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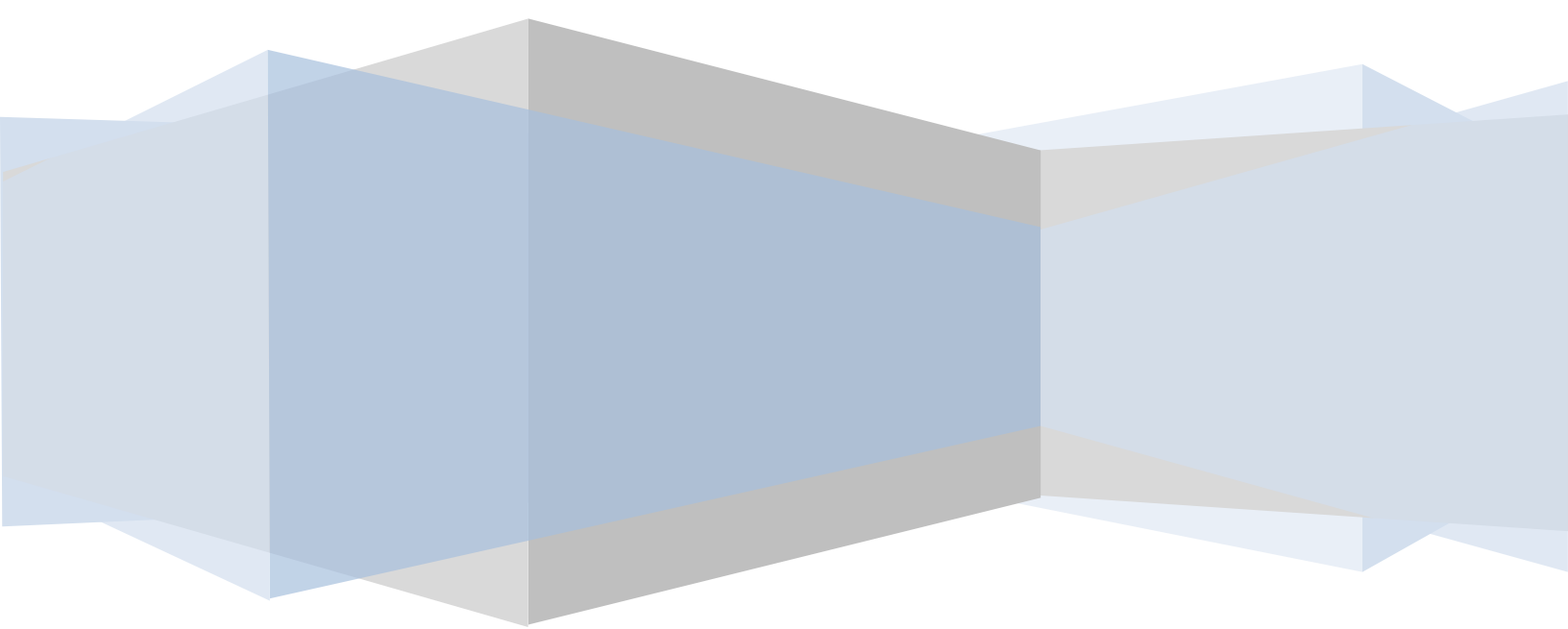


CIDEC

COMPARATIVE, INTERNATIONAL
& DEVELOPMENT EDUCATION CENTRE

CIDEC Annual Report

May 1, 2015 – April 30, 2016



This report is available in full on the CIDEC website:

<http://www.oise.utoronto.ca/cidec>

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DIRECTORS' MESSAGE



Dr. Stephen Anderson, Leadership, Adult and Higher Education



Dr. Caroline (Carly) Manion, Leadership, Adult and Higher Education
Acting Director (January – July 2016), CIDE/CIDEC

The Comparative, International and Development Education Centre (CIDEC) is a research and graduate education centre at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. CIDEC's mandate is to promote excellence, collaboration, and innovation in comparative international education research and teaching at OISE. During the 2015-2016 year, the CIDEC community included 48 core and participating faculty members, four adjunct faculty, and four visiting scholars. CIDEC is the institutional anchor for OISE's popular collaborative degree program in Comparative, International and Development Education (CIDE), which draws graduate students and faculty from seven programs at OISE. Approximately 150 graduate student researchers with an interest in international issues and comparative methodologies are affiliated with the Centre. The current report reflects CIDEC and CIDE program activities and initiatives up to April 30, 2016.

This year, we are pleased to present an annual report that reflects the wide range of geographic and thematic research interests supported by CIDEC. In breadth, this year's CIDEC research has taken us to Central Asia, Chile, China, Africa and Europe. Offshoots of the many research projects have resulted in a critical mass of publications (p. 25), clear evidence that CIDEC brings momentum to international research on education at OISE through faculty and student research. The report also provides updates on several ongoing activities that are associated with our new initiatives proposal, including growing partnerships with several external research centres and agencies.

The CIDE Program and Centre were pleased to welcome one new affiliated faculty member to our community during the 2015/2016 academic year. Dr. Sandra Styres joined OISE in January 2014 and teaches Language, Literacy and Curriculum in Aboriginal Education in several programs and is Chair of the Indigenous Education Network.

CIDEC was once again privileged to host multiple comparative scholars from around the world at our 2015-2016 Seminar Series including: Kai Wood Mah, PhD OAQ, Laurentian; Patrick Lynn Rivers, PhD, Art Institute of Chicago (Afield Design); Pan Li, Associate Professor, Liaoning Normal university, China; VS – LHAE; Ayesha Bashiruddin, PhD, OISE Aga Khan university, Karachi; M. Najeeb Shafiq, Associate Professor of Education, University of Pittsburgh ; Alan Daly, PhD, U of CA, San Diego;

Claudia Milena Diaz Rios, PhD Candidate, Comparative Public Policy, McMaster University and others. Our students also joined together for a day of presentations, at the annual *Joseph P. Farrell Student Research Symposium* in February 2016, which show-cased 11 CIDE students' excellent work from across departments and degrees. Vandra Masemann welcomed the CIDE community with commemorative opening remarks recalling the work of CIDE Co-Founder Joe Farrell.

Faculty and students affiliated with the Centre were an active presence at the annual conferences of the Comparative and International Education Society (CIES) in 2015 (Washington D.C.) and 2016 (Vancouver). Close to 100 students, faculty and CIDE alumni associated with the Centre and Program participated in the CIES conference (p. 24). We are proud to announce that a number of CIDE/CIDEC affiliated students, faculty and visiting scholars play leadership roles within CIES, including Carly Manion serving as Chief Academic Program Coordinator for CIES 2016 as well as being Co-Chair of the CIES Gender and Education Committee; Steve Bahry is Chair of the CIES Language Issues Special Interest Group (SIG); Cristina Jaimungal is the Chair of the Cultural Contexts of Education and Human Potential SIG; and Kara Janigan has been a member of the CIES New Scholars Committee executive for several years.

This report will also feature some of the key activities, publications and high level presentations of CIDE/CIDEC faculty, students, CIDE Students Association, and indeed some of our alumni who are doing excellent work in academia and development organizations within Canada and around the world. The CIDE/CIDEC community is particularly honoured and proud to announce the preparation of updated second edition of our text *Comparative and International Education: Issues for Teachers* featuring updated and revised chapters, as well as three new chapters.

We hope and believe you will find this report comprehensive and educative of the broad scope and significance of CIDE/CIDEC activities and contributions to the field of comparative and international education and to the development of new scholars with interests and commitments to this field in practice and in scholarly work.



Stephen Anderson, Director, CIDEC



Caroline (Carly) Manion, Acting Director
(January-June, 2016)

CIDEC Director(s) and Staff

Stephen Anderson*, CIDEC Director, (and CIDE Program Co-ordinator), Professor, LHAE

Implementation of education policy and program change; school improvement and teacher development; program evaluation.

Caroline (Carly) Manion*, Acting Director (January-June 2016); Lecturer/Program Support Faculty, LHAE, Sociology of education; equity; gender; faith-based schooling; governance; educational multilateralism; policy analysis.

Joanne Bacon, CIDEC Program Administrator

CIDEC Faculty *Program Committee

Nina Bascia, Professor, LHAE

Policy analysis; teachers' organizations.

Jeff Bale, Associate Professor, CTL

Language diversity; second language learning.

Megan Boler, Professor, SJE

Philosophy of technology; post-structuralism.

Kathy Bickmore*, Professor, CTL

Education for democracy; peace, and conflict resolution; social studies in comp. perspective.

Linda Cameron, Associate Professor Emeritus, CTL

Early childhood education; children's literature; adaptive instruction; role of parents in education.

Anna (Katyn) Chmielewski, Assistant Professor, LHAE

National educational and social policies and income inequality.

Jim Cummins, Professor Emeritus, CTL

Literacy in multilingual school contexts.

Alister Cumming*, Professor, CTL

Second language education in comparative perspective; English as foreign/second language.

George J. Sefa Dei*, Professor, SJE

Anti-racism and domination studies; sociology of race, ethnicity; international development.

Mary Drinkwater, Lecturer, LHAE

decolonial theory and praxis, arts and cultural praxis, critical leadership

Mark Evans*, Associate Professor, CTL

Teacher education; global citizenship education; social studies education.

Joseph Flessa, Associate Professor, LHAE

Urban education; schooling and poverty.

Grace Feuerverger*, Professor, CTL

Cultural and linguistic diversity; ethnicity.

Antoinette Gagné, Associate Professor, CTL

ESL issues; teaching strategies for diversity.

Ruben Gaztambide-Fernandez, Associate Professor, CTL

Arts education; curriculum.

Diane Gerin-Lajoie, Professor, CTL

Teacher and student identity; teaching in minority settings.

Wanja Gitari, Associate Professor, CTL

Indigenous cultures; science learning and equity.

Ruth E. S. Hayhoe*, Professor, LHAE

Comparative higher education; international academic relations; higher education in Asia.

Monica Heller, Professor, SJE

Franco-Ontario studies; social inequality.

Eunice Jang, Associate Professor, CTL
Educational assessment and measurement.

Glen Jones*, Professor, LHAЕ
Policy and politics of higher education.

Reva Joshee*, Associate Professor, LHAЕ
Democratic approaches to policy; diversity and social justice policies.

Julie Kerekes, Associate Professor, CTL
Second language acquisition; linguistics.

Jane Knight, Adjunct Professor, LHAЕ
Internationalization of higher education

Mary Kooy, Professor, CTL
Teacher learning and development.

David Levine, Professor, SJE
History of education; social modernization.

Caroline (Carly) Manion, Lecturer, LHAЕ/CIDEC
Sociology of education; equity; gender; faith-based schooling; governance; policy analysis.

Vandra Masemann, Adjunct Associate Professor, CIDEC
Comparative and international education; anthropology of education; critical ethnography.

Angela Miles, Professor, LHAЕ
Feminist theory; critical theory.

Kiran Mirchandani, Professor, LHAЕ
Transnational service work.

Shahrazad Mojab*, Professor, LHAЕ
Globalization; feminism and women's education; women and war in Middle East.

Cecilia Morgan, Professor, CTL
Gender; colonialism; imperialism.

Karen Mundy, Professor, LHAЕ (on leave)
Educational policy and reform in Sub-Saharan Africa; the role of civil society organizations in educational change.

Sarfaroз Niyozov, (on leave) Associate Professor, CTL
Global education; international and comparative curriculum studies/education.

Paul Olson*, Associate Professor, SJE
Sociology and equity studies in education; political sociology; aboriginal education.

Enrica Piccardo, Associate Professor, CTL
French as a second and foreign language; teacher development, evaluation.

John Portelli, Professor, LHAЕ
Democratic values; student engagement.

Jack Quarter, Professor, LHAЕ
Social economy; community development.

Katharine Rankin, Associate Professor, Dept. of Geography
Post-conflict transition in Nepal.

Sherene Razack, Professor, SJE
Race, Space and Citizenship; Marginality and the Politics of Resistance.

Jean-Paul Restoule, Associate Professor, LHAЕ
Aboriginal education and culture identities.

Creso Sá, Professor, LHAЕ
Higher education; public policy.

Richard Sandbrook, Professor, Political Science
International political economy; globalization.

Peter Sawchuk, Professor, SJE
Adult Learning Theory; Labour Studies Social Movement Studies.

Sandra Styres, Assistant Professor, CTL
Indigenous language, literacy and education, land centred approaches to language.

Harold Troper, Professor, CTL
Immigrant, ethnic and minority group history.

Alissa Trotz, Associate Professor, SJE
Social inequalities; migratory circuit/Diaspora.

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

VISITING SCHOLARS 2015-2016

Stephen Bahry

Visiting Scholar, Dates of Appointment: January 2011 – August 2016



Stephen Bahry received his doctorate in the Comparative, International and Development Education Program and Department of Curriculum, Teaching, and Learning at Ontario Institute for Studies in Education at the University of Toronto. His dissertation, *Perspectives on quality in minority education in China: The case of Sunan Yuhur Autonomous County, Gansu*, was a multiple embedded case study of stakeholder perspectives on the place of local knowledge, and minority language and culture within quality education under conditions of minority language endangerment and curriculum reform. The thesis was selected co-winner of the CIES Language Issues Dissertation Competition Award. His recent comparative work focuses on the intersection of educational reform, language-in-education policy and practice, and minority education, focusing on curriculum reform, quality perspectives, cultural and linguistic diversity and bilingual and multicultural education.

Anita Gopal

Visiting Scholar, Dates of Appointment: November 2014 – September 2015



Dr. Anita Gopal earned a PhD in Education, Specializing in International Higher Education, from Queen's University in 2013. Her research focuses on visa and immigration policies for international students from a comparative perspective, organizational structures and policymaking within Canadian higher education institutions in the context of internationalization, and curriculum and pedagogical practices that aim to respect and engage diverse international learners. Her work has appeared in journals such as the *International Journal of Teaching and Learning*, *International Higher Education*, and *University World News*. Dr. Gopal recently accepted a postdoctoral appointment at the University of Maryland.

