



# CIDE

COMPARATIVE, INTERNATIONAL  
& DEVELOPMENT EDUCATION CENTRE

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### 1. DIRECTOR'S MESSAGE



Warm greetings to the CIDE graduate specialization and CIDE research centre community! Special welcome to new and returning students. Congratulations to CIDE's 17 graduates since last Fall, reflecting M.Ed., M.A., Ed.D., and Ph.D. degrees in our six collaborating programs: Social Justice Education, Higher Education, Educational Leadership and Policy, Adult Education and Community Development, Language and Literacies Education, and Curriculum and Pedagogy.

Thanks to last year's CIDE Student Association's (CIDESA) core team for their wonderful work, and thanks/welcome to this year's new CIDESA team, ably convened by doctoral candidate Norin Taj. Please contact the CIDESA ([oisecidesa@gmail.com](mailto:oisecidesa@gmail.com) or c/o [norin.taj@mail.utoronto.ca](mailto:norin.taj@mail.utoronto.ca)) to get involved in CIDESA activities and/or in a special interest group such as the South Asia Interest Group or Teachers inCIDE. I hope to see lots of you at CIDESA's documentary film and pizza night, Wednesday October 23 at 4:45.

Looking back at some recent highlights: Special thanks to CIDE faculty member Dr. Carly Manion and last year's CIDE GA Ramesh Pokharel for organizing 2019's annual special event in the Seminar Series, the Joseph P. Farrell Student Research Symposium, held February 22: it included 12 student presenters, memorable comments by Dr. Vandra Masemann, and a full house of lively participants. Please plan to attend and perhaps present a paper at the February 21, 2020 JFSRS, organized by Dr. Manion and this year's CIDE GA Tatiana Feitosa de Britto (proposal deadline in December). CIDE's Seminar series has been action-packed, including notable recent presentations about the OECD's Education GPS ([gpseducation.oecd.org](http://gpseducation.oecd.org)) web-based research tool, about representation of conflict in Sri Lankan, Afghani and South Sudanese textbooks, about contemporary educational measurement metrics used in low-income nations, about the University of Toronto-based REACH action-based global learning and research program, China's Double First-Class innovation scheme in higher education, and more.

Looking forward: CIDEC's Seminar series continues, including CIDE faculty member presenters on October 7 (Karen Mundy, along with Prachi Srivastava of Western University and Sarah French of the Global Initiative for Education on the Abidjan Principles on the human rights obligations of States to provide public education and to regulate private involvement in education, in particular in developing countries); October 25 (Sarfaroz Niyozov, Reva Joshee and myself at the book launch for *Transnational Perspectives on Democracy, Citizenship, Human Rights and Peace Education*, co-edited by Mary Drinkwater, Fazal Rizvi and Karen Edge which is drawn from the international collaborative CIDE course initiated by Sarfaroz Niyozov); and, November 12 (Elizabeth Buckner on internationalization and higher education in the Arab world). Please consult the frequently-updated CIDE events calendar ([https://www.oise.utoronto.ca/cidec/Resources/Events\\_Calendar.html](https://www.oise.utoronto.ca/cidec/Resources/Events_Calendar.html)) about upcoming events.

Please consider participating in academic conferences and professional networks in our field: Notably, the 2020 Comparative International Education Society (US-based CIES) conference will be in Miami, March 22-26, pursuing the theme Education Beyond the Human. CIES' current Executive Director, Najeeb Shafiq, will be visiting CIDEC on his Listening Tour very soon — Friday October 18— to hear people's experiences with the CIES annual conference, journal (*Comparative Education Review*), and communications, and to invite views about the state of scholarship and employment in comparative education. This Listening Session will be held 2:00-3:30, preceded by Dr. Shafiq's CIDE Seminar presentation on some of his own research on the potential long-term benefits from early childhood education in low- and middle-income countries, the same day 1:00-2:00. Please come to one or both consecutive events.

