understanding of different social justice issues together. And to do that I make an intentional effort to go beyond Eurocentric scholarship in the syllabi that I introduce, bring in voices that feature scholars from Indigenous communities, from Africa, from Asia.

I also think it's necessary to critically engage with the students' foundational questions and answers. Sometimes there is a fear to engage with these uncertainties, but I believe that knowledge is relationally constructed, and it needs to be critically interrogated. How can we do that in our classrooms without fully and critically engaging with the students and their questions and their wonderings? It is for all these reasons and more that my teaching philosophy is centered on stories, and it's based on what I have learned from teachers who've inspired me. I've always been influenced by passionate educators who bring in a pedagogy of care into



Emily: That's wonderful. Hope, joy, and care are so important and definitely can impact student learning in many ways. So that's beautiful. We've heard so much about your research and your teaching and all you're doing so now I'm wondering, How do you keep yourself organized when balancing all of your projects and responsibilities?

Soudeh: Oh, I am what is known as a chaotic, organized person! I have to be honest - I do like schedules but I thrive on a little chaos. My younger sister always tells me to make a to-do list and when I do life is much better. I do, however, always, always, always prioritize, because, I have a habit of not knowing when to stop. Prioritizing takes my hand and gets me out of situations where I find myself trapped. Ultimately, I would say my sister, who is also by moral compass most of the time, is my organizer. She makes sure I don't forget to take care of myself. So, I have that family support to help me keep my balance.

Emily: That's great. Community and social support are so important and definitely prioritizing is helpful. What advice would you give to students starting their academic journey, whether that be master's or doctoral at OISE?

Soudeh: So, building on what I said earlier, I think it really helps when we have our own personal organizers. Maybe a sister, a friend, an app, whatever it may be, find it, and listen to it or her ... in my case. I have found a way of finding my balance and my suggestion is that everyone find something that centers them - that helps them find their balance. And this will look different for everybody.

We also need to remember that when we're in a field and space where we can make a difference, this is both a challenge and a privilege. Most of the students who come to OISE already have an interest or passion. What needs to be done, in my view, is to turn that into a meaning of life. So, it's not enough to just be passionate about something, it needs to become a meaning of life - and then it becomes a lifelong journey, and you don't get frustrated so quickly. So, what happens when you find your meaning of life? When that happens, you can simultaneously experience a feeling of success, inner peace, and effectiveness. But to reach that level, you also need to work diligently and have a strong work ethic, especially at the graduate level. And of course, as I mentioned earlier, find a community. In the post-COVID space, I would say, it's very important to find a way to connect with your peers. Even if it's online - connect, talk to one another. Talk about

What fictional character do you identify with the most? And why?

I do remember this cartoon character from my childhood in Iran - this turtle called Shell Man who had a little pocket watch. Every time the pocket watch alarm went off, he would immediately fall asleep - he could be in the middle of a race, at a family gathering, or a wedding. Well, that pretty much sums up my childhood and youth years - when my invisible alarm rang, I would immediately fall asleep.

If you could invite any three people, dead or alive, to a dinner party who would it be?

I miss my parents. I'd like to see my parents as well as my grandmother, Aba (بآ), who passed away many years ago.

She's still with us in our memories and in the stories that we tell of her. If I could invite one more person, it would be my sister.

If you could choose one song to play every time you walked into a room, what would you choose and why?

I can't think of a song that I'm willing to listen to that many times. But there is this one song that all of my friends love, and I listened to it a few times. The song is called *Behet Ghol Midam* (I Promise You) and it's by an Iranian artist named Mohsen Yeganeh. It's a story of love and heartbreak:

<https://www.youtube.com/watch?v=...>



CIDE Student Association (CIDESA)



Yara Abdelaziz

CIDESA CO-CHAIR
PHD STUDENT,
EDUCATIONAL
LEADERSHIP &
POLICY



Yilun Jiang

CIDESA CO-CHAIR
MA STUDENT,
HIGHER
EDUCATION

Warm greetings from Yara Abdelaziz and Yilun Jiang, your CIDE Student Association co-chairs!