Malini Sivasubramaniam Visiting Scholar, Dates of Appointment: November 2015 - August 2016



Malini Sivasubramaniam is a Visiting Scholar affiliated with the department of Leadership, Higher and Adult Education (LHAE). She completed her Ph.D. at the University of Toronto with a specialization in Comparative, International and Development Education. Her dissertation examines household decision-making in low-fee private schools in Kenya. Her research interests and current work include the privatization of education, school choice and equity for marginalized communities, and the role of faith-based non-state actors in education. She is also currently completing a co-edited book on "Religion and Education in Comparative and International Perspective".

Kara Janigan

Visiting Scholar, Dates of Appointment: September 2013-August 2016



Kara Janigan is an Adjunct Professor at the Middlebury Institute of International Affairs at Monterey (MIIS). She earned her B.Ed. (1992) at the University of Ottawa and her M.A. (2002) and Ph.D. (2012) CIDE/C/CTL/OISE/UT. Kara has extensive experience researching gender issues in education in rural Eritrea (M.A. research) and rural Tajikistan (Ph.D. research). In 2009 Save the Children USA awarded Kara a Save-University Partnership for Education Research (SUPER) fellowship and funded her doctoral research. Kara has two published book chapters on gender and education and has developed an on-line course on gender and education for UNESCO/UN Women. She has also conducted evaluations within the education sectors of Bangladesh (for ABD) and Ethiopia (for DfiD and UNICEF).

CIDEC GRADUATE ASSISTANTS 2015-2016

Over the past year CIDEC has engaged two Graduate Assistants. First, Wesley Galt was hired to provide support for the CIDEC project, "Professional Learning Networks in Action: Lessons from East Africa". Wesley's activities included assisting with project design, providing feedback on research instruments, and data organization.



Second, Ramesh Pokharel was hired to provide support for a number of CIDE/CIDEC-related activities, including, the production of the Spring 2016 newsletter, planning and organization of the annual Student Research Symposium, as well as assisting in the organization and chairing of several CIDE seminars. We sincerely thank the valuable contributions made by both of our GAs.

Research Grants and Projects 2015-2016

Professional Learning Networks in Action: Lessons from East Africa

Project lead: Stephen Anderson, August 2015 - March 2017

The Aga Khan Foundation Canada (AKFC) and Global Affairs Canada (GAC) sponsor the Strengthening Education Systems in East Africa (SESEA) project, a five-year primary education improvement initiative in East Africa (Kenya, Tanzania, Uganda). The Learning and Dialogue component of the SESEA project issued a call for research proposals related to one or more areas of K-12 education and improvement. Steve Anderson led the submission of a proposal to investigate the activities and outcomes of four professional learning networks created and supported by the Aga Khan Academy, Mombasa, Professional Development Centre (AKAM-PDC). The networks are extensions of in-service training programs for head teachers and classroom teachers in Kenya and include English teachers, mathematics teachers, and head teachers in Mombasa and Kwale Counties. A research grant for \$109,670 was formally approved in September. The study will be carried out between September 2015 and March 2017. The OISE research team includes Steve Anderson (PI), two Research Associates (Carly Manion, Mary Drinkwater), and two Research Assistants (Joelle Rodway, Wesley Galt). Our Kenyan partner is the AKAM-PDC and its professional staff. From September to December we were mainly involved in developing research instruments (e.g., interview protocols), preparing and submitting the UoT Research Ethics Protocol, and applying for a research permit from the Kenyan government. Approvals were obtained early in 2016. The first of three site visits took place in March 2016. In addition to the employment of OISE adjunct faculty, a post-doctoral student, and a doctoral student, this study is also generating modest amount of funding for CIDEC and for the Department.

Centro Chileno para la Excelencia en el Liderazgo Educativo.

In 2015 the government of Chile announced a competition to establish two educational leadership centres (one for the Northern and one for the Southern half of the country) with both education leadership research and development mandates. Joe Flessa and Steve Anderson were invited to participate in a proposal led by the Pontificia Universidad Católica de Valparaíso (PUCV) in collaboration with Universidad de Chile, Universidad de Concepción, and Fundación Chile and the Ontario Institute for Educational Studies. The proposal involved the official designation of OISE through CIDEC as the international partner in this Centro. We involved Carol Campbell and Santiago Rincón-Gallardo as members of the OISE team for the proposal. The proposal was successful and steps were begun to operationalize the Centro in the final quarter of 2015 with headquarters in Valparaiso, Chile. As Director of CIDEC, Steve Anderson has been directly involved in developing a formal memorandum of agreement for the OISE partnership in the Centro. The initial contract from the Chilean government is for five years. The budget includes approximately \$25,000 per year to support the international partnership. The details of the funding arrangement are presently being negotiated. We are currently conversing with our Chilean partner at PUCV concerning our involvement in different streams of the Centro's activity in 2016.

Education for All: Global Policies and Prospects: SSHRCC project 2010-2016 (extension granted, a total of \$259,500 with \$55,000 left for the final year).

Karen Mundy transferred her role as PI to Ruth Hayhoe, and still serves as Co-I on this project. Under the project, Ruth is supervising two doctoral students in related research and also working on the second edition of our text, *Comparative and International Education: Issues for Teachers*.

Update: Reviving Canada-China Academic Relations through Connecting Past with the Present

This SSHRC-supported project (2011-2015) has been carried out with the purpose to explore a long-term impact of Canada-China university linkage programs, funded by CIDA from 1981 to the early 2000s, on the development of China’s higher education in the modern era. It is a qualitative research study led by Professor Ruth Hayhoe, Dr. Julia Pan and Professor Qiang Zha. The project has now come to a successful completion, with several papers published in refereed journals.



Also, as part of the project, a high profile conference entitled “Transforming Canada-China Cooperation: Significant Legacies and Future Challenges” was organized on May 9-10, 2014, at Tsinghua University in Beijing. Attended by about 200 scholars, educators and government officials from both Canada and China, the conference not only achieved its purpose of handing on the past legacy to the younger generation but also was an opportunity for universities from both Canada and China to revive

their relations by exploring their potential for future partnerships. Clearly, many Chinese universities have developed significantly in recent years, and have a lot to contribute to international academic collaboration.

From the conference, a book manuscript is under review and two special issues of the journal *Frontiers of Education in China* are under preparation, the first one published in September of 2015. The conference website has become a permanent historical archive, with all the powerpoints presented in plenary sessions and many presented in concurrent sessions mounted there and available to the public. ([Click here for further details](#)).

Reciprocal Learning in Teacher Education Between Canada and China, SSHRCC Partnership Grant, (3 million dollars, 2013-2020), co-directed by Shijing Xu, University of Windsor and Michael Connelly, OISE.

Ruth Hayhoe is a co-applicant in the project, and did a keynote lecture for the project's annual meeting and international conference at the East China Normal University in May of 2015. In addition Ruth has been providing supervision to two of the Graduate assistants at OISE working on the project. Steve Anderson is supervising the doctoral thesis research of one graduate student working in the project.

China, India and the Challenge to Canada's 'Diplomacy of Knowledge': A Comparative Study of the Internationalization of Higher Education, SSHRCC Insight development grant, \$71,275.00 for two years, 2014-2016.

Professor Sheila Embleton at York University is PI of this project, and Ruth Hayhoe serves as a co-I along with Professors Roopa Trilokekar and Qiang Zha at York. In this role Ruth supervised two graduate assistants working on the Chinese side of the project, one at OISE and one at York, arranged for the renewal of the ethical review process at University of Toronto (which is more demanding than at York University), and gave advice and guidance on the comparative analysis which is being developed. Ruth has also been helping to develop the two case studies of Chinese universities and did a total of 14 interviews, 6 at Wuhan University, 6 at Tianjin University and two with MOE officials in Beijing, in May of 2015. Ruth cooperated with Qiang Zha in carrying out the interviews and took responsibility for interpretation and writing up of all interview notes in English (the interviews were largely carried out in Chinese).

Canada-Afghanistan/ Eurasia Education Research Group Research Team: Dr. Sarfarozi Niyozov, Dr. Stephen Bahry and CIDE students: Spogmai Akseer, Rahat Zhodolshalieva, Serhiy Kovalchuk.

Spogmai Akseer successfully defended her PhD dissertation in 2015 titled, "Learning in a Militarized Context: Exploring Afghan Women's Experiences of Higher Education in 'Post-Conflict' Afghanistan", supervised by Dr. Jamie-Lynn Magnusson, and committee members: Dr. Sarfaryoz Niyozov and Dr. Rubén Gaztambide-Fernández. She presented at the CIES 2015 conference on the role of primary learning materials in peacebuilding in post-conflict Afghanistan. The results from this are currently under review for publication in a peer-reviewed academic journal on peace education. Spogmai presently works as a Registrar and Assistant Professor in Education at the American University of Afghanistan, in Kabul Afghanistan. She is also a member of the Ministry of Higher Educations' quality assurance committee representing all private universities in Afghanistan. Through this role, Dr. Akseer is responsible for leading the national accreditation process at the American University of Afghanistan, and providing support to other universities' efforts to establish a quality assurance status through the British Council's Partnership in Academic Learning program and USAID's University Support and Development Program.

Stephen Bahry, CIDE, Visiting Scholar, has been engaged in work on language, identity and quality education in west China, with one book chapter on development and education for linguistic minorities in west China, two chapters on multilingualism in Central Asia published in this reporting period, and

one co-written chapter with Sarfaroz Niyozov and others on Bilingual Education in Central Asia in press. In June and July 2015, Dr. Bahry conducted a series of presentations, workshops and seminars in Gansu, Qinghai, and Xinjiang, China on multilingual approaches to quality education for ethnic minorities, and presented at University of Calgary Language Planning and Policy conference in Sept 2015 on Ukrainian-Russian bilingual education models as a policy option for some regions in Ukraine. Most recently, he gave a CIDE seminar on his comparative work on the interactions of Identity, Language, Place and Gender in Quality Education for All in Eurasia and its implications for GTA., and is currently working on two book chapters, one on the challenges of “Mapping” the complex language ecology of Central Asia, and one on multilingualism, plurilingualism, education and globalization in Central Asia. As member of CIES Eurasia and Language Issues SIGS and Language Issues program chair he organized a panel at CIES 2016 on “Identities, policy, and education in multilingual post-Soviet Eurasia”.

Rakhat Zholdoshalieva successfully defended her PhD dissertation this year, "Rural youth within changing education, formal labour market, and informal economic conditions during post-socialist transformation period in the Kyrgyz Republic", supervised by Dr. Peter Sawchuk, with committee members, Dr. Diane Farmer, and Dr. Alan DeYoung of University of Kentucky. Her dissertation has been selected by Rural Education SIG of AERA's Dissertation of the Year this year to be awarded on April 10, 2016, in Washington, D.C. In addition, she has been working as a consultant for several agencies: for UNICEF Tajikistan in 2014, in 2015 for Freedom House on a course for Civil Society development in Kazakhstan entitled, "Imagining your Kazakhstan", and since November 2015 for UNESCO Afghanistan as Curriculum Specialist in Basic General Literacy.

Serhiy Kovalchuk completed his PhD dissertation this year, "Teacher education for democracy in post-Soviet Ukraine." His dissertation examined the meanings, possibilities, and challenges of democratic citizenship education of teacher candidates at four universities in western, central, and eastern Ukraine, and was supervised by Dr. Kathy Bickmore with committee members, Dr. Sarfaroz Niyozov and Dr. Mark Evans. In 2015, Serhiy co-published an article with Benjamin Kutsyuruba (Queen's University), "Stated or Actual Change in Policy Terrain? Review of the Literature on the Bologna Process Implementation within the Context of Teacher Education in Ukraine" (Journal of Ukrainian Politics and Society). Most recently, he co-organized the pre-conference workshop, "Theoretical Dilemmas of Democratic Citizenship Education Research in Non-Western Contexts," at the CIES annual meeting, and is co-editing a publication on the methodological challenges of educational research work in post-socialist contexts.



Sarfaroz Niyozov is on a 3-year unpaid leave from OISE to serve as the Director of the Institute for Educational Development, the Aga Khan University (Pakistan), and a member of the Executive Board of the Central Eurasian Studies Society, and an advisor to the University of Central Asia's Curriculum Development Group. He has also published and submitted for publication: Niyozov, S., & Tarc, P. (2015). *Working with, despite and against global best practices. Proceedings of the April 25, 2014 International*

Symposium at OISE University of Toronto. Niyozov, S., Elnazarov, H., & Aksakolov, S. (2016, forthcoming). Islamic education in post-Soviet Tajikistan. Seizing the Potential of a Contested Field. In Ashraf, D., De Young A., Tajik, M., & Niyozov, S. (Eds.). *Contested Terrains: Education in Mountains of Central Asia*. Symposium Books; Niyozov, S. (2016). Pedagogy in cross-cultural context. Insights from Central Asia and developing world, revisited. In K. Bickmore, R. Hayhoe, R. Reed, C. Manion and K. Mundy (Eds.), *Comparative education for teachers: An introductory textbook on comparative and international education*. (pp. 133-160). Toronto & New York: Canada Scholars Press, Teachers College Press, and World Congress of Comparative Education Societies; Niyozov, S. (2015). Islamic Education and Religious Pluralism: The limits. In N. Memon & M. Zaman (Eds.), *Philosophies of Islamic Education: Historical Perspectives and Emerging Discourses*. Routledge and Niyozov, S. (2015, accepted). Fieldwork as negotiation. In Silova, I., Kovalchuk, S., Korzh, A., and Sobe, N. (Eds.), *Methodological Challenges of Researching Education in post-socialist contexts*, IPA publishing.