The 2020 conference of the Comparative International Education Society of Canada (CIESC), part of the Canadian Society for Studies in Education (CSSE) and the Congress of Social Sciences and Humanities, will be held nearby at Western University in London, Ontario, May 29 to June 5. CIDEC is co-sponsoring with the host, our sister centre RICE (Researching International and Comparative Education), an exciting pre-conference on 'Educating the Internationalization of Education,' beginning May 29 and extending into the main conference. On May 29, invited researchers begin focused conversations on international schools and the International Baccalaureate. The main preconference day, May 30, critically engages 'big ideas' on changing world conditions and their implications for international education, including a keynote by Australian globalization and comparative education scholar Fazal Rizvi. May 31 has special sessions on K-12 schooling and teacher education. June 1's focus is higher education. Graduate students as well as faculty are always welcome participants in CIESC's executive and other committees and its journal, *Comparative and International Education*. If there is sufficient interest, CIDEC will subsidize van transportation to help many of us get to and from London for the conference, building community along the way.

Looking further ahead, please mark your calendars and plan to attend CIDE's end of term potluck and cultural celebration, led by the CIDESA, on Wednesday December 4, 4:00-6:00 in the Peace Lounge (7<sup>th</sup> floor). All welcome (whether or not you can contribute food)! Please consult the frequently-updated CIDE events calendar ([https://www.oise.utoronto.ca/cidec/Resources/Events\\_Calendar.html](https://www.oise.utoronto.ca/cidec/Resources/Events_Calendar.html)) about the full range of upcoming events.

Thanks and congratulations to Editor Dr. Carly Manion and Co-Editor Tatiana Feitosa de Britto for this latest CIDE/CIDEC Newsletter. Among important news below are items about useful resources in comparative international and development education, notes from CIDE students and faculty in the field, research for UNESCO, and selected publications, awards and presentations by CIDE members.

I hope that all of you will be actively engaged in CIDE and CIDEDEC in the coming year.

Peace!

Kathy Bickmore (CIDE and CTL)

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## 2. CIDEDEC FALL 2019 MEET & GREET

CIDEDEC hosted a warm welcome to new and returning students during the Fall 2019 Orientation and Meet & Greet event.



Held at OISE's Peace Lounge (7th floor), on September 11, the Meet & Greet provided an opportunity for students to have an overview of the Collaborative Specialization on Comparative, International and Development Education and to get to know a number of CIDE-affiliated faculty and their research areas of interest. CIDE's student association was also present and invited all students to be actively engaged in its activities.

The evening closed with the sharing of cheerful conversation and delicious food!

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## 3. RESOURCE HIGHLIGHTS FOR NEW STUDENTS

Welcome to the field of comparative, international and development education!

As you start navigating the field, we encourage you to explore books, journals, podcasts and other material that might be relevant to your work. A few suggestions:

- CIDEDEC's website, under the Resources tab, shares a list of journals and databases, a link to our e-mail listserv and our monthly calendar of events:

<https://www.oise.utoronto.ca/cidec/Resources/index.html>

- The FreshEd weekly podcast, with Will Brehm, features interviews with scholars and discusses many topics related to comparative education: <http://www.freshedpodcast.com>

- The Chasing Encounters podcast, presented by OISE's PhD candidate Yecid Ortega, brings conversations on language, culture and diversity:

<https://soundcloud.com/chasingencounters>

Don't forget to check OISE's great library to find key references in comparative education: <https://oise.library.utoronto.ca>

Also, email Yecid Ortega if you're interested in joining Quechua language classes at OISE: [yecid.ortega@mail.utoronto.ca](mailto:yecid.ortega@mail.utoronto.ca)

The field is active and growing: Join the community!

If you have tips of useful resources you would like to share with the CIDE community in our next newsletter, send it to us and we will spread the word!

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## 4. CIDE-SA

The student association connects the CIDE community through academic and social activities, in a space where members are encouraged to bring their ideas and launch new projects. Presently, the association's core team has the following members: Norin Taj, Aditi Bamal, Tatiana Feitosa de Britto, Vania Soepriatna, Geran Collymore, Farrah Kamani, Prerana Bhatnagar, Neelofar Ahmed and Nooreen Rahemtulla.