Here is a bit about us and what we have been up to this semester:

The CIDESA is a student organization that aims to foster a sense of community among CIDE students through various events and activities. CIDESA also liaises between students, CIDE interest groups, CIDE administration, and faculty to communicate student ideas, questions, and concerns. We ultimately aim to offer support for social, academic, and professional activities for CIDE students.

For this semester, we're planning an engaging panel discussion on "Organizing and Conducting Fieldwork Abroad: Tips and Strategies for Graduate Students," organized by CIDESA and hosted by CIDE on April 6 from 1:30 – 3:00 PM ET. This event will bring together OISE faculty and Ph.D. students who have extensive experience in conducting fieldwork in various regions around the world. They will share their fieldwork journey from planning to conducting the fieldwork abroad. Our panelists will share tips and strategies on various topics, including planning trip logistics, data collection strategies, recruiting participants, building community relationships, navigating cultural barriers, and finding funding opportunities to cover fieldwork expenses. After the panel discussion, students will have the opportunity to ask questions and engage with the panelists in the Q&A session. This event will provide valuable insights for graduate students planning or currently conducting fieldwork abroad.

We organized this event with our wonderful CIDESA team member Marianthi Kontelli, a PhD student in the Higher Education program



Please feel free to email your thoughts, comments, or any concerns to cidesa.oise.uot@gmail.com. You can also follow our **Instagram cidesa_oise** and **CIDESA WhatsApp group** by scanning the two QR codes below:





CIDEC & CIDESA SEMINAR

“Organizing and Conducting Fieldwork Abroad: Tips and Strategies for Graduate Students”

Thursday, April 6, 2023; 1:30 PM – 3:00 PM (ET)

In-Person, OISE Room 7-105 &

Online Via Zoom: <https://zoom.us/j/661234725>

Speakers



Grace Karram Stephenson is an Assistant Professor in the Department of Leadership, Higher and Adult Education at OISE. Her research explores the academic profession, international branch-campus in the Arab Gulf and Southeast Asia, study abroad programs and spirituality.



Izza Tahir is a PhD student in Educational Leadership and Policy program with a specialization in CIDE. Izza conducted her data collection in Punjab, Pakistan for her thesis titled “Reading instruction beliefs and practices of Pakistani teachers: Lessons for reform”



Sheena Bell is a PhD student in Educational Leadership and Policy program with a specialization in CIDE. Sheena conducted her data collection in three districts in Ghana for her thesis titled “The middle tier in education delivery: An exploratory study of district support to schools in Ghana.”



Zahra Jafarova is a PhD candidate in the Higher Education program with a specialization in CIDE. Zahra conducted her data collection in Germany, Austria, Hungary, France and the Netherlands for her thesis titled “Exploring Institutional Changes in Higher Education: The Effects of Democratic Backsliding on University Autonomy and Academic Freedom”



CIDEC



CIDESA

Upcoming Events

East Asia SIG Event - Working in International Organizations

Time: Apr 5, 2023 02:00 PM Eastern Time (US and Canada)

Location: <https://utoronto.zoom.us/j/89974750946>

Meeting ID: 899 7475 0946

May Annual Asian Heritage Month Symposium

We are planning our annual Asian Heritage Month Symposium. The tentative title of the symposium theme is **“Cross-racial Solidarity among the BIPOC Community: Perspectives from the Asian Community”**. The purpose of our symposium is to create a platform to discuss the opportunities, challenges, and aspirations of creating solidarity between the Asian community and other communities for racialized people, from both scholarly and practitioner perspectives.

More info to come regarding speakers.

Registration link:

Academic Panel

May 12, 9-11am & 2-4pm

<https://utoronto.zoom.us/meeting/register/tZlqc-uspz8qG9AMVz3beSfK8w6TSO2ee6Zf>

Partitioner Panel, 9-11am & 2-4pm
<https://utoronto.zoom.us/meeting/>

CIDEC East Asia Special Interest Group

The East Asia Special Interest Group (EASIG) has organized two professional development events this semester that are open to the OISE community. One event was aimed for students who were interested in attending conferences. Another for students interested in publishing their work in academic outlet.