2013-2016 Action Research in Teacher Education - The Action Research Initiative & Network @ UPLA and Beyond

Project staff: Antoinette Gagné (Principal Investigator), Marlon Valencia, Yecid Ortega, Danielle Freitas, Heejin Song, (GAs)

Focus: This research and development (R&D) initiative at the University of Playa Ancha (UPLA) in Chile is focused on supporting action research among professors, teacher educators, school partners, and university students. The goal is the creation of a culture of research among discipline-focussed university professors, teacher educators, and school partners working in collaborative inquiry groups. Each group is linked to an international critical friend with similar interests.

The ARC/SIA bilingual website <http://wordpress.oise.utoronto.ca/arc/> and the Pepper learning environment support this R&D initiative by providing virtual spaces for various types of collaboration. “Translanguaging” is the norm in these virtual spaces and this allows English and Spanish participants to access both the material and human resources. This initiative is connected to the *2013-2016 Institutional Improvement Plan for Teacher Education at UPLA* and curriculum renewal in teacher education in particular, at Playa Ancha University in Valparaiso and San Felipe, Chile. The Action Research Initiative has now expanded and includes partners in Colombia, Canada, Ecuador, the EU, Tanzania and Sri Lanka.

2016-2019 EN(gauging) Criticality In Teacher Education: The ENCITE Project

Project staff: Clea Schmidt, University of Manitoba (principal investigator) Antoinette Gagné, and Sávio Pimentel Siqueira from the Federal University of Bahia (UFBA), Salvador, Brazil

Funding and Duration: SSHRC Grant Proposal submitted for 2016-2019

A team of three highly experienced and qualified language teacher education researchers from Manitoba, Ontario, and Brazil are responding to the need for a robust model of critical language teacher education. We will comparatively enact and assess the impact of a jointly-designed model of critical language teacher education that will change the way this crucial sub-discipline of teacher education is

conceptualized and implemented across national and global settings. Premised on two notions of 1) robust criticality as the central tenet and 2) teacher candidates as critical researchers and policy analysts, this research will contribute to a more effective, culturally relevant, and critically engaging model of language teacher education for diverse societies. Findings will help ensure that language teachers move beyond mere skills development and prepare their students to confront societal inequities of the 21st century.

For a complete list of Research Projects see CIDEC Annual Reports
(http://www.oise.utoronto.ca/cidec/Research/Annual_Report.html)

New Initiatives Funding

One of the aims of the New Initiatives Funding proposal was to strengthen and develop collaboration with external agencies involved in comparative and international education research and development. Over the past year we have extended collaboration with the University of Western Ontario's RICE group and developed new and emerging collaborative relationships with research centres at three other universities outside of Canada in the U.S., China and Chile as described below. We have continued to build our relationship the United Nations Girls in Education Initiative (UNGEI) also described below.

A) United Nations Girls' Education Initiative (UNGEI)

In July 2014, CIDEDEC became the first-ever academic member of the United Nations Girls' Education Initiative's (UNGEI) Global Advisory Committee (GAC). The UNGEI GAC participates in planning, decision-making and accountability processes. Launched subsequent to the 2000 Dakar World Education Forum, UNGEI represents a transnational multilateral girls' education initiative that focuses on developing public-private partnerships towards promoting the principles of efficiency and effectiveness in girls' education programming, donor harmonization and coordination.

The UNGEI GAC meets twice annually to review, identify, discuss and strategize priority issues and future programming. Unfortunately, due to scheduling conflicts, Carly Manion (CIDEDEC's institutional representative on the UNGEI GAC) was unable to attend the annual face-to-face meeting in Bamako, Mali from November 15-17, 2015; however, she participated in the annual conference call meeting with the UNGEI GAC in June 2015.

A number of activities were completed during the reporting period. First, led by Carly Manion, a group of 8 student volunteers designed and implemented an outreach survey that was distributed to scholars and practitioners in the Global South. Carly reported the findings during the annual conference call and the UNGEI Secretariat has been using the information and analysis to plan further outreach activities to Southern counterparts. CIDEDEC also participated in consultations (phone and providing feedback on draft documents) as part of the global process of formulating the post-2015 Sustainable Development Goal agenda.

CIDEDEC's work with the UNGEI GAC has been beneficial to us in a number of ways: it provides students with a chance to get involved in gender and education policy advocacy and learn new skills; as a member of the GAC, CIDEDEC has gained an increased international profile and; we have been able to forge new professional relationships with other academic, policy and civil society actors.

B) Universidad Diego Portales (Chile).

As part of our ongoing relationships with Chilean education institutions Professors Stephen Anderson and Joseph Flessa have been collaborating with the graduate program in education and with the Centro de Políticas Comparadas en Educación (CPCE) of Facultad de Educación of the Universidad Diego Portales (UDP) in Santiago, Chile. Professor Flessa spent the Fall term (2014) at UDP and delivered a series of lectures as an international Visiting Scholar in their new doctoral program. A UDP doctoral student spent a month at OISE as part of an international exchange component of her program working on data analysis for her thesis research with guidance from CIDE professor Anna (Kaytn) Chmielewski. While at OISE she did a CIDE seminar presentation. Professor Anderson met with the Director of UDP's comparative education centre, Dr. Ernesto Treviño, in August 2014 to talk about potential opportunities for collaboration with CIDE. The first concrete activity to arise from those conversations was the delivery of a virtual seminar to faculty and students in both locations by Professor Chmielewski in February. Professors Anderson and Flessa met with Dr. Treviño and with Dr. José Weinstein, Director of UDPs doctoral program in education at the CIES Conference in Washington DC in March 2015 to continue discussions about increasing ties and collaboration between the centres and programs. Dr. Treviño left his position as a professor and Director of UDP's comparative education centre in February 2016 and joined another Chilean university. As a result, our incipient link to that centre is not active. CIDE Director Stephen Anderson as well as Dr. Flessa will both be in Chile later during 2016 and will explore the possibilities for continuation of that link.

C) Pontificia Universidad Católica de Valparaíso (PUCV) in collaboration with Universidad de Chile, Universidad de Concepción, and Fundación Chile.

In 2015 the government of Chile announced a competition to establish two educational leadership centres (one for the Northern and one for the Southern half of the country) with both education leadership research and development mandates. Joe Flessa and Steve Anderson were invited to participate in a proposal led by the Pontificia Universidad Católica de Valparaíso (PUCV) in collaboration with Universidad de Chile, Universidad de Concepción, and Fundación Chile y el Ontario Institute for Educational Studies. The proposal involved the official designation of OISE through CIDE as the international partner in this Centro. We involved Carol Campbell and Santiago Rincón-Gallardo as members of the OISE team for the proposal. The proposal was successful and steps were begun to operationalize the Centro in the final quarter of 2015 with headquarters in Valparaiso, Chile. As Director of CIDE I am directly involved in developing a formal memorandum of agreement for the OISE partnership in the Centro. The initial contract from the Chilean government is for five years. The budget includes approximately \$25,000 per year to support the international partnership. The details of the funding arrangement are presently being negotiated. We are currently conversing with our Chilean colleagues concerning our involvement in different streams of the Centro's activity and trips to Chile in 2016 (Flessa in May, Anderson in August, Rincón-Gallardo in November).

D) RICE/CIDEC Symposium (2014) on GLOBAL BEST PRACTICES? UPDATE (2016)

A RICE/CIDEC [compendium](#)... **WORKING WITH, AGAINST AND DESPITE GLOBAL 'BEST PRACTICES' EDUCATIONAL CONVERSATIONS AROUND THE GLOBE**

Edited by Sarfaroz Niyozov, Associate Professor, CIDEC, OISE, University of Toronto; Paul Tarc, Associate Professor, RICE, University of Western Ontario

What are global best practices? What is the character of these so-called best practices, their conceptual underpinnings and routes of assemblage? Which 'best practices' are travelling, how, and to which 'local' educational domains? How are they interpreted and engaged in local contexts and what are their effects? And ultimately, how are progressive and critically-minded educators to *work with, against and despite global 'best practices'?*

To address these conditions and questions as framed above, a symposium for Ontario based comparative and international educators and researchers was convened at the Ontario Institute of Studies of Education, University of Toronto on April 25, 2014. This forum was a collaborative project between the two comparative and international education centers in Ontario: Western University's *Research in International and Contemporary Education (RICE)* and OISE's *Comparative, International and Development Education Center (CIDEC)*. Though small in scope and modest in its format, this symposium proved to be a unique opportunity for Canadian education scholars, practitioners, and graduate students to converge and to critically and collectively engage these questions. Twelve faculty and twenty graduate students from Universities of Toronto, York, Western and Ottawa served as panelists and discussants. Professor Gita Steiner-Khamsi, a leading scholar in the field of educational borrowing and lending, from Teachers College, Columbia University gave the keynote address. In addition 80 participants from Ontario's education faculties, NGOs and government agencies attended this one-day intensive symposium.

The graduate student panelists were invited to submit written extensions of their presentations after the symposium to produce a report. About half of the graduate student panelists contributed to the compendium. Symposium organizers Paul Tarc and Sarfaroz Niyozov wrote the introduction and keynote, Gita Steiner-Khamsi, contributed the afterword. The final report was released in 2015 and can be accessed on the [CIDEC Website](#).

E) Instituto Nacional para la Evaluación de la Educación (Mexico) (INEE).

Two officials from the INEE visited (Alberto Navarrete Zumarraga, Director de Fomento de la Investigación; Agustín Caso Raphael, Head of the Unidad de Información y Fomento de la Cultura de la Evaluación) OISE in the Fall 2014 to explore possibilities for collaboration in education research and evaluation at the system level. The visit was jointly organized by the Office of the Associate Dean Research and by CIDEC with the help of Dr. Santiago Rincón-Gallardo, who is a Banting Post-doctoral Fellowship recipient supervised by CIDEC Director Stephen Anderson. While the visit has yet to yield concrete results, we have had two positive follow-up meetings with the INEE in Mexico by Dr. Rincón-

Gallardo and by Professor Joe Flessa. Dr. Rincón-Gallardo will pursue this as a CIDEV Visiting Scholar in 2016-2017.

F) Developing a CIDEV Continuing Education Program

As part of our efforts to harness the expertise of CIDE alumni, expand professional development opportunities to current CIDE students, and raise revenue for CIDEV, we are currently in the process of developing and piloting a modestly, for-profit webinar-based program of professional development activities for practitioners in the field of comparative, international and development education. Doing this through an ICT supported distance education medium is appropriate because the client group for this type of continuing education activity is widely dispersed around the world.

In the Fall of 2014 we designed and implemented a survey that was sent to CIDE graduates and current students to assess interest in the possibility of developing some professional development activities (e.g., webinars) that would address the professional learning needs of people working in the field with organizations involved in development and international education internationally. Results from the survey indicated a strong interest amongst our sample for continuing professional learning opportunities, particularly in the area of project management.

With the expressed interest in international project management in mind, we worked with Sam Mikhail, who had delivered such a Special Topics in CIE course in 2011, to propose a certificate course through Continuing & Professional Learning (CPL) at OISE. Following discussions with CPL and with faculty in the Higher Education program in LHAE, it was decided that such a course was not suitable. CPL felt that it was directed to a different target audience than theirs (i.e. “educators”) and faculty in the HE program had other concerns regarding suitability. So we have not pursued this course option further.

We have begun work on proposing and developing a CPL course on gender responsive pedagogy and schooling, with the intent to be delivered in 2017 by Carly Manion. New Initiatives funding will be used to support the development and marketing of this course. This course intersects with Dr. Manion’s professional expertise in this topic and with her appointment as CIDEV liaison to the United Nations Gender and Education Initiative described in section C of this report.

CIDEC SEMINAR SERIES & STUDY GROUPS 2015-16

CIDEC Seminar Series 2015-2016

Wednesday May 13, 2015 | 1:30-3:00 pm, **Indigenous Youth Empowerment vs. Rising Extremisms**, Dr. Quratul Ain Bakhteari, Founding Director of the Institute for Development Studies and Practices, Pakistan

Wednesday June 17, 2015 | 4:30-6:00 pm, **Using a 'Nonviolence Lens' to Reassess Peace and Peace-building in International and Comparative Education**, Jill Carr-Harris, PhD Candidate LHAE/CIDEC

Wednesday August 26, 2015 | 11:30-1:00 pm, **Assessing Intercultural Competence: A Comparative Study of Japanese Students Studying Abroad**, Shingo Hanada, PhD, LHAE/CIDEC

Wednesday September 16, 2015 | 4:30-6:00 pm, **Education Reform in Hamburg, Germany in Neoliberal Times**, Jeff Bale, Associate Professor, CTL/OISE

Wednesday September 23, 2015 | 11:30-1:00 pm, **Hot Topics in Higher Education Research in the 21st Century**, Pan Li, Associate Professor, Liaoning Normal university, China; VS - LHAE

Wednesday September 23, 2015 | 11:30-1:00 pm, **Culture, Coloniality and the Question of Difference: Theorizing Education and Modernity within the Social and Political Thought of Rabindranath Tagore**, Umesh Sharma, PhD Student, OISE

Wednesday September 30, 2015 | 12 noon-1:00 pm, **All you need to know about applying for and attending conferences- CIES and CIESC in particular**. Vandra Masemann, Adjunct Faculty CIDEC

Wednesday October 14, 2015 | 4:30-6:00 pm, **Building Schools After Apartheid**, Kai Wood Mah, PhD, OAQ, Laurentian; Patrick Lynn Rivers, PhD, Art Institute of Chicago (Afield Design)

Wednesday October 21, 2015 | 4:30-6:00 pm, **Interactions of Identity, Language, Place and Gender in Quality Education for All: Comparative Evidence from Eurasia** (Afghanistan, Central Asia, Ukraine, West China), Stephen Bahry, Visiting Scholar CIDEC

Wednesday October 28, 2015 | 11:30-1:00 pm, **Growth of Open and Distance Learning/Flexible Learning in South Asia. Role of Higher Education in Building Inclusive Knowledge Societies**, Abdul Waheed Khan, Fellow of Education Impact, Paris.