During this term, CIDE-SA is hosting a Documentary & Pizza Night, on Oct. 23, at the Peace Lounge, to watch the movie Knock Down the House (2019). In December, the association will co-host the end of year CIDE potluck and is planning to promote a book swap initiative.

All are welcome to join and participate in CIDE-SA's activities and join the organization's core team! Contact for further information: Norin Taj ([norin.taj@mail.utoronto.ca](mailto:norin.taj@mail.utoronto.ca)).

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## 5. CIDE SPECIAL INTEREST GROUPS (SIGs)

**Countering Islamophobia and Xenophobia SIG:** This initiative was founded by our current CIDE Director Professor Kathy Bickmore at the aftermath of the Christchurch mosque attack in New Zealand this year when some students showed interest in getting together to address the concern of Islamophobia and xenophobia through comparative and international education. This initiative is still at the brainstorming stage to come up with the best ways to facilitate conversations about this topic through workshops and various other activities. Please look out for any upcoming events where everyone is welcome and highly encouraged to join the conversation! Please contact Mozynah Nofal for more information and to get involved: [mozynah.nofal@mail.utoronto.ca](mailto:mozynah.nofal@mail.utoronto.ca)

**South Asia SIG** was initiated to build a strong community of students, researchers, faculty, and (visiting) scholars whose research interest highlights South Asian scholarship. The group provides a platform for its members to collaborate and present their work in academia, nationally and internationally. For further details about the group, please feel free to email Neelofar Ahmed (founder of SA SIG): [neelofar.ahmed@mail.utoronto.ca](mailto:neelofar.ahmed@mail.utoronto.ca) or [southasiainterestgroup@gmail.com](mailto:southasiainterestgroup@gmail.com)

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## 6. CIDE GRADUATES

Congratulations to recent CIDE graduates!

### Fall 2018

- Melissa Beauregar
- Yessica Rostan
- Alanna Magder
- Nathali Gianella Rosado Ferrari
- Yomna Reda Awad
- Amal Berrwin
- Ahmed Salehin Kaderi
- Ayman Rizk

### Spring 2019

- Eun Gi Kim
- Charlotte Whall
- Kathleen Ali
- Zohra Lakhani
- Taiya Brown

- Soon Young Jang
- Benito Rossiti
- Xinyang Li
- Yiqin Zhou

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## 7. ALUMNI NEWS



My name is Danielle Freitas and I am a PhD student in the Language and Literacies Program and in the Collaborative, International, Development Education at OISE, U of T. I am also a professor with the Faculty of Humanities and Social Sciences at Sheridan, where I teach in the TESOL Plus Graduate Certificate program. I was thrilled to be awarded a Scholarship, Research and Creative Activities Growth Grant to support my research project entitled, *Learning to Teach English in the TESOL Plus Graduate Certificate*. Scholarship, Research and Creative Activities Growth Grants are internal awards granted on a competitive basis for projects involving scholarship, research and creative activities (SRCA). It is intended to provide more opportunities for Sheridan

faculty members to pursue their scholarly, research and creative passions. I was awarded a \$5,000 SRCA Growth Grant to support phase 1 of my research project during the 2018-2019 academic year. The entire project is composed of 3 parts and is expected to last for 2 more years. As the principal investigator, I lead a team of 6 research assistants, all of whom are former graduates of the TESOL Plus program. The research project explores the teacher learning journey of student-teachers taking the TESOL Plus program and specifically investigates how they learn to become and be English language teachers. It seeks to uncover what it means for these student-teachers to learn how to teach English as well as what constitutes the nature of such a process, and utilizes a Vygostkian Sociocultural Perspective of Language Teacher Education as its conceptual framework. It employs an explanatory sequential mixed-methods research design, with two distinct interactive phases. Phase 1 began with securing the Sheridan Research Ethics Board approval, the development of the literature review and the survey instrument. The survey questionnaire has already been deployed and data are currently being collected. Data collection is expected to end in 2020 and be followed by data analysis. Phase 2 is expected to begin 2021, with qualitative interviews and focus groups. Once the qualitative data collection is over, data analysis is expected to begin and be followed by mixed methods synthesis. Results are expected for the 2021-2022 academic year. The research project expects to unveil how the process of becoming and being an English language teacher during the TESOL Plus program is situated, culturally, and socially constructed, and contingent upon the engagement in socially-mediated language teacher activities. It also expects to reveal the cognitive and affective processes involved in the activity of English language teaching.