We appreciate the following speakers that have supported our events:

Cassidy Gong, Leping Mou, Cathy Kim, Yvonne Chan, Dr. Grace Karram Stephenson, Dr. Yecid Ortega Paez

The East Asia SIG Executives:

You Zhang, Jasmine Pham, Cathy Kim, Yvonne Chan, Shangcao Yuan, Qiongli Zhu, Yixin Jiang

East Asia SIG Event

CONVERSATION WITH INTERNATIONAL DEVELOPMENT EDUCATORS

Time: Apr 5, 2023 2:00 PM Eastern Time

Location: <https://utoronto.zoom.us/j/89974750946>

Meeting ID: 899 7475 0946



Ace Acheron is an international development expert with 10 years of experience in the United Nations system. From starting out as an intern to becoming a leadership team member, Ace has contributed to numerous country-level, regional and global initiatives of the United Nations, with previous assignments at the UN Academic Impact (USA), UNICEF (Philippines) and UNESCO (Viet Nam and Thailand).



Hiro Hiratsuka, PhD, is a principal evaluation consultant with the ILO. Hiro was also an evaluation officer at the UN Secretariat and a project member at the OECD from 2021 and 2022. In addition, Hiro was a manager and professor of a capacity building project funded by the World Customs Organization from 2011 to 2016.



Mabruk Kabir, PhD, is an education researcher with UNICEF Office of Research – Innocenti, supporting the Teachers for All program in Sub-Saharan Africa. Prior to UNICEF, he was with the Education Global Practice of the World Bank Group, working to improve the access and quality of basic education, skills development, and higher education.

Book Launches & Peer Reviewed Chapters

BY JOEL MUKWEDEYA

I am pleased to share with everyone that our book launch was well attended both virtually and in person. The full citation of the book is the four editors, the date, the title of the book, and the publisher.

N'Dri Thérèse Assié-Lumumba, Michael Cross, Kanishka Bedi, Sakunthala Ekanayake, 2022 (Eds), Comparative Education for Global Citizenship. Peace and Shared Living through uBuntu, Brill.

Series: Comparative and International Education: Diversity of Voices, Volume: 55/19

The World Council of Comparative Education Societies, Volume: 55/19

<https://brill.com/view/title/62967>

To access the book please go to:

<https://drive.google.com/file/d/1N3SJ3fo5O1LHmJz49UChRWkf6DfACT2b/view?usp=sharing>



INVITATION: BOOK LAUNCH

The Ali Mazrui Centre for Higher Education Studies (AMCHES) invites you a book launch

Title of the book: Comparative Education for Global Citizenship, Peace and Shared Living through uBuntu

VOLUME EDITORS: N'Dri Thérèse Assié-Lumumba, Michael Cross, Kanishka Bedi, and Sakunthala Ekanayake

GUEST SPEAKER: Professor N'Dri Thérèse Assié-Lumumba (Africana Studies and Research Center at Cornell University)

DATE: Friday 24 March 2023 | **TIME:** 10:00-12:00 (SAST)

VENUE: Ethical Foundation Conference Room, Madibeng Building, Auckland Park Kingsway Campus

MS TEAMS LINK: Click [here](#) to join the online conversation

RSVP: Miss Loria Mokoena at loriam@uj.ac.za

MODERATOR: Professor Emmet. T Woldegiorgis

DISCUSSANT: Professor Mlamuli Hlatshwayo

Biographical note: N'Dri Thérèse Assié-Lumumba is a Professor at Cornell University in the Africana Studies and Research Center; Director of the Cornell Institute of African Development (IAD); President of the World Council of Comparative Education Societies (WCCES); Chair of the Scientific Advisory Committee (SAC) of UNESCO's Intergovernmental programme for the Management of Social Transformations (MOST); and Past President of Comparative and International Education Society (CIES), USA. She is also a Distinguished Visiting Professor at the Ali Mazrui Centre for Higher Education Studies at the University of Johannesburg. She has been a Distinguished Visiting Professor in the Graduate School of Education at the American University in Cairo, Extraordinary Professor in the Department of Education Policy Studies at Stellenbosch University and Carnegie Diaspora Fellow in the Department of Sociology at the University of Ghana. She has published extensively on various areas and levels of education, especially higher education. Her academic awards and other distinctions include Fellow of the World Academy of Art and Science, Fellow of the Pan-African Scientific Research Council (PASRC), and Fulbright Senior Research Fellow.