Wednesday November 11, 2015 | 4:30-6:00 pm, **MENTAL HEALTH SUPPORT FOR NEWCOMER YOUTH: Fostering resilience and compassion among refugees and their peers**, Brittany Cohen, M.A. Candidate, CTL,

Wednesday November 11, 2015 | 4:30-6:00 pm, **Conceptualizations and Impacts of Multiculturalism in the Ethiopian Education System**, Fisseha Yacob Belay, PhD Candidate, CTL, CIDEC

Thursday November 12, 2015 | 4:30-6:00 pm, **Empowering Tibetan Students and Communities with Culturally Relevant Pedagogy**, Dong Yongden Gyatso, Tibetan Scholar, VP, Jigme Gyaltsen Nationalities Vocational School

Wednesday November 25, 2015 | 4:30-6:00 pm, **Misplaced Learner-Centred Pedagogy in Northwest China**, Xinyang Li, MA student at CTL/CIDEC/OISE

Wednesday December 2, 2015 | 4:30-6:00 pm, **Management of Social Transformations (MOST) Programme of UNESCO** (TBC), Normand Labrie, Professor, LLE/CTL, OISE

Thursday January 28, 2016 12 noon-1:30 pm **Collaborative Team Research in a Globalized Social Science Research Environment: A New Way of Doing Social Science**, Michael Connelly, CTL, and his team of graduate students, OISE

Wednesday March 2, 2016 11:30 am to 1:00 pm **Models of teacher learning in developing country contexts: Teachers' voices**, Ayesha Bashiruddin, PhD, OISE, AKU, Karachi, Pakistan

Friday March 18, 2016, **Is Education a Panacea? Evidence from the Middle East, North Africa and South Asia**, M. Najeeb Shafiq, Associate Professor of Education, University of Pittsburgh

Wednesday March 24, 2016, 11:30-1:00 pm, **When Global Ideas Collide With Domestic Interests: The Politics Of Secondary Education Governance In Argentina, Chile And Colombia**, Claudia Milena Diaz Rios, PhD Candidate, Comparative Public Policy, McMaster University

Wednesday March 30, 2016, 4:30 – 6:00 pm, **Parental Voices, School Realities and Possibilities for Multilingual Education in Maasai Land, Tanzania**, Monica Shank, MA Candidate, CTL/LLE/CIDEC, OISE,

Wednesday April 5, 2016, 11:30-1:00 pm, **The Social Side of Teacher Networks: Perspective from Multiple Settings and Contexts**, Alan Daly, PhD, U of CA, San Diego

Wednesday April 13, 2016, 11:30-1:00 pm, **Academic knowledge production in Latin America: Policies, pedagogies, and practices**, Dr. Karen Englander, York U, James Corcoran, PhD/CIDE/LLE/CTL

Wednesday April 27, 2016, 4:30-6:00 pm, **Mother Tongue-based Multilingual Education: Listening to Teacher's Voices**, Dianne Dekker, CIDE OISE, PhD Candidate



Empowering Tibetan Students and Communities with Culturally Relevant Pedagogy

This CIDE Seminar was a great success attended by over 45 people! The talk focused on how incorporating traditional cultural knowledge and pedagogies such as the traditional oral debates into the curriculum in this rural vocational school can increase student engagement and learning, and reducing the high dropout typical of rural schools in minority areas of west China. This school's approach is based on implementation of the national policy on Quality Education

for All Round Development and School-based Curriculum Development as means of responding to the limitations of centralized curriculum in rural and minority areas.

Photo: Jia Luo, recent graduate of Social Justice Education; OISE/UT; Prof. Stephen Anderson, Leadership, Higher and Adult Education, CIDE Director, OISE/UT; Prof. Jack Miller, Curriculum Studies and Teacher Development, CTL, OISE/UT; Dong Yongden Gyatso, Tibetan Scholar & Vice Principal, Jigme Gyaltzen Nationalities Vocational School, Qinghai, China; Prof. Jim Cummins (Emeritus), Languages & Literacy Education, CTL; CIDE, OISE/UT; Dr. Stephen Bahry, Visiting Scholar CIDE, OISE/UT

CIDEC Study Groups

TEACHERS InCIDE

Teachers InCIDE is a group of graduate students and professors from different departments at OISE who share an interest in teacher education, teacher development/learning, and comparative, international and development education. We meet twice a month at OISE. During our meetings, we share updates about our research, lives, thesis works/progress; discuss common issues of interest; exchange resources; and learn from each other.

Antoinette Gagne is the 2014-16 Faculty sponsor of the Teacher InCIDE Special Interest Group.

Latin America Study Group/ (GELO-Grupo de Estudio Latinoamericano de OISE)

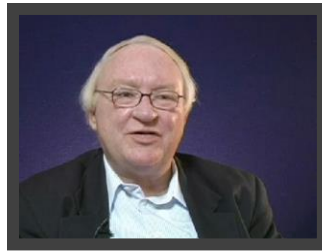
This is a group of faculty and students who have both scholarly and practical experience and interest in education in the Latin American context. The group meets during the regular academic year every three weeks to read and discussion articles (journal articles, technical reports, media reports, etc.) in Spanish that are concerned with education issues, policies and practices across Latin America and within specific countries. During the 2014-2015 academic year the group included masters and doctoral students from Chile, Peru, Colombia, Ecuador and Mexico, and faculty who have done research and consulting work in Chile, Mexico, Ecuador and Colombia.



CIDE Students/Alumni: Olivier Begin-Caouette, Shahrman Khattak , Yishin Khoo, Momina Afridi, Rakhat Zholdosieva, Christian Noumi and Chizoba Imoka (L to R)

CIDEC presents:

The Joseph P. Farrell Student Research Symposium February 19, 2016



In 2013, the CIDEC Student Research Symposium was named in honour of CIDEC Co-Founder Joe Farrell who passed away suddenly in December 2012.

Session 1: Education Quality and Teacher Education [Chair: Mary Drinkwater]

The Impacts of External Quality Assurance Mechanisms on Curriculum Development for Ontario Postsecondary Education: The Connectivity between the Local and the Global [Qin Liu, PhD Candidate, LHAE]

In Search of Quality: Evaluating the Impact of Learning Outcomes Policies in Higher Education Regulation [Mary Catharine Lennon, PhD Candidate, LHAE]

Mentor Preparation in Israel: How Experienced Teachers Are Prepared to Mentor New Teachers [Annette Ford, PhD Candidate in Curriculum, Teaching, and Learning]

Teachers' Perspectives and Practices of Teaching Reading in Content-Areas in Upper Elementary Classes in Suburban Public Schools in Cambodia [Bopha Ong, PhD Candidate, CTL/CSTD]

Session 2: Immigrants' Experience in Education, and Democratic Education [Chair: Ramesh Pokharel]

Maximizing Feedback for English Language Learning Among Adult Canadian Immigrants: Investigating Language Learners' Cognitive Processing When Receiving Computer-Based Feedback [Maggie Dunlop, PhD Candidate, LLE]

Highly Skilled Muslim Immigrants and Their Socio-Economic Integration in Canada [Anila Zainub, PhD Candidate, LHAE/CIDE]

A Bridge to Where? An Analysis of the Effectiveness of the Bridging Programs for Internationally Trained Professionals in Toronto [Abduhamid Hathyani, PhD Candidate], AECD

Building Democratic Convivencia (peaceful coexistence) in Classrooms: Case Studies of Teaching in Mexican Public Schools Surrounded by Violence [Maria Patricia Carbajal, Ph. D. student, CTL]

Session 3: Identity and Global Experience in Education [Chair: Carly Manion]

Counter-Cartographies of Palestinian Cultural Resistance [Chandni Desai, PhD Candidate, CTL]

Knowledge Counts: A Bibliometric Analysis of the Education For All Global Monitoring Reports [Robyn Read, PhD Candidate, Educational Leadership and Policy]

Untold Stories: Identity Development of Asian Students at a German University [Sohyun Lee, M.A. Student, LHAE]

Special thanks to Joanne Bacon and Dr. Caroline (Carly) Manion for organizational support; CIDESA for co-sponsoring this event and to the Panel Chairs: Mary Drinkwater, Ramesh Pokharel, and Carly Manion and Vandra Masemann for the Welcome and Opening Remarks honouring Joe Farrell.

CIDEC AND THE COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY

60th Annual Conference of the Comparative International Education Society (CIES) in Vancouver, B.C., Canada March 6-10, 2016.

2016 Conference Theme: "Six Decades of Comparative and International Education: Taking Stock and Looking Forward"

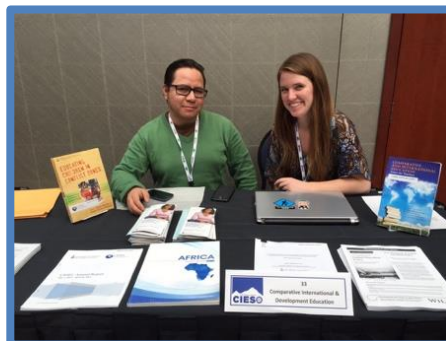


Marking the Society's 60th anniversary, CIES 2016 was held 6-10 March in beautiful Vancouver, Canada, at the Sheraton Wall Centre Hotel. Close to 2,700 people came together to reflect and discuss, in various ways and across different topical and geographic areas, the conference theme, *Six decades of comparative and international education: Taking stock and looking forward*. The conference theme encouraged people to reflect and question how the field of CIE has evolved over the decades and to consider future paths. Critical and lively dialogues could be seen and heard in formal and informal spaces around the venue. Carly Manion served as Chief Academic Program Coordinator and approximately 100 CIDE faculty and students presented papers or otherwise attended CIES 2016. Carly Manion and Leigh-Anne-Ingram (graduates of CIDE) co-facilitated a pre-conference workshop on gender responsiveness pedagogy and schooling.

We're pleased to announce that for the first time in our history, CIDEC was a member of the Communications Advisory Group for the CIES 2016 live coverage platform, managed by FHI360 (US-based non-governmental organization). Not only did this work allow us the chance to partner with high-level organizations, including UNESCO, we also had an opportunity to raise CIDEC's profile amongst a diverse and global group of academics, practitioners and policy makers.

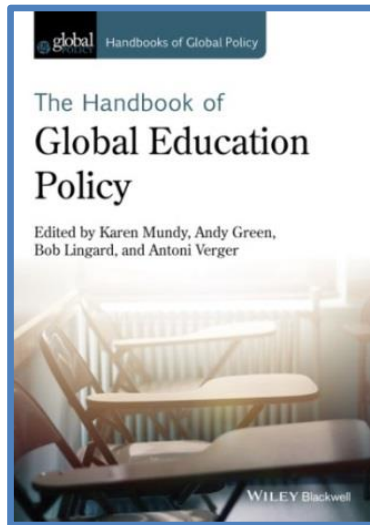


Additionally, CIDEC was an official exhibitor at CIES 2016, with a team of 6 hardworking CIDE students managing the table throughout the four days of the conference. Items the CIDEC exhibit table featured included, sample publications (e.g., *Comparative and International Education: Issues for Teachers*), annual reports, newsletters, and specific CIDE program information in brochure format.



Select Faculty, Post-Doctoral Fellow, and Visiting Scholar Publications.

This list is selective of scholarly publications submitted by CIDE faculty and students that relate most directly to comparative, international and development education. The list includes items published or in press. It does not include those in progress and/or still under review.



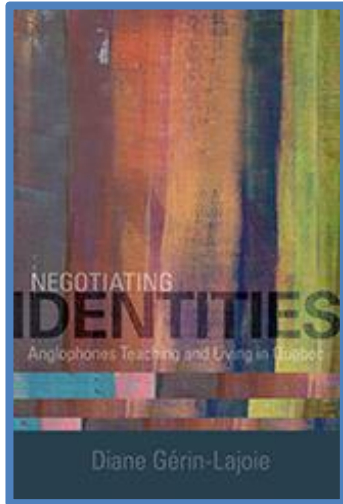
This handbook surveys current debates about the role of education in a global polity, highlights key transnational policy actors, accessibly introduces research methodologies, and outlines global agendas for education reform. With contributions from an international cast of scholars, it is written in an accessible and engaging style that appeals to policy practitioners, social scientists, and education scholars alike.

Mundy, K., A. Green, R. Lingard and A. Verger. Eds. (2016). *Handbook of Global Policy and Policy Making in Education*. Handbook of Global Policy Series, D. Held Series Editor. West Sussex, UK: Wiley Blackwell.

*Carly Manion and Robyn read (CIDE student) provided editorial assistance for this volume.

Books

- Austin, Ian, and Jones, Glen A. (2015). *Governance of Higher Education: Global Perspectives, Theories and Practices*. New York and London: Routledge.
- Bickmore, K., Ruth Hayhoe, Carly Manion, Karen Mundy and Robyn Read (eds.) *Comparative and International Education: Issues for Teachers* (Toronto: Canadian Scholars Press, forthcoming in January of 2017. (A fully revised version of our 2008 book, with 10 new authors and two completely new chapters)
- Gérin-Lajoie, D. (2016.) *Negotiating Identities: Anglophones Teaching and Living in Quebec*. Toronto: University of Toronto Press.
- Hayhoe, R. *China Through the Lens of Comparative Education* (London: Routledge, 2015), World Library of Educationalists Series.
- Hayhoe, R., Jun Li, Jing Lin and Qiang Zha, 二十一世纪中国大学肖像：向大众化高等教育的转型 [Translation of Portraits of 21st Century Chinese Universities: In the Move to Mass Higher Education] (Guiyang: Guangxi Normal University Press, 2015)
- Hayhoe, R., Julia Pan and Qiang Zha (eds.) *Canadian Universities in China's Transformation: An Untold Story* (scheduled to come out with McGill Queens University Press in June of 2016).
- Restoule, J.P., & Johnston, Rochelle (Eds). *Contexts of Indigenous Research*. (in review, Laurier Press). Malini Sivasubramaniam and Ruth Hayhoe (eds.) *Religion and Education: Comparative and International Perspectives* (scheduled to come out in the Oxford Studies in Comparative Education Series under Professor David Phillips, with Symposium books, in late 2016).