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## 8. NOTES FROM THE FIELD

### Students and Faculty Visit Private Universities in BC and China

**By: Cassidy Gong**

In some countries, like China, private higher education has grown rapidly. In other countries, like Canada, private universities are largely invisible yet sometimes controversial! As part of a 4-year mixed methods SSHRC-funded project, CIDE Faculty Member Elizabeth Buckner and her team of OISE PhD students are asking: How are governments regulating private universities and how are private universities navigating changing government regulations? The qualitative component of the research adopts a comparative case study approach that analyzes national policies and institutional practices in Canada, Chile, China, Morocco, and

the United Arab Emirates. After a year of an extensive review of literature, document collection and analysis, we are pleased to have begun our fieldwork over the summer.

Our first destination was British Columbia (BC), where we visited three private universities to conduct interviews with their senior administrators and faculty members. Our goal was to understand the relationship between private and public universities in BC, and whether provincial policies were supportive or hindering to the growth and development of private universities within the broader HE landscape.

In July, we went to China and visited three provinces, five cities and thirteen universities (5 public, 7 private), all in two weeks! The public universities included both double first-class universities (also known as 985 project universities) and provincial level universities (one of them with a first-class discipline). Among the private or *minban* universities, all offered degree program. *Minban* literally means 'people-run' because the term 'private' can be sensitive in a socialist country.

At the public institutions, we learned from some of the most distinguished Chinese scholars in the field on their perceptions of private universities, in addition to thoughts on current trends, issues and challenges facing the Chinese HE system.



**Left:** Meeting with Professor Pan Maoyuan, who founded the first higher education research institute in China in 1982, at his residence at Xiamen University.

At the *minban* universities, we learned about their founding history, faculty, student body, how they felt about the existing policies relevant to private HE and if there were changes they would like to see. We sensed much hope from interviewees at many private universities with regard to their future development, as they began to shift their focus from expansion to quality improvement. They also felt that *minban* institutions were now clearly recognized as a major component of the Chinese HE system.

**Right:** Before interviews begun at one of the case study private universities in Yunnan Province.

*Special thanks to Professor Ruth Hayhoe, the Co-PI of this project, her influence and respect in China paved the way for our fieldwork!*

Contact for information related to this article:

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**9. CIDE FACULTY RESEARCH PROJECT - "Making Evaluation Work for the Achievement of SDG 4 Target 5: Equality and Inclusion in Education" (UNESCO, 2019)**



Earlier this year, Karen Mundy, Carly Manion and Kerrie Proulx were engaged by a group of international organizations, led by UNESCO, in a research project that sought to explore how their education evaluations can better support Member States to strengthen progress on gender parity, equality and inclusion in education, as articulated in Sustainable Development Goal (SDG) 4 Target 5. As part of the work, the team reviewed and synthesized evidence from publicly available independent evaluations from 13 international organizations, highlighting evidence gaps, and summarizing 'what works' for whom and in what contexts for advancing gender equality and equity for vulnerable groups. Additionally, the final report presents responses to the synthesis from national stakeholders in five countries: Ghana, Guatemala, Lebanon, Nepal and Peru. The report culminates in a discussion and recommendations, which outline the need for greater coordination and collaboration in four key areas to further enhance the contribution of evaluations to global and country level progress on SDG 4 Target 5: i) address evidence gaps ii) contribute to stronger and more consistently available data iii) strengthen evaluation methodologies iv) synthesize and collaborate to make evidence more useful to national stakeholders. [Click here to access the report.](#)