Abstract: There is a dire need today to create spaces in which people can make meaning of their existence in the world, abiding by cultural frameworks and practices that acknowledge and validate a meaningful existence for all. The African philosophy of ubuntu or humanness is re-emerging for its timely relevance and potential as indispensable in our quest for global citizenship, peace, and mutual understanding in securing sustainable human development in the broader ecosystem. Comparative educationists have the challenge to devise theoretical frameworks, epistemological and pedagogical constructs as well as pragmatic, useful and effective ways of promoting the virtues of compassion and recognition of our common humanity. The book paves the way for a better understanding of the critical importance of the collective search for and endeavor towards achieving the virtues of nonviolence, peace, shared values of living together, global citizenship, improved quality of life for all and a better appreciation of the positive implications of interdependence.

The Future Reimagined

Prasad, G., Auger, N. & Le Pichon, E. eds. (2022). *Multilingualism and Education: Researchers' Pathways and Perspectives*, Cambridge University Press.

Le Pichon, E., Naji, M., Wattar, D. & Lee, V. (2023). Evaluating the effectiveness of digital tools for the assessment of young plurilingual students. In Silvia Melo-Pfeifer & Christian Ollivier. *Assessing the Competence of Plurilingual Students: Theories, educative issues and empirical approaches*. Routledge.*

Le Pichon, E. & Ammouche- Kremers, M. (2023). Reinventing education in the light of student mobility in higher education: the example of the peer-feedback program. In Gandolfo Cascio, Roselinde Supheert & Jan D. ten Thije, *The Riches of Intercultural Communication: Challenging Linguistic and Cultural Diversity* to be published by Brill publishers.

Le Pichon, E., Cavalcante, A. & Cummins, J. (2022). L'apport de la technologie pour l'enseignement des mathématiques en contexte plurilingue canadien: une pédagogie revisitée, In: *Plurilinguisme et enseignement des mathématiques*, Dir. P. Escudé, C. Hache, C. Mendonça Dias, Journées PLURIMATHS plurilinguisme & mathématiques, Université des Cultures, Sorbonne Nouvelle. Paris, France.

Le Pichon, E. (2022). Literacy in multilingual contexts. In Prasad, Auger & Le Pichon: *Multilingualism and Education: Researchers' Pathways and Perspectives*, Cambridge University Press.

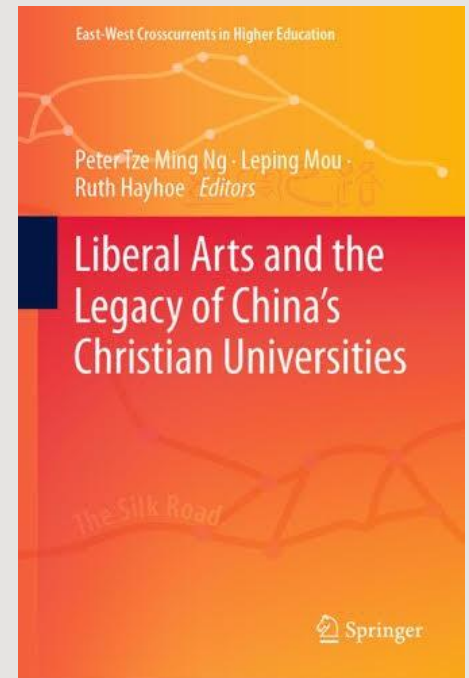
Prasad, G., Auger, N. & Le Pichon, E. (2022). Introduction. In Prasad, Auger & Le Pichon: *Multilingualism and Education: Researchers' Pathways and Perspectives*, Cambridge University Press.

Prasad. G.. Auger. N. & Le Pichon. E. (2022) Conclusion. In Prasad. Auger & Le Pichon: *Multilingualism and*

Book Releases

Ruth Hayhoe and CIDE alumnus Leping Mou (PhD, 2022) have been working on research about liberal arts education in an Asian context. They were invited to present webinars in several centers of higher education research including the University of Hong Kong on March 3, 2022, an Oxford CGHE webinar on March 29, 2022, and a webinar at the Chinese University of Hong Kong for the Asia Pacific Research Association on December 9, 2022. These are related to a book project which contains thirteen chapters by Chinese scholars that have been translated into English and will come out with Springer in 2023:

Ng, P., Mou, L., & Hayhoe, R. (2023). *Liberal arts and the Legacy of China's Christian Universities*. Springer.