Diane Gérin-Lajoie, University of Toronto Press 2016, has a new book with the University of Toronto Press based on three year investigation of teachers in Quebec's English language school system. As members of an official linguistic minority in Canada, Anglophone teachers living and working in Quebec have a distinct experience of the relationship between language and identity. In *Negotiating Identities*, professor Gérin-Lajoie uses a critical sociological framework to explore the life stories of Quebec's Anglophone teachers, providing a unique account of how they make sense of their lives as residents and teachers in Quebec.

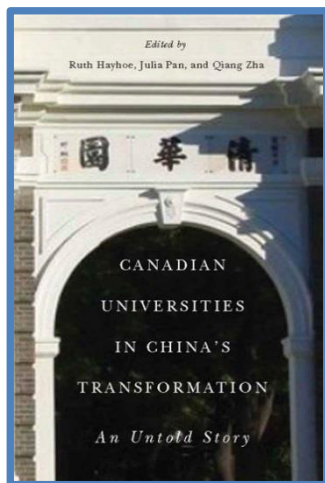
Book Chapters

- Anderson, S. and Sivasubramaniam, M. (in progress). Comparative perspectives on school improvement. Revision and updating of original chapter for 2nd edition of *Comparative and International Education: Issues for Teachers* to be published by Canadian Scholars Press in 2016.
- Ast, David & Bickmore, Kathy (2014). "Critical Global Citizenship Education: Cultivating Teacher Efficacy Through Professional Collaboration." In (D.Montemurro, M.Gambhir, M.Evans, & K.Broad, Editors) *Inquiry Into Practice: Teaching Global Matters in Local Classrooms* (ISBN 978-1-928167-01-3; available online via www.oise.utoronto.ca). Toronto: Ontario Institute for Studies in Education, pp. 41-49.
- Bahry, S. A. (in press). Language change in Central Asia: The case for a language ecology approach. In E. Ahn & J. Smagulova (Eds.), *Language change in Central Asia*. Mouton de Gruyter.
- Bahry, S. A. (in press). The complex language ecology, societal multilingualism and personal plurilingualism of Pamir Tajikistan: Implications for research and educational policy. In E. Ahn & J. Smagulova (Eds.), *Language change in Central Asia*. Mouton de Gruyter.
- Bahry, S. (forthcoming). Discourses on Language and Quality Education in post-Soviet Central Asia. In S. Niyozov & I. Silova (Eds.), *Globalization on the Margins: Education and Post-socialist Transformations in Central Asia*. Charlotte, North Carolina: Information Age Press.
- Bahry, S., Niyozov, S., Shamatov, D., Ahn, E., & Smagulova, J., with Clement, V. & Hasanova, D. (in press). Bilingual education in Central Asia. In O. García and S. A. May (Eds.), *Encyclopedia of Language and Education, 3rd Edition, Volume 5: Bilingual Education*. New York: Springer Science + Business Media LLC.
- Bahry, S. A. (in press). Development for what, and for whom? Defining quality and equity of education for minority nationalities in western China. In J. C.-K. Lee, Z. Yu, X. Huang, & E. Hau (Eds.), *Educational Development in Western China: Towards quality and equity*. Rotterdam: Sense Publishers.
- Baldeh, M. & Manion, C. (2015). Education for all and the global-local interface: A case study of The Gambia. In C. Brown (Ed.), *Globalisation, international education policy, and local policy formation* (pp. 59-80). New York: Springer Publishing.
- Bale, J. (2015). Language policy and global political economy. In T. Ricento (Ed.), *Language policy and political economy* (pp. 72-96). Oxford: Oxford University Press.
- Bickmore, Kathy (Forthcoming 2017). Conflict, Peace-building, and Education: Rethinking Pedagogies in Divided Societies, Latin America, and around the World. Forthcoming in Kathy Bickmore, Ruth Hayhoe, Caroline Manion, Karen Mundy & Robyn Read, *Comparative and International Education: Issues for Teachers, 2nd (revised & expanded) edition*. Toronto: Canadian Scholars Press.

- Bickmore, Kathy (2015). "Incorporating Peace-Building Citizenship Dialogue in Classroom Curricula: Contrasting Cases of Canadian Teacher Development" In Régis Malet & Suzanne Majhanovich (Eds.), *Building Democracy in Education on Diversity*. Rotterdam, Netherlands: Sense Publishers, pp.17-39.
- Bickmore, Kathy (2015). "Keeping, making, and building peace in school." In (Walter Parker, Editor) *Social Studies Today: Research and Practice, 2nd Edition*. NY: Routledge, 238-245.
- Chmielewski, Anna K., Karen Mundy and Joseph P. Farrell. Forthcoming. "International Indicators and Assessments: Issues for Teachers." To be published in *Comparative and International Education: Issues for Teachers, 2nd Edition*, edited by Karen Mundy, Kathy Bickmore, Ruth Hayhoe, Carly Manion, and Robyn Read.
- Chmielewski, Anna K. and Corey Savage. 2015. "Socioeconomic Segregation Between Schools in the US and Latin America, 1970-2012." Pp. 394-423 in *Land and the City: Proceedings of the 2014 Land Policy Conference*, edited by George McCarthy, Gregory Ingram, and Samuel Moody. Cambridge, MA: Lincoln Institute of Land Policy.
- Cumming, A. (in press). Theoretical orientations to L2 writing. To appear in P. Matsuda & R. Manchon (Eds.), *Handbook of second and foreign language writing*. Berlin: Mouton de Gruyter.
- Cumming, A. (in press). Writing development and instruction for English language learners. To appear in C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research, 2nd edition*. New York: Guilford Press.
- Cumming, A. (in press). Studies of second language writing in Canada: Three generations. To appear in T. Silva & P. Matsuda (Eds.), *Second language writing around the world*. West Lafayette, IN; Parlor Press.
- Cumming, A. (in press). Doctoring yourself: Seven steps. To appear in T. Silva & P. Matsuda (Eds.), *Graduate studies in second language writing*. West Lafayette, IN: Parlor Press.
- Dei, G. (2015). Integrating African Proverbs in the Education of Young Learners: The Challenge of Knowledge Synthesis. In Paul Sillitoe (eds.), *Indigenous Studies and Engaged Anthropology: The Collaborative Moment*. (pp.181-200). London: Ashgate Publishing Ltd.
- Farrell, J., Manion, C. & Rincón-Gallardo, S. (2017) "Reinventing Schooling: Radical Alternatives from the Developing World". In Mundy, K., Bickmore, K., Hayhoe, R., Madden, M. & Madjidi, K. (Eds.) *Comparative and International Education. Issues for teachers*.
- Fullan, M., & Rincón-Gallardo, S. (2016) "Developing High Quality Public Education in Canada: The Case of Ontario". In Adamson, F., Astrand, B., & Darling-Hammond, L. (Eds.) *Global Education Reform: How Privatization and Public Investment Influence Education Outcomes*. New York: Routledge.
- Gagné, A. and Inbar-Lourie, O. (2016). Multiple perspectives on language proficiency development of non-native English-speaking teacher candidates in Canada and Israel in *Research on English Language Teacher Education and Professional Development* edited by Jodi Crandall and MaryAnn Christison. Routledge/Taylor & Francis.
- Gagné, A. and Schmidt, C. (2015). Internationally educated teacher candidates in Canadian faculties of education: When diversity ≠ equity in the *Handbook of Canadian Research in Initial Teacher Education* edited by Thomas Falkenberg. 295-311.
- Gérin-Lajoie, D. (in press). "Le système scolaire de langue anglaise au Québec" in M.O. Magnan & M. Potvin *La diversité ethnoculturelle, religieuse et linguistique en éducation. Théorie et pratique*, Montréal : Éditions Fides.
- Gérin-Lajoie, D. (in press). "Le rôle des écoles des minorités de langue officielle au Canada" in A. Delcroix *Contextualisations didactiques : état des lieux, enjeux et perspectives*, Pointe-à-Pitre: Université des Antilles, Guadeloupe.
- Hayhoe, R. Manion, C. and Mundy, K. (forthcoming, 2017). Why Study Comparative Education? In Kathy Bickmore, Ruth Hayhoe, Carly Manion, Karen Mundy, Robyn Read (Eds.) *Comparative and International Education: Issues for Teachers*, Second Edition Toronto: Canadian Scholars Press.
- Hayhoe, R. and Li, J. (forthcoming, 2017). Philosophy and Comparative Education: What can we learn from East Asia?" in In Kathy Bickmore, Ruth Hayhoe, Carly Manion, Karen Mundy, Robyn Read (Eds.) *Comparative and International Education: Issues for Teachers*, Second Edition. Toronto: Canadian Scholars Press.
- Hayhoe, R. (date?). Inter-religious Dialogue and Education: Three Historical Encounters between Christianity, Buddhism and Confucianism. In Malini Sivasubramaniam and Ruth Hayhoe (eds). *Religion and Education:*

- Comparative and International Perspectives* forthcoming in the Oxford Series of Comparative Education, Symposium Books.
- Hayhoe, R., Pan, J. and Zha, Q. (2016). Transforming Canada-China Educational Cooperation: Significant Legacies and Future Challenges. In Ruth Hayhoe, Julia Pan and Qiang Zha (eds.) *Canadian Universities in China's Transformation: An Untold Story* (pp. 1-32). Montreal: McGill Queens University Press.
- Hayhoe, R. and Zha, Q. (2016). The Educational Dimension of China's Transformation: from the Perspective of Canada-China University Partnerships. In Ruth Hayhoe, Julia Pan and Qiang Zha (eds.) *Canadian Universities in China's Transformation: An Untold Story* (p. 211-229). Montreal: McGill Queens University Press.
- Hayhoe, R. and Hayhoe, C. (2016). Closing the Circle: Reflections on Past and Future Partnerships across the Disciplines. In Ruth Hayhoe, Julia Pan and Qiang Zha (eds.) *Canadian Universities in China's Transformation: An Untold Story* (p. 297-310). Montreal: McGill Queens University Press.
- Hayhoe, R. (2016). The Idea of the Normal University and the University of Education: Implications for a Confucian Pedagogy. In John Chi-kin Lee and Christopher Day (eds.) *Quality and Change in Teacher Education: Western and Chinese Perspectives*. Dordrecht, Netherlands: Springer.
- Kerekes, Julie (In Press). Language mentoring and employment ideology: Internationally educated professionals in search of work. To appear in J. Angouri, J. Holmes, and M. Marra (Eds.), *Negotiating boundaries at work*. Edinburgh University Press.
- Li, S. X. and Jones, G. A. (2015). The "Invisible" Sector: Private Higher Education in Canada. In J. M. Joshi and Saeed Paivandi (eds.), *Private Higher Education Across Nations* (pp. 1-33). Delhi: B R Publishing Corporation.
- Janigan, K. Hove, J. Proulx, K. (2015). Policy Reform in Bangladesh's Secondary Education (1993–2013): Tracing Causal Processes and Examining the Asian Development Bank's Contribution, <http://www.adb.org/documents/policy-reform-bangladesh-s-secondary-education-1993-2013-tracing-causal-processes-and>
- Manion, C. (2016). Reflecting on Gender Research and Practice in the Field of Comparative and International Education: Past, Present and Future. In A. Wiseman (Ed.) *Annual Review of Comparative and International Education. International Perspectives on Education and Society*, 28, 61-72.
- Manion, C. (2015). Education in Senegal: Trends and Futures. In E. Amoako (Ed.), *Education in West Africa* (pp. 26-38). London: Bloomsbury/Continuum.
- Masemann, V.L. (2016). The Society in the World Council of Comparative Education Societies. Chapter 6. In Erwin Epstein (Ed.) *Crafting a Global Field: Six Decades of the Comparative and International Education Society*. Hong Kong, The Comparative Education Research Centre, University of Hong Kong: Springer.
- Menashy, F. and Manion, C. (2016). The Historical Evolution and Current Challenges of the United Nations and Global Education Policy-Making. In K. Mundy, A. Green, B. Lingard and T. Verger (eds), *Global policy and policy-making in education*. Handbook of global policy series (edited by David Held). Oxford: Wiley-Blackwell.
- Mojab, Shahrzad. "War, diaspora and learning: Arab Iraqi refugee women," with Sajedah Zahraei, in Shauna Butterwick, Darlene Clover and Donna Chovanec (eds.), *Women, Adult Education, Learning and Leadership in Canada*. Toronto: Thompson Educational Publishing: 125-135.
- Mojab, Shahrzad. "Introduction: Marxism and Feminism," in S. Mojab (ed.). *Marxism and Feminism*. London: Zed Books: 1-29.
- Mojab, Shahrzad. "War of gender games," with Jamie Magnusson in Nancy Taber (ed.). *Gendered Militarism in Canada: Lifelong Conformity and Resistance*. Edmonton: The University of Alberta Press: 1-24.
- Morgan, C. *Commemorating Canada: History, Heritage, and Memory 1850s-1990s* (Toronto: University of Toronto Press, 2016).
- Morgan, C. *Creating Colonial Pasts: History, Memory, and Commemoration in Southern Ontario, 1860-1980* (Toronto: University of Toronto Press, 2015).
- Morgan, C. (2015). 'Site of Dispossession, Site of Persistence: The Haudenosaunee (Six Nations) at the Grand River Territory in the Nineteenth and Twentieth Centuries,' Alan Lester and Zee Laidlaw, eds., *Indigenous Communities and Settler Colonialism: Land Holding, Loss and Survival in an Interconnected World* (New York: Palgrave Macmillan). 194-213.
- Mundy, K., A. Green, R. Lingard and A. Verger. Eds. (2016). *Handbook of Global Policy and Policy Making in Education*. Handbook of Global Policy Series, D. Held Series Editor. West Sussex, UK: Wiley Blackwell