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## 10. UPDATES FROM THE CANADA-CHINA PARTNERSHIP GRANT PROJECT

**By: Eun Gi (Cathy) Kim**

The Reciprocal Learning in Teacher Education and School Education Between Canada-China Partnership Grant (PG) Project is a 7-year (2013-2020) SSHRC-funded study that focuses on the cross-cultural Canada-China educational content. Reciprocal learning is the primary goal of the project to build an understanding of and compare the Canadian and Chinese educational systems and to generate positive practitioner knowledge and pedagogy through reciprocal interactions. The project seeks to foster forward-looking relationships between teacher participants in Canada and China to extend communication and cross-cultural exchange of ideas and teaching practices beyond its time frame. The study involves researchers, graduate students, teachers and students from two Canadian and four Chinese universities, schools in two Canadian school boards in Toronto and Windsor and schools in Beijing, Shanghai, Chongqing, and Changchun. PG co-directors Shijing Xu (University of Windsor) and Michael Connelly (OISE/University of Toronto) lead the study. There is also a seven-member International Advisory Committee, and six research teams. General Education and Culture is led by Yuhua Bu, Shijian Chen, and Michael Connelly. Teacher Education is led by Yibing Liu and Shijing Xu. Science Education is led by Geri Salinitri, Yuanrong Li, and George Zhou. Mathematics Education is led by Yunpeng Ma and Douglas McDougall. Information and Communication Technology is led by Zuochen Zhang. Language and Culture is led by Shijing Xu, Jim Cummins, and Luxin Yang.

The Canada-China Reciprocal Learning Project started a book series, Intercultural Reciprocal Learning in Chinese and Western Education. The series includes topics from preschool to teacher education programs that are integrated in the PG project. Included in the book series are: Cross-Cultural Schooling Experiences of Chinese Immigrant Families: In Search of Home in Times of Transition by Dr. Shijing Xu, Pre-Service Teacher Education and Induction in Southwest China A Narrative Inquiry through Cross-Cultural Teacher Development by Dr. Ju Huang, Teacher Education in Professional Learning Communities: Lessons from the Reciprocal Learning Project by Dr. Xuefeng Huang, and Cross-Cultural Schooling Experiences of Arab Newcomer Students: A Journey in Transition Between the East and the West by Dr. Nesreen Elkord. Please visit the following link for more information on the book series:

[https://www.palgrave.com/gp/series/15114?facet-type=type\\_\\_book](https://www.palgrave.com/gp/series/15114?facet-type=type__book)

The 6<sup>th</sup> Annual International Conference on West-East Reciprocal Learning Education is taking place in Windsor, Ontario, on October 2-4, 2019, followed by the Annual General Meeting on October 5-6, 2019. The conference aims at developing an inclusive space for

educators and researchers from all directions — North, South, East, West — to engage in reciprocal learning, to share and co-create educational experiences and knowledge and to educate for a more harmonious, just and democratic world. We expect the Conference to have a great impact on Conference attendees from the opportunities to build relationships with outstanding individuals from other countries and further reflect on ways to improve local school and teacher education. Please visit the following link for more information on the Conference:

<https://reciprocallearning.ca/c2019/>

Toronto-Shanghai Sister Network has made great progress throughout the last school year (2018-2019) with the assistance of OISE research assistants and Dr. Michael Connelly. Ms. Ann Barton (pseudonym) and her partner extended their partnership from teacher-teacher communications to include students in the last school year. Students in a Canadian class and a Chinese class communicated with each other in a messaging platform, as well as engaging in video communications periodically throughout the year. Teacher and student partners exchanged pictures and videos of each class' works and ideas around the topic of Water Education. Ms. Cassandra Caine (pseudonym) and her partner's conversation and collaboration for the past year focused on the use of picture books in Character Education. They inspired each other to select picture books and to develop class activities. The experience from the partnership deepens the teachers' understanding of reciprocity and their respective teaching practice. Principals in the two schools also formed a partnership to discuss the different teacher leadership ideas in each school. Although it is at an early stage, the partners have engaged in fruitful discussions and exchanges. Following the Conference at Windsor, Toronto-Shanghai partners will gather in the Toronto-based sister school to co-plan and co-teach lessons in the school, as well as reflecting on and continuing to discuss their partnerships. In-person interactions are anticipated to strengthen the relationships between the partners for further collaborations. Please visit the following link for more information on more Sister School Networks and Partnerships:

<https://reciprocal-learning.ca/pages/index.php>



**Left:** A Skype meeting between Ms. Ann Barton, her Shanghai partner's students and some parents who attended to observe.