Dr. Mary Drinkwater is currently leading the development (Lead Editor) of a 4-Volume Book Series entitled *The Bloomsbury Handbooks of Crises and Transformative Leadership in Higher Education*, with Co-Editors: Yusef Waghid (Stellenbosch University, South Africa) and Patrick Deane (Queen's University, Canada). It includes over 75-chapter authors, from 6 continents (including 20 authors from African universities, and 3 OISE chapter authors, including one CIDE student).

The Volume titles include:

- The Bloomsbury Handbook of Values-Informed Leadership and Ethical Change in Higher Education
- The Bloomsbury Handbook on Context and Change Leadership in Higher Education
- The Bloomsbury Handbook on Diversity, Crises and Transformative Leadership in Higher Education
- The Bloomsbury Handbook of Ethic of Care in Transformative Leadership in Higher Education

The Book Series will be published by Bloomsbury in late 2023 or



Recent Publications

- Angouri, Jo[^], Kerekes, Julie A., and Suni, Minna[^] (2023). Language, migration and in/exclusion in the workplace. Multilingual Matters. <https://www.multilingual-matters.com/page/detail/?K=9781800416932>
- Barrero Jaramillo, D. M. (2023). Achievement as white settler property: How the discourse of achievement gaps reproduces settler colonial constructions of race. Education Policy Analysis Archives, 31. <https://doi.org/10.14507/epaa.31.7131>
- Le Pichon, E. (2023). Where Multilingualism and Transnational Education meet. Outro to the special issue on Language and Education in Transnational School Trajectories. Eds. Nadja Thoma, Galina Putjata (University of Frankfurt) and Anna Schnitzer (University of Halle) to appear in: the European Educational Research Journal (invited publication).
- Le Pichon, E. & Kambel, E.R. (2022). The Language Friendly School: An Inclusive and Equitable Pedagogy, Childhood Education, 98:1, p. 42-49.
- Lumb, P.(2023). Strategic international partnerships: Global North and Global South discourses. Comparative and International Education / Éducation Comparée et Internationale.51(2). 110-126. <http://doi.org/10.5206/cieeci.v51i2.15155>
- Walsh Marr, J. (2023). Ideal types and ideal(ized) students in international postsecondary pedagogy. Comparative and International Education / Éducation Comparée et Internationale. 51(2). 99-109. <http://doi.org/10.5206/cie-eci.v51i2.14794>

Recent Presentations, Keynotes & Workshops

- Kambel, E.R. & Le Pichon, E. (2022, Nov. 3-4). It all starts in kindergarten! The Language Friendly School: A whole school approach. Regional Seminar "Kindergartens as an important link in ensuring continuity and a holistic approach in the implementation of multilingual education". Commissioner on National Minorities with the assistance of Ministry of Education and Science of the Kyrgyz Republic & United Nations Children's Fund (UNICEF) Offices in the Kyrgyz Republic.
- Le Pichon, E. (2022, Nov. 30- Dec. 1). Soutenir les enseignants et leurs élèves nouvellement arrivés en mathématiques au collège grâce à une ressource plurilingue en ligne en Ontario canadien, Plurimaths, Paris, France.
- Le Pichon, E. (2022, Nov. 30). Plurilingual Pedagogies and Digital Technologies to Support Learning, Next-Generation-Literacies Symposium, online.
- Le Pichon, E. (2022, 10). The words and things of migration. Panel: Migrations, languages and life narratives; Canada Excellence Research Chair (CERC) in Migration and Integration, Chair and discussant; Symposium, CERC Migration Office, Toronto
- Le Pichon, E. & Kambel, E.R. (2022, September 28). The Language Friendly School. In Language and Quality Education: What is the role of our world's languages in realizing the Sustainable Development Goals? United Nations: The Science Summit. Symposium, online. Followed by practitioners from Language Friendly Schools [^]
- Le Pichon, E. (2022, June 13). Maintaining and building on home languages of refugee learners. "Language learning support in education for inclusion of children with a migrant background" organised in the