- Mundy, K. and Manion, C. (2015). The education for all initiative. In E. Unterhalter and T. McCowan (eds), *Education and international development: Practice, policy and research* (pp. 49-68). London: Bloomsbury.
- Njie, H. Manion, C., and Badjie, M. (2015). Girls' familial responsibilities and schooling in The Gambia. *International Education Studies*, 8(10), 48-62.
- Noumi, Christian, and Jones, Glen A. (2015). Higher Education Governance in Canada. In J. M. Joshi and Saeed Paivandi (eds.), *Global Higher Education: Issues in Governance* (pp. 1- 33). Delhi: B. R. Publishing Corporation.
- Pinheiro, Romulo, Benneworth, Paul, and Jones, Glen A. (2015). Beyond the Obvious: Tensions and Volitions Surrounding the Role of Universities in Regional Development and Innovation. *Handbook of Research on Global Competitive Advantage Through Innovation and Entrepreneurship* (pp. 150-173). Hershey, PA: IGI Global.
- Rincón-Gallardo, S. (2015) "Los Talleres: A CONAFE Post-primary Center in Mexico 1996-2003" In Rodríguez, E. (Ed) *Pedagogies and Curriculums to (Re)imagine Public Education: Transnational Tales of Hope and Resistance*, New York: Springer, pp. 157-170.
- Stoll, L., Earl, L., Anderson, S., Schildkamp, K. (2015). Changing teachers and teaching: the relationship between educational effectiveness research and practice. In C. Chapman, D. Muijs, D. Reynolds, P. Sammons & C. Teddlie (Eds) *International Handbook of Educational Effectiveness*, pp. 42-46. Routledge, Taylor & Francis Group.
- Stromquist, N., Holmarsdottir, H., Manion, C. (2016). Focusing on gender and education. In Erwin Epstein (Ed.) *Crafting a Global Field: Six Decades of the Comparative and International Education Society*. Hong Kong, The Comparative Education Research Centre, University of Hong Kong: Springer.
- Zha, Q. and Hayhoe, R. (2015). 'Beijing Consensus' and the Chinese Model of the University." In Simon Schwartzman, Pundy Pillay and Romulo Pinheiro (eds.), *Higher Education in the BRICS* (p. 335-351). Dordrecht, Netherlands: Springer.
- Zhang, M. with Hayhoe, R. (forthcoming, 2016). The Origins of Modern Education in China. Chapter One of *A Handbook of Chinese Education*, edited by John Morgan, Qing Gu and F. Li Cheltenham, U.K., and Northampton, MA, USA: Edward Elgar Books.



Canadian Universities in China's Transformation: An Untold Story Edited by Ruth Hayhoe, Julia Pan, and Qiang Zha. McGill Queen's University Press 2016. In *Canadian Universities in China's Transformation*, leading scholars from Canadian and Chinese universities elaborate on the historical experience of collaboration in areas as different as environmental sciences, marine science, engineering, management, law, agriculture, medicine, education, minority cultures, and women's studies. Contributors use theoretical frames such as dependency theory, human capital, the knowledge economy, and Habermas's theory of communicative action, to facilitate a striking dialogue between Canadian and Chinese perspectives as common questions are addressed. They provide key insights into factors that ensured the long-term success of some partnerships, as well as barriers that hindered others, and vivid lessons for current collaboration. Case studies include a project that began with the training of Chinese judges developing into reciprocal programs in legal education in China, Canada, and Latin America, and an examination of how joint environmental research has had policy impacts at national and international levels.

Refereed Journal Articles

- Anderson, S.E. (2015). Local innovation and autonomy in contexts of standardization and accountability. ICSEI Monograph Series: Issue 5. A peer reviewed publication of the International Congress for School Effectiveness and Improvement.
- Anderson, S.E., Rodway, J. & Yashkina, A. (2015). Principal Leadership and School Effectiveness: Variability and Convergence in Practice. *Education Review* 4(3), 18-28.
- Bale, J. (2015). Language policy and global political economy. In T. Ricento (Ed.), *Language policy and political economy* (pp. 72-96). Oxford: Oxford University Press.
- Bickmore, Kathy & Parker, Christina (2014). "Constructive Conflict Talk in Classrooms: Divergent Approaches to Addressing Divergent Perspectives." *Theory and Research in Social Education* 42(4), 291-335.
- Bickmore, Kathy (2014). "Peacebuilding Dialogue Pedagogies in Canadian Classrooms." *Curriculum Inquiry* 44(4, September), 553-582. (Also: Guest Editor of entire theme issue, "Peacebuilding (in) Education: Democratic Approaches to Conflict in Schools and Classrooms")
- Bickmore, Kathy (2014). "Citizenship Education in Canada: 'Democratic' Engagement with Differences, Conflicts, and Equity Issues?" *Citizenship Teaching and Learning* 9(3), 257-278.
- Cumming, A. (in press). Design in four diagnostic language assessments. Special issue of *Language Testing* on diagnostic language assessments, Y-W. Lee & E. Jang (Eds.).
- Fullan, M., Rincón-Gallardo, S., Hargreaves, A. (2015) "Professional Capital as Accountability". *Education Policy Analysis Archives*, 23(15).
- Gagné, A. Chassels, C. and McIntosh, M. (2015). Plurilingual teachers and their experiences navigating the academy: Lessons and strategies for equity, *Australian Review of Applied Linguistics*. 38(3), 106-122.
- Gagné, A. (2015). Honouring the contributions of Jim Cummins to language and intercultural education internationally, *Intercultural Education*. 26(6), 451-454.
- Gagné, A. and Soto Gordon, S. (2015). Leadership education for English language learners as transformative pedagogy. *Intercultural Education*. 26(6), 530-546.
- Gagné, A. Schmidt, C. & Markus, P. The '5Ws' of Teaching about Refugees: Developing Culturally Responsive Educators. *Intercultural Education*.
- Gérin-Lajoie, D. (in press). Identity and Youth: An Ethnographic Study in English-Speaking Schools in the Montreal Area. *Minorités linguistiques et société*, special issue on Anglophones in Québec.
- Hayhoe, R. and Pan, P. (eds), "Introduction: Canada-China Educational Cooperation" Special issue of *Frontiers of Education in China*, Vol. 10, No. 3, 2015, pp. 351-355. The issue contains six papers from our May 2014 conference at Tsinghua University.
- Jerrim, John, Phil Parker, Anna K. Chmielewski, and Jake Anders. 2015. "Private Schooling, Educational Transitions and Early Labour Market Outcomes: Evidence from Three Anglophone Countries." *European Sociological Review*.
- Jerrim, John, Anna K. Chmielewski, and Philip D. Parker. 2015. "Socioeconomic Inequality in 2 Access to High Status Colleges: A Cross-Country Comparison." *Research in Social Stratification and Mobility* 42: 20-32.
- Lasthiotakis, H., Kretz, A. & Sá, C. (2015). Open science strategies in research policies: A comparative exploration of Canada, the US and the UK. *Policy Futures in Education*, Special Issue "The Open Science Economy", 13(8), 968-989.
- Marquina, Monica and Jones, Glen A. (2015). Generational Change and Academic Work: An Introduction. *Studies in Higher Education*, 40 (8), 1349-1353. (Ed.), *Annual Review of Comparative and International Education*.
- Mojab, S. (2016). "Women and revolution: Thinking through Marxism and Feminism" *Das Argument*, No. 314:527-535.
- Mojab, S. (2016). "Gender and violence," in Immanuel Ness and Saer Maty Ba (eds.). *Encyclopedia of Imperialism and Anti-Imperialism*. New York: Palgrave: 1236-1247.
- Mojab, S. (2015). "The state and women's studies: The Islamic-Indigenization of Anti-feminism," *Iran Nameh*, 30 (3), Fall.
- Mojab, S. (2015). "Memoir Pedagogy: Gender narratives of violence and survival," with Nancy Taber, *The Canadian Journal for the Study of Adult Education*, 27 (2): 31-45.

- Mundy, K., and Verger, A. (2015). The World Bank and the global governance of education in a changing world order. *International Journal of Educational Development*, 40: 9-18
- Njie, H., Manion, C. and Badjie, M. (2015). Girls' familial responsibilities and schooling in The Gambia. *International Education Studies*, 8(10), 48-62.
- Noumi & C. Sá, C. (in press). Re-framing the role of African universities in promoting innovation *African Journal for Science, Technology, Innovation and Development*, Special Issue on "Technology and Innovation Policy for Inclusive Development."
- Pennock, Lea, Jones, Glen A., Leclerc, Jeff M., and Li, Sharon X. (2015). Assessing the Role and Structure of Academic Senates in Canadian Universities, 2000-2012. *Higher Education*. DOI 10.1007/s10734-014-9852-8
- Pinheiro, Romulo, Charles, David, & Jones, Glen A. (2015). Equity, Institutional Diversity and Regional Development: A Cross-country Comparison. *Higher Education*. DOI 10.1007/s10734-015-9958-7.
- Read, R., M. Fernandez-Hermosilla, S. Anderson & K. Mundy. (2016). Identifying Research Priorities for School Improvement in the Developing World. *Current Issues in Comparative Education*, Vol. 18(1), 55-67.
- Rincón-Gallardo, S. (Forthcoming) "Large-Scale Pedagogical Transformation as Widespread Cultural Change in Mexican Public Schools." Manuscript for Special Issue of the Journal of Educational Change: Bringing Effective Instructional Practice to Scale.
- Rincón-Gallardo, S. & Fullan, M. (2016) "Essential Features of Effective Networks in Education" *Journal of Professional Capital and Community*, 1(1): 5-22.
- Rincón-Gallardo, S. (2015) "Bringing a Counter-Hegemonic Pedagogy to Scale in Mexican Public Schools" *Multidisciplinary Journal of Educational Research*, 5(1): 28-54.
- Rincón-Gallardo, S. (2015) "Bringing a Counter-Hegemonic Pedagogy to Scale in Mexican Public Schools" *Multidisciplinary Journal of Educational Research*, 5(1): 28-54.
- Sá, C. & Grieco, J. (2015). International Collaboration in Brazilian Higher Education. *Frontiers of Education in China*, Special Issue "BRICS and Collaborative Paradigms in Higher Education", 10(1), 7-22.
- Schmidt, C. and Gagné, A. (2015). Teachers' plurilingual identities in transnational contexts. *Australian Review of Applied Linguistics*, 38(3). Rincón-Gallardo, S. (Forthcoming) "Large-Scale Pedagogical Transformation as Widespread Cultural Change in Mexican Public Schools." Manuscript for Special Issue of the Journal of Educational Change: Bringing Effective Instructional Practice to Scale.

Non-refereed professional articles

- Gopinathan, S., Kanagaratnam, T. & Bickmore, K. (2015). "Dealing with contentious issues in the classroom." *SingTeach* (professional magazine of the National Institute of Education, Nanyang Technical University, Singapore singteach.nie.edu.sg) 53 (June), pp.6-8.
- Hayhoe, R. & Julia Pan, "Joint Venture Universities in China: Shanghai Shenzhen comparisons," *International Higher Education*, International Centre for Higher Education Research at Boston College, No 81, Summer, 2015, pp. 25-26.

Research reports and other publications

- Bhanji, Z. & C. Manion (2015). *Sistema Toronto "Playing to Potential" Program Evaluation 2014/15 Final Report*.
- Campbell, C., Anderson, S. & Osmond-Johnson, P. (2015). Governance of school education in Canada. A 16-page case study commissioned by a consortium of European researchers led by Dr. Herbert Altrichter, of the University of Linz, Austria, as comparative background material for a chapter on "School Autonomy: Changes in the Governance and Administration of Austrian Schools" for the "Austrian National Education Report 2015".
- Chmielewski, Anna K. and Yossi Shavit. 2014. "Recommendations for Measuring and Monitoring Equity in Upper Secondary Education and Technical and Vocational Education and Training." Memo prepared for UNESCO Education For All Monitoring Report. Paris, France.
- Cumming, A. (2015). Associate partner in the project, Encouraging the culture of evaluation among professionals. In R. Clement (Ed.), *Canada and European Centre for Modern Languages (ECML): Canadian participation*

in *ECML projects, 2008 to 2015* (pp. 50-52). Ottawa: Official Languages and Bilingualism Institute, University of Ottawa.

Hayhoe, R. and Julia Pan, "Joint Venture Universities in China: Shanghai Shenzhen comparisons," forthcoming in *International Higher Education*, International Centre for Higher Education Research at Boston College, No 80, Spring 2015.

Manion, C. and Menashy, F. (2015). *Evaluation of the Global Campaign for Education for All's Global Action Week, 2003-2014*. Johannesburg, South Africa: GCE.

Selected Presentations



CIDEC Director Steve Anderson (R) was recently a keynote speaker at the II Regional Conference of the ILAIPP *Innovación y Calidad en Educación* in Lima, Peru (April 5-6). He presented on the topic *Llevando innovaciones educativas a gran escala: Perspectivas, estrategias y desafíos* (Taking educational innovations to scale: Perspectives, strategies and challenges). The ILAIPP

(*Iniciativa Latinoamericana de Investigaciones para Las Políticas Públicas*) is an inter-american consortium of public policy oriented research centers from low income Latin American countries (e.g., Peru, Paraguay, Honduras, El Salvador) whose joint activities such as this conference are supported in part by the Canadian government through IDRC. Steve is seen here with the Flavio Figallo, Vice Ministro de Educación of Peru.

Anderson, S. (2015). *L'engagement des enseignants et le rôle des directeurs d'établissement dans la mise en œuvre des politiques de gestion axées sur les résultats*. Presentations to principals from the Commission Scolaire Marguerite-Bourgeois as part of a principal professional development program with l'Université de Montréal organized by Prof. Pierre LaPointe. April 28, 2015.