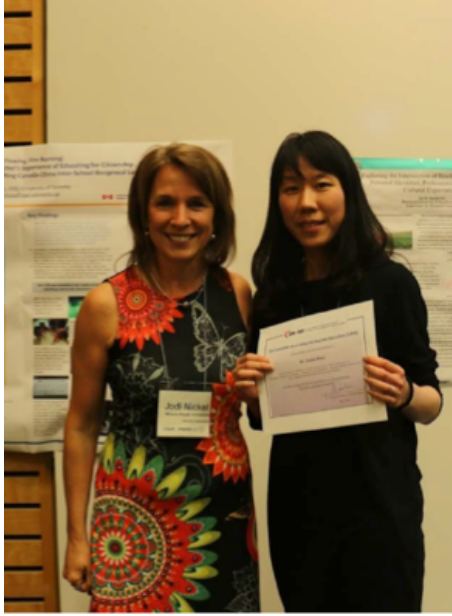
**Right:** Ms. Cassandra Caine and her Shanghai partner co-planning a lesson to co-teach in China



The Canada-China PG project would like to congratulate the achievements our project members have made.

Dr. Yishin Khoo received the 2019 Canadian Association for Teacher Education (CATE) Dissertation Award of Recognition. Her dissertation, titled *A River Flowing, Fire Burning, A Narrative Inquiry Into a Teacher's Experience of Learning to Educate for Citizenship – From the Local to the Global Through a Shifting Canada-China Inter-School Reciprocal Professional Learning Landscape*, was completed at the Ontario Institute for Studies in Education (OISE) of the University of Toronto during her involvement in the Canada-China PG Project at OISE. She is continuing the involvement in the project as a post-doctoral fellow at the University of Windsor.





Professor Ruth Hayhoe, a Canada-China Partnership International Advisory Committee member, received an *Honorary Doctorate from Victoria University* at the University of Toronto's Orientation Ceremony at the Isobel Bader Theatre on September 3, 2019. This was a special Hayhoe Legacy ceremony since Dr. Katharine Hayhoe, a well-known climate scientist at Texas Tech University and Dr. Ruth Hayhoe's niece, was also awarded an honorary doctorate. Both Ruth and Katharine are Victoria



University graduates. Ruth's speech was quite spectacular and is available online, thanks to an OISE PhD candidate, Jacqueline Beaulieu: <https://www.youtube.com/watch?v=z763ir1toHg&feature=youtu.be>



Professor Cheryl Craig, the Canada-China Partnership International Advisory Committee Chair, is currently a professor and an Endowed Chair of Urban Education in the Department of Teaching, Learning and Culture, College of Education and Human Development, Texas A&M University (TAMU). The project would like to congratulate Dr. Craig for receiving the *Texas A&M College of Education & Human Development Outstanding New Faculty Award, 2019 ST<sup>2</sup>AR Award for Significant and Exemplary Contributions through Research, Teaching and Professional Service* in the International Field of Teaching and Teacher Education at the International Study Association on Teachers and Teaching (ISATT) conference, and *Outstanding Research Article Publication Award (Narrative Inquiry SIG)* at the 2019 American Educational Research Association (AERA) conference.

Dr. Zongyi Deng, a Canada-China Partnership International Advisory Committee member, is moving from the National Institute of Education in Singapore to the *Institute of Education, University College London (UCL)* where he takes up the post vacated by the retirement of sociologist Dr. Michael Young.

Lastly, the project would like to congratulate Dr. Shijing Xu and Dr. Zuochen Zhang for being recognized at a University-wide ceremony, the *University of Windsor 2018 Celebration of Excellence and Scholarship, Research and Creative Activity*. This university honour is for having received awards from the *Canada Foundation for Innovation, John R. Evens Leaders Fund* and *Ministry of Research, Innovation and Science, Ontario Research Fund Research Infrastructure, 2017*.