- Le Pichon, E. (2022, May, 9 & 10). *L'éducation plurilingue pour former des citoyens du monde. Apprendre à vivre ensemble*. [Multilingual education to form world citizens. Learning to live together]. The future world: 120 years of commitment to education in the world, Mission Laïque Française; Rabat, Morocco.
- Le Pichon, E. (2022, March 4). *Éducation et multilinguisme: sortir de l'impasse par la connaissance réciproque*. Cycle de conférences Anthrophen, **online**.
- Le Pichon, E. (2022, Jan. 19). *From exclusive to inclusive schools: The example of the Language Friendly School*. Collaborative Specialization in Educational Policy, **online**.
- Le Pichon, E. (2022, January 17- 19). Conference of the networks Language Friendly Schools and VoXmi, **online**.
- Le Pichon, E. (2022, Jan. 11). *Binoqi and translanguaging pedagogy*. ERGO meeting.
- Mou, L., & Zha, Q. & Hayhoe, R., (Dec 9, 2022). An Asian Pathway to Liberal Arts Education: Insights from Confucian Values and Traditions. APERA/HKERA Seminar at the Faculty of Education, Chinese University of Hong Kong.
- Mou, L., Hayhoe, R., & Zha, Q. (March 29, 2022). *Liberal Arts in the Universities of Greater China: Current Models and the Historical Legacy*. Center for Global Higher Education (CGHE) Seminar at the Department of Education, University of Oxford. UK.
- Mou, L., Ng, P. and Hayhoe, R., (March 3, 2022). *Liberal Arts and the Legacy of China's Christian Universities*. Consortium for Higher Education Research in Asia (CHERA) Seminar at the Faculty of Education, University of Hong Kong. HK.

Selected Peer Reviewed Conference Papers & Symposia

- Gagné, A., Le Pichon, E., Wattar, D., Danilina, E., Menon, N., Soliman, L., Ward, L. (2022, May 19). *The education of newcomers of refugee background across the lifespan*, Canadian Society for the Study of Education 2022, Symposium, **online**.
- Le Pichon, E. (2022 September 2). Filling the learning gaps caused by the pandemic: Supporting teachers and their diverse students with digital technology, In Literacy as 21st century Skill: Empirical Elaboration on the Construct, Acquisition contexts and Learning tools in a Global perspective. European Educational Research Association, ECER 2022, Symposium, **online**.
- Le Pichon, E. (2022, May 16). *Towards linguistically and culturally sensitive curricula: the potential of reciprocal knowledge in STEM education*, Canadian Society for the Study of Education 2022, Symposium. Pres. E. Le Pichon, D. Wattar, A. Cavalcante, M. Naji, R. Cha, J. Ye, K. Tariq, Z. Safdarian, **online**.
- Le Pichon, E. (Chair & session organizer) (2022, April 22-25). *STEM Education in a Globalized World: International Perspectives on Critical Teacher Education for Diversity*. American Educational Research Association, San Diego, USA. Roundtable, **online**.
- Le Pichon, E., Naji, M., Wattar, D. (2022, April 18-22). *The potential of reciprocal knowledge in STEM education: inviting our students' languages and curricula into the classroom*. Comparative and International Education Society, Minneapolis, USA, Paper presentation, **online**.
- Le Pichon, E., Prasad, G & Auger, N. (2022, April 18-22). Multilingualism and Education: Researchers' pathways and perspectives. Cambridge University Press. Comparative and International Education Society, Minneapolis, USA, Book launch, **online**.
- Rempel, L., Safdarian, Z., Wattar, D., Le Pichon, E. (2022, March 22-25). *Intersections of interculturality and multimodality: Global perspectives and possibilities*. TESOL (Teaching English to Students Other Languages) International 2022, Pittsburgh, Pennsylvania, USA, Paper presentation.

Wattar, D., Gagné, A., Le Pichon, E., Cavalcante, A. (2022, May 19). The evolution of a multilingual learning