Anderson, S. (2015). *Liderazgo y apoyo efectivo a nivel intermedio*. Presentation delivered three times to approximately 1000 regional school authorities and supervisors as part of the "Seminario Internacional "Líderes para la Mejora Escolar" ("Leaders for School Improvement"). This series of events was sponsored by the General Education Division of the Ministry of Education Chile. September 29, October 1 and October 3, 2015.

Anderson, S. and Flessa, J. (2015). *Liderazgo y apoyo de redes escolares*. Presentation delivered with Professor Joseph Flessa three times to approximately 1000 regional school authorities and supervisors as for the "Seminario Internacional "Líderes para la Mejora Escolar" ("Leaders for School Improvement"). This series of events was sponsored by the General Education Division of the Ministry of Education Chile. September 29, October 1 and October 3, 2015.

Awad, Yomna, Zouda, Majd, and Bickmore, Kathy (2015). "Opportunities for Peace-building and Citizenship Learning in the Ontario Curriculum: Comparing Science and Language Mandates." Paper presented at the Comparative International Education Society of Canada, CSSE, Ottawa, May 31.

- Ast, David & Bickmore, Kathy (2014). "Critical Global Citizenship Education in Canada: Cultivating Teacher Efficacy Through Professional Collaboration." Presented at CitizEd international conference (July, Birmingham, UK).
- Bale, J. *Gendering the Controversy Over Education Reform in Hamburg, Germany*. Paper accepted for presentation as part of the Intersectionality, Institutions, and Public Policy symposium at the 2015 European Consortium for Political Research conference, Uppsala, Sweden, June 2015.
- Bale, J.. *Education Policy in Germany in Neoliberal Times*. CIDECS Symposium Series, Ontario Institute for Studies in Education, University of Toronto, Toronto, ON, March 2015
- Baxan, V. and Gagné, A. (2015). *A Study of Teacher Candidates' Evolving Conceptions of Diversity Through a Conceptual Change Lens*. CSSE, Ottawa.
- Bickmore, Kathy, Yomna Awad & Angelica Radjenovic (2016). "Agency & Hope(lessness) for Democratic PeaceBuilding: Voices of Canadian & Mexican Youth Surrounded by Violence." Paper presented at Comparative and International Education Society, Vancouver BC (March 9).
- Chmielewski, Anna K. "Trends in Inequality in Educational Outcomes for Adults: Evidence from the 1930-1990 Birth Cohorts." 2016 AERA Annual Meeting, Apr. 8-12, 2016, Washington, DC. Conference on "Educational Inequality in an International Context", Mar. 17, 2016, British Academy, London, UK. PIAAC International Conference, Nov. 23-24, 2015, Haarlem, Netherlands.
- Cumming, A. (March, 2015). Current trends in writing assessment. Workshop invited for Adult Education Day, Annual TESOL Convention, Toronto.
- Cumming, A. (March, 2015). Theoretical perspectives on L2 writing. Annual meeting of the American Association for Applied Linguistics (AAAL), Toronto.
- Gagné, A. (organizer), Schmidt, C., Valencia, M. & Baxan, V. (2016). *Creating Inclusive Imagined, Local, and Virtual Communities in Teacher Education*. CSSE, Calgary.
- Gagné, A. (2016). *Supporting the Success of Refugee and War-Affected Children and Youth*. Celebrating Linguistic Conference, Toronto.
- Gagné, A. (2015). *Innovación curricular, interculturalidad, internacionalización de la educación superior*. Universidad de Santo Tomás. Bogota, Colombia.
- Gagné, A. and Herath, S. (2015). *Critical Action Research in Language Teacher Education in Chile* in The Critical Language Teacher Education: Diverse Perspectives from Research and Practice Symposium organized by Marlon Valencia, AAAL, Toronto.
- Gagné, A., Herath, S., and Valencia, M. (2015). *Autobiographical Creation Online: A Powerful Professional Development Strategy for Teachers*. CSSE, Ottawa.
- Gagné, A. (2015). *Moving Toward Critical Action Research in Teacher Education Hacia la Investigación-Acción Crítica en la Formación de Educadores*. – Keynote Address, Simposio Internacional de Formación de Educadores. Bogota, Colombia.
- Gagné, A. and Valencia, M. (2015). *Teaching and Learning an L2 Online: Action Research and PD for Teacher Educators* in the Exploring Technology-Mediated Language Teaching and Learning: From Research to Practice Symposium, TESOL Convention, Toronto.
- Gagné, A. and Herath, S. (2015). *Critical Action Research in Language Teacher Education in Chile* in The Critical Language Teacher Education: Diverse Perspectives from Research and Practice Symposium organized by Marlon Valencia, AAAL, Toronto.
- Gagné, A. Herath, S., and Valencia, M. (2015). *Engaging Strategies for Online Teacher Education*, in the Exploring Technology-Mediated Language Teaching and Learning: From Research to Practice Symposium, TESOL Convention, Toronto.
- Gagné, A. (organizer), Herath, S., Lawrence, G., Lee, L. and Valencia, M. (2015). *Exploring Technology-Mediated Language Teaching and Learning: From Research to Practice*, TESOL Convention, Toronto.
- Gagné, A., Herath, S., and Valencia, M. (2015). *Transformative Pedagogies in Online PD for Language Teachers*. 4th International Conference on Second Language Pedagogies.
- Guerra Sua, Angela, Kaderi, A.Salehin, and Bickmore, Kathy (2015). "Peacebuilding citizenship learning through history and social sciences: Learning opportunities embedded in mandated curriculum, Ontario Canada and Guanajuato Mexico." Paper presented at the Comparative International Education Society of Canada, CSSE, Ottawa, May 31.

- Hayhoe, R. May 10, 2015. "Holistic Education through Reciprocal Learning: Three Historical Encounters". Keynote address for "Reciprocal Learning and Symbiotic Relationships Through School Development" Conference at East China Normal University.
- Hayhoe, R. November 7, 2015. "China's Universities in the Global Community: From Periphery to Center or a Dialogue among Civilizations" Keynote address for an Interdisciplinary Conference at Columbia University's Heyman Centre, "Against Educational Apartheids: The Other Global University."
- Hayhoe, R. November 19, 2015, "The Untold Story of the Past, Present and Future of Canada-China Higher Education Cooperation." Keynote address for the Canada-China Friendship Society, Ottawa.
- Manion, C. & Ingram, L. (2016). *Designing and implementing gender responsive pedagogy and schooling programs*. Pre-Conference Workshop offered at the Comparative and International Education Society (CIES) Annual Conference, Vancouver, BC.
- Manion, C. (2015). The Historical evolution and current challenges of the United Nations and global education policy-making. Invited lecture at the University of Hong Kong, Faculty of Education.
- Masemann, V.L. CIES at 60: Taking Stock and Looking Forward Through the Eyes of Our Women Leaders. Special Session of Women Past Presidents of CIES, Vancouver, March 2016
- Mojab, S. "'Troubling' young people in adult e," a symposium with Sara Carpenter, Jamie Lynn Magnusson, and Lance McCready. Robert McGray (ed.) Conference of the Canadian Association for the Study of Adult Education (CASAE), Université de Montréal from June 9th to June 11th: 417-425.
- Restoule, J.P. (2015). *A review of literature on Empirical Studies Examining K-12 Aboriginal Achievement related to performance measures of the Ontario First Nation, Métis, and Inuit Education Policy Framework* Report submitted to the Ontario Ministry of Education Aboriginal Education Office. March 2015.
- Sá, C. & Sabzalieva, E. (2016). International student mobility and public policy: lessons for the Canadian provinces. Canadian Society for the Study of Higher Education Annual Conference, Social Sciences and Humanities Congress, University of Calgary, May 29-31, 2016.
- Sá, C. (2015). Science, Technology, Globalization & Universities: Brazil in Global Perspective. International Seminar on Higher Education in Developing Countries. Brazilian Academy of Science, Rio de Janeiro, September 21-22, 2015.

Invited Academic Lectures

- Bickmore, K. 2016. "Construcción de Paz Democrática en Escuelas." Keynote lecture, Save the Children Latin American regional education staff training conference, Lima, Peru (teleconference, March 28).
- Bickmore, K. 2015 . "Construcción de Paz Democrática en Escuelas: (Des)Conectando con las Experiencias de Jóvenes en Comunidades Afectadas por la Violencia." Invited lecture, Universidad Iberoamericana & Red Latinoamericana de Convivencia Escolar, León Mexico (November 12).
- Bickmore, K. 2015. "Curriculum-Making on Sensitive and Sexual Issues." Invited lecture, Sex Education: Curriculum and Controversy public forum, Centre for Ethics and Department of Social Justice Education, OISE/ University of Toronto (October 29).
- Bickmore, K. 2015. "Peace-building (Citizenship) Learning Amidst Violence: School (Dis-)Connections with Youths' Lived Experience in Canada & Mexico." Invited lecture in series: Vital Discussions of Human Security, Science for Peace, Toronto (October 21).
- Bickmore, K. 2015. "Peace-building (Citizenship) Learning Amidst Violence: School (Dis-)Connections with Youths' Lived Experience in Canada & Mexico." Keynote lecture, Cambridge Peace Education Research Group (September 23).
- Bickmore, K. 2015. "21st Century Citizens on the Margins: Local (Global) Inclusion and Agency in México and Canada." Invited Lecture, Redesigning Pedagogy International Conference of CitizEd and National Institute of Education, Nanyang Technical University, Singapore (June 4).

Book Reviews

- Bahry, S. (2015). Review Essay of Beckett, G. H. and G. A. Postiglione (Eds.) (2012). *China's assimilationist language policy: The impact on indigenous/minority literacy and social harmony*. London; New York, Routledge. *Frontiers of Education in China*, 10(1), 153–163. DOI 10.3868/s110-004-015-0009-9
- Bahry, S., Karimova, Y., & Shamatov, D. (2014, online; 2015 print). Review of J. M. Landau & B. Kellner-Heinkele (2012), *Language Politics in Contemporary Central Asia*, London & New York: Tauris. *Language Policy*, 14(1):95-97. Online DOI 10.1007/s10993-013-9295-6
- Cumming, A. (2015). Associate partner in the project, Encouraging the culture of evaluation among professionals. In R. Clement (Ed.), *Canada and European Centre for Modern Languages (ECML): Canadian participation in ECML projects, 2008 to 2015* (pp. 50-52). Ottawa: Official Languages and Bilingualism Institute, University of Ottawa.
- Eamon, M. (2016). *Imprinting Britain: Newspapers, Sociability, and the Shaping of British North America*. *Canadian Historical Review* 97, 1 (Spring 2016): 116-118. Rick Monture, *Teionkwakhashion Tsi Niionkwariho:ten. We Share Our Matters: Two Centuries of Writing and Resistance at Six Nations of the Grand River. H-Canada*.
- Hayhoe, R. (2015). Review of Wen Wen, *The formulation and transition of China's educational policy from 1978 to 2007: A policy discourse analysis*. (Columbus, OH: Foreign Language Publications, The Ohio State University, 2013.), in *Frontiers of Education in China*, 10(1), 164-166.
- Hayhoe, R. (2015). Double review of Rebecca L. Oxford, *The Language of Peace: Communicating to Create Harmony* (Charlotte, North Carolina: Information Age Publishing Inc. 2013), and Rebecca L. Oxford (ed.) *Understanding Peace Cultures* (Charlotte, NC: Information Age Publishing Inc. 2014) in *Comparative Education Review*, 59, (2), 357-358.
- Hayhoe, R. (2016). Review of *Asia the Next Higher Education Superpower?* Edited by Rajit Bhandari and Alessia Lefébure, (New York: Institute of International Education and American Institute for Foreign Studies Foundation) in *Frontiers of Education in China*, Vol. 12, No. 1.
- Masemann, V.L. (2015). Review of Holly Kreider et al., *Promising Practices for Engaging Families in Literacy*. Charlotte, NC: Information Age Publishing: 2013. In *International Review of Education*, 61,3: pp. 435-437.
- Manion, C. (2016). Review of *The Whole World is Texting: Youth Protest in* Information Age. Epstein, I. (Ed.). *Comparative Education Review*, 60(1), 188-192.

Book Forewords

- Hayhoe, R. Foreword for *Re-envisioning Chinese Education: The Meaning of Person-making in a New Age* edited by Guoping Zhao and Zongyi Deng (London and New York: Routledge, 2016), pp. ix-xii.
- Hayhoe, R. Foreword for *Chinese Education Models in a Global Age* edited by Prudence Chou and Jonathan Spangler (Singapore: Springer, 2016)

Note: This list is based on submissions received from CIDE faculty by April 15, 2015 for this report and does not represent the full extent of CIDE faculty publications/presentations.

Select Student and Recent Alumni Publications and Presentations

CIDE Students have widely published their research in key journals such as *Comparative Education Review*, *Globalisation, Societies and Education*, *Journal for Studies in International Education*, *Canadian Journal of Education*, *Curriculum Inquiry*, *Canadian and International Education*, *Canadian Journal of Higher Education*, *International Journal of Citizenship Teaching and Learning*, *Asia Pacific Journal of Education*, *Discourse: Studies in the Cultural Politics of Education* and in other journals in the social science disciplines, such as *British Journal of Religious Education*, *American Journal of Islamic Social Sciences* and *Journal of Policy and Management Studies*. This list is a sample of publications and presentations for 2015 and 2016.