## 11. NEWS FROM RUTH HAYHOE

I was privileged to be invited to the Chinese University of Hong Kong in March to talk about my lifelong experience of Chinese culture, in a situation where students are insisting they are not Chinese but Hongkongers – we all know how that has played out in recent months! The paper I wrote, “Encountering Chinese Culture over Changing Times” has been accepted for publication in the CUHK journal *Educational Research*, which is celebrating its 50<sup>th</sup>

anniversary. It was founded in 1968, one year after I moved to Hong Kong in 1967.

My other publication this year, “The gift of Indian Higher Learning Traditions To the Global Research” was published in the *Asia Pacific Journal of Education*, 39:2, 177-189 in May. It was based on the keynote address I gave at the Comparative Education Society of Asia’s biennial meeting in Cambodia in May, 2018.

It was also special to be conferred an Honorary Doctorate of Humane Letters by my *alma mater*, Victoria University, on September 3 of this year. At the same ceremony, my niece Katharine Hayhoe, recently named a “Guardian of the Earth” by the United Nations, was given the same honour. They told us it was the first time an aunt and niece had been conferred the degree at the same convocation and they wanted to honour “the Hayhoe legacy at Vic”. Ten of my immediate family members are also Vic graduates and all were invited to a dinner that felt like a family reunion after the ceremony. Below is a photo of Katharine and myself after the ceremony, and you can hear our 3 minute speeches here:

Ruth: <https://www.youtube.com/watch?v=z763ir1toHg&feature=youtu.beoy>

Katherine: <https://youtu.be/j63EomZkasY>

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## 12. PUBLICATIONS

Anderson, Stephen., Manion, Carly., Drinkwater, Mary., Chande, Rupen. and Galt, Wesley. (2019). Looking for Learning in Professional Learning Networks in Kenya. *Journal of Professional Capital and Community*. <https://doi.org/10.1108/JPC-07-2018-0020>

Freitas, Danielle. (2019). "Reaching for My Multiplicity of Identities". In *Decolonization and Anti-colonial Praxis*. Leiden, The Netherlands: Brill | Sense.  
doi: [https://doi.org/10.1163/9789004404588\\_005](https://doi.org/10.1163/9789004404588_005)

Manion, Carly. and Shah, Payal. (2019). Special Issue: Decolonizing Gender and Education Research: Exploring the Relationship Between Feminist Research on Education and Decolonizing, Indigenous Knowledges and Cosmologies. *Gender and Education*, 31(4).

Manion, Carly. and Shah, Payal. (2019). Decolonizing Gender and Education Research: Unsettling and Recasting Feminist Knowledges, Power and Research Practice. *Gender and Education*, 31(4).

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## 13. AWARDS

Adriana Marroquin Rodriguez was the recipient of the Best Poster Award at the 41st Annual Forum of the European Higher Education Society, EAIR2019. Her poster title was Towards More Responsible International Student Recruitment: Building a Norm of Student Support. The Forum took place in Leiden, The Netherlands, between August 25-28 and addressed the topic of *Responsibility of Higher Education Systems: What? Why? How?*







Meng Xiao was awarded as IAFOR Scholarship Recipient in the Asian Conference on Education & International Development (ACEID) to present her research at Tokyo in March, 2019 (<https://aceid.iafor.org/aceid2019>).

Meng also did a poster session on Rethinking Chinese Bilingual International Student Engagement in Canadian Graduate Study: From a Comparative Analysis at the conference of *Acquisition of Chinese Bilingualism and Multilingualism* at the University of Cambridge, UK.



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## 14. EVENTS

Don't forget to check out CIDEDEC's events and Fall 2019 seminar series. The full list of events and seminar video recordings are available at: [https://www.oise.utoronto.ca/cidec/CIDEDEC\\_Seminar\\_Series/index.html](https://www.oise.utoronto.ca/cidec/CIDEDEC_Seminar_Series/index.html)

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