- Bağ, E. & Bayyurt, Y. (2015). Gender Representations in EFL Textbooks in Turkey. In Mills, S. & Mustapha, A.S. (Eds.), *Gender Representation in Learning Materials: International Perspectives* (pp. 64-85). London: Routledge.
- Bağ, E., Marti, L. & Bayyurt, Y. (2014). Gender and classroom interaction: Examining a female and a male teacher's moves directed towards female and male students in two EFL classrooms in Turkey. *Boğaziçi University Journal of Education (BUJE)*, 31, 59-80.
- Baldeh, M. & Manion, C. (2015). Education for all and the global-local interface: A case study of The Gambia. In C. Brown (Ed.), *Globalisation, international education policy, and local policy formation* (pp. 59-80). New York: Springer Publishing.
- Bégin-Caouette, O., Askvik, T. & Bian, C. (2016). Interplays between welfare regimes typology and academic research systems in OECD countries. *Higher Education Policy*, 29(2).
doi: doi:10.1057/hep.2015.25 <http://www.palgrave-journals.com/hep/journal/vaop/ncurrent/abs/hep201525a.html>
- Karram, G. & Gabay, D. (2015). Aren't We All International Students? Supporting Diverse Populations at University Branch-Campuses. In K. Bista (ed). *International Students Mobility, Services, and Policy in Higher Education*. IGI Global.
- Gutierrez, M. (2015). Digging deep for mining education ethics: Canadian higher education in the global arena of resource extraction. In Graduate Symposium Selected papers. <http://hdl.handle.net/1974/12760>
- Ingram, L-A. & Drinkwater, M. (2015). Across spaces and places: Exploring arts and media for democratic participation. In S. Majhanovich and R. Malet (Eds.), *Building Democracy in Education on Diversity*. Rotterdam, NLD: Sense.
- Lee, J. T. (2015). Soft power and cultural diplomacy: Emerging education hubs in Asia. *Comparative Education*, 53(3), 353-374.
- Lee, J. T. (2015). Education hubs in Asia: A common facade for uncommon visions. In R. Bhandari & A. Lefébure (Eds.), *Asia: The next higher education superpower?* (pp. 93-107). New York: Institute of International Education.
- Pashby, K. and Andreotti, V. (In Press). Critical global citizenship in theory and practice: Rationales and approaches for an emerging agenda. In M. Merryfield, T. Augutine, and J. Harshman (Eds.) *Research on global citizenship education*. Information Age Publishing, Research in Social Education Series.
- Shank, M. (in press, 2016). Imagination, Waldorf, and critical literacies: Possibilities for transformative education in mainstream schools. *Reading and Writing (Journal of the Reading Association of South Africa)*, 7(1).
- Sperling, E., & Bencze, J.L. (2015). Reimagining non-formal science education: A case of ecojustice-oriented citizenship education. *Canadian Journal of Science, Mathematics and Technology Education*. 15(3), 261–275.
- Sperling, E. (in press). Ecojustice education through pictures. *Green Teacher Magazine*. 6pp.

Note: This list is based on submissions received from CIDE students/alumni by April 15, 2015 for this report and does not represent the full extent of CIDE student/alumni publications/presentations.

CIDE FACULTY AND STUDENT AWARDS 2015-2016

Faculty Awards and Distinctions

Anna Katyn Chmielewski received the Thomas J. Alexander Fellowship, Organization for Economic Cooperation and Development (OECD) Paris, France (awarded Feb. 2015 for Sep. 2015-Aug. 2016); Social Sciences and Humanities Research Council Institutional Grant (awarded Nov. 2014 for Winter 2015 semester); University of Toronto Connaught New Researcher Award.



Ruth Hayhoe received two significant awards in 2015. The Mingyuan Award for Outstanding Contribution to Chinese Education Research in November of 2015, the first time for this award to be given to a scholar outside of China (I shared the honor with Hank Levin of TC, Columbia) and an Honorary Doctorate of Letters from the Open University of Hong Kong in

December of 2015. (Photo: Ruth Hayhoe is accompanied (left) by her husband, Walter Linde. Lee Wing On is on the far right, and between him and Professor Hayhoe is Mark Bray (HKU).)



Vandra Masemann Was awarded the Lifetime Contribution Award - for a lifetime of profound contribution, leadership, and research to comparative, international and development education. By the University of Pittsburgh, School of Education, Institute of International Studies in Education, December 2015 presented by Professor Maureen Porter, a faculty member in the Institute for International Studies in Education, School of Education, University of Pittsburgh

Cecilia Morgan received the May 2015 - University of Toronto Research Excellence Award, \$6,000.00 and was a finalist for the 2015 - *Creating Colonial Pasts*, the Ontario Legislature's Speaker's Book Award.

Creso Sá was Nominated for Tier 2 Canada Research Chair (October 2015)2015 Research and Scholarship Award, Canadian Society for the Study of Higher Education; 2015 Dean's Excellence Pool Award, Ontario Institute for Studies in Education, University of Toronto; 2015 Sá, C. (PI). Public Policy and the Attraction of International Postsecondary Students.

Ministry of Training Colleges and Universities. Ontario Human Capital Research and Innovation Fund (OHCRI). \$24,977.

Student/Alumni Awards



Diane Barbaric received the Joseph-Armand Bombardier Canada Graduate Scholarship (CGS) - Doctoral Scholarship from the Social Sciences and Humanities Research Council of Canada (SSHRC) starting in May 1, 2015 and the Canada Graduate Scholarship — Michael Smith Foreign Study Supplement (MSFSS) from the Social Sciences and Humanities Research Council of Canada (SSHRC) starting April 1, 2016.

Chizoba Imoka is a PhD student at the University of Toronto's Ontario Institute for Studies in Education (OISE) and a junior fellow at Massey College and an active student member of CIDEC.

“My immediate goal is to set up a teachers’ training college in Nigeria, based on a framework of inclusion, social justice and African-centered education”

In January 2015, former Governor-General (and University of Toronto alumna) **Adrienne Clarkson** presented CIDE Student Imoka with Massey College’s highest honour – the Clarkson Laureate in Public Service.



Imoka was given the award both for her work with Unveiling Africa and for raising awareness about the importance of diversity at Massey College.

Santiago Rincón-Gallardo, PhD, OISE received the 2016 AERA Educational Change SIG Emerging Scholar Award.

Jack Lee, PhD, OISE received the Kazakhstan Ministry of Education and Science competitive research grant 2015-18. Co-PI Dr. Aliya Kuzhabekova.

Monica Shank, MA Student, OISE, received the SSHRC Awards, Joseph Armand Bombardier Canadian Graduate Scholarship, 2015-16, and the Michael Smith Foreign Study Supplement.

Xiaoyong Xia received the Gordon Cressy Student Leadership Award in February for my exceptional campus leadership involvement (2015-2016). The Gordon Cressy Student Leadership Awards were established in 1994 by the University of Toronto Alumni Association (UTAA) and the Division of University Advancement in order to recognize students who have made outstanding extra-curricular contributions to their college, faculty or school, or to the university as a whole.

CIDE ADMISSIONS 2015-2016

Admissions

In 2015-2016 the CIDE collaborative program was home to over 160 vibrant, dynamic students from across OISE. In February 2016, the admissions process saw more than 420 applications to the program.

2015-2016 Admissions

Total Applications (as of April 2016):	424
Offers of Admission	48
Total Confirmed Students (as of Apr 2016)	19
Adult Education Community Development:	4
Curriculum Studies and Teacher Development:	7
Educational Leadership & Policy:	3
Higher Education:	3
Language and Literacies Ed:	2
Social Justice Education	0

Total number of Students to Transfer In (May 1, 2015-Apr 30, 2016): 17

Total number of students accepted to date* in 2015-16: 36

*Some offers still pending confirmation. We expect a minimum of 50-60 admissions in 2016-17

Table 5. Total Students Enrolled (November Count) 2009-2015¹

	2009	2010	2011	2012	2013	2014	2015	2016
Adult Education and Community Development (AECD)	38	38	23	27	25	16	17	
Curriculum Studies and Teacher Development (CSTD)	52	52	42	45	48	53	50	
Language and Literacies Education (LLE)	9	7	10	8	11	17	22	
Sociology in Education (SIE) Post 2012 (SJE)	16	15	12	12	11	15	15	
Educational Administration (EA) Post 2012 (ELP)	7	6	9	10	14	20	17	
Higher Education (HE)	17	18	15	21	17	18	15	
History and Philosophy (H&P)	7	4	3	2	1	0	0	
TOTAL	146	143	114	125	127	139	137	

CIDE Graduates May 1, 2015 - April 30, 2016

PHD	10	EDD	1
MA	4		
MED	17		
TOTAL:	28		

¹ All data is based on the November headcount, with the exception of the 2012/13 data for which November counts were not yet available. 2013 is based on a hand-count of registered students in October. *These figures reflect registered students only. For example, as of September 30, 2013 CIDE had 174 active students in the program, but only 127 registered students.*

CIDE GRADUATES 2015-2016 THESIS TITLES

Name	Dept	Degree	Thesis Title
2016			
Carbajal, Patricia	CTL	PhD	Building democratic <i>convivencia</i> (peaceful co-existence) in classrooms. Case studies of teaching in Mexican public schools surrounded by violence.
Lennon, Mary Catharine	LHAE	PhD	In Search of Quality: Evaluating the Impact of Learning Outcomes Policies in Higher Education
Belay, Fisseha	CTL	PhD	Conceptualizations and Impacts of Multiculturalism in the Ethiopian Education System
Desai, Chandni	CTL	PHD	Counter Cartographies: The Radical Tradition of Palestinian Cultural Resistance
Li, Xinyang	CTL	MA	Misplaced Learner Centred Pedagogy in Northwest China
Cohen, Brittany	CTL	MA	Mental Health Support for Newcomer Youth: Fostering resilience and compassion among refugees and their peers
Name	Dept	Degree	Thesis Title
2015			
Panthaki, Neville	SJE	PhD	Conceptualizing the State-Nation via Education Reform: From Multicultural to intercultural Citizenship
Corkum, Trevor	LHAE	MA	Where is Queer? Migration Experiences of Sexual Minority International Students in Toronto
Spogmai Akseer	CTL	PhD	Learning in a Militarized Context: Explaining Afghan Women's Experiences of Higher Education in Afghanistan
Shingo Hanada	LHAE	PhD	Assessing Intercultural Competence: A Comparative Study of Japanese Students Studying Abroad
Rakhat Zholdoshieva	SJE	EDD	Rural youth in changing education, formal labour market and informal economic conditions during post-Soviet transition period in the Kyrgyz Republic
Julieta Grieco	LHAE	MA	Fostering cross-border learning and engagement through study abroad scholarships: Lessons from Brazil's Science without Borders Program
Serhiy Kovalchuk	CTL	PhD	Teacher Education for Democracy in Post-Soviet Ukraine
Karram-Stephenson, Grace	LHAE	PHD	Exploring the Identities of Students at Western IBC's in Malaysia and the UAE
Valencia Cabrera, Marlon	CTL	PHD	Exploring the Imagined Communities and Identities of Diverse Language Teachers in Pre-Service Teacher Education Programs

CIDE COURSES 2015-2016

Courses (total courses offered 54)

CORE Course Code	Course Title	Course Instructor
CIE1001H F	Introduction to Comparative, International and Development Education	Manion
CIE1001H S	Introduction to Comparative, International and Development Education	Drinkwater
CIE1002H	Practicum in Comparative, International and Development Education	Read Guidelines; Practicum Form
CIE1005+ HS	Special Topics in Comparative, International and Development Education: Gender, Education and Development	Manion
CIE1006H F	Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization	Drinkwater
CTL1037H	Teacher Development: Comparative and Cross-Cultural Perspectives	Drinkwater
CTL1318HS	Teaching Conflict and Conflict Resolution	Bickmore
SJE3911H S	Cultural Knowledges, Representation and Colonial Education	Wane
LHA1016H F	School Program Development and Implementation	Anderson
LHA1146H F	Women, War and Learning	Mojab
LHA1807H S	Strategic and Long-range Planning for Post Sec Systems	Sa
LHA1825H F	Comparative Education Theory and Methodology	Hayhoe
LHA3104H F	Adult Education and Marxism	Mojab
LHA3180H S	Global Governance and Educational Change	Manion
LHA3810H F	International Academic Relations	Hayhoe
ELECTIVE Course Code	Course Title	Course Instructor
APD3202H F NEW	A FOUNDATION OF PROGRAM EVALUATION IN SOCIAL SCIENCES	Jang
APD3228H S NEW	MIXED METHODS RESEARCH DESIGN IN SOCIAL SCIENCES	Jang
SJE1447H S	Technology in Education: Philosophical Issues	Boler
SJE1921YY	The Principles of Anti-racist Education	Dei
SJE1926H F	Race, Space and Citizenship: Issues for Educators	Razack
SJE1956H F	SOCIAL RELATIONS OF CULTURAL PRODUCTION IN EDUCATION	Todorova
SJE2999+ H F1	Special Topics in SRE: Women in Leadership: Intersectionalities and Leadership Practices; Sociological Implications in Education	Wane
SJE3912H S	Race and Knowledge Production: Issues in Research	Razack
SJE3933 H S	Globalization and Transnationality: Feminist Perspectives	Todorova
LHA1041H F	Educational Administration II: Social and Policy Contexts of Schooling	Lopez
LHA1041H S	Educational Administration II: Social and Policy Contexts of Schooling	Staff

LHA1047H F	Managing Changes in Classroom Practice	Anderson
LHA1065HS	Educational Equity in International Comparison	Chmielewski
LHA1102H F	Community Development: Innovation Models	Quarter
LHA1102H F	Community Development: Innovation Models	Ryan
LHA1131H† FI	Sp Top in AECD: Learning for the Global Economy	Mirchandani
LHA1180H F	Aboriginal World Views: Implications for Education	Restoule
LHA1181H S	Embodied Learning and Qi Gong	Magnussen
LHA1803HF	Recurring Issues in Postsecondary Education	Sa
LHA3041H S	Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education	Joshee
LHA3045H F	Educational Policy and Program Evaluation	Bascia
LHA3055H F	Democratic Values, Student Engagement and Democratic Leadership	Portelli
CTL1031H F	Language Culture and Identity: Using the Literary Text in Teacher Development	Feuerverger
CTL1033HF	Multicultural Perspectives in Teacher Development	Feuerverger
CTL1307HF	Identity Construction and Education of Minorities	Gérin-Lajoie
CTL1406HF	The Origins of Modern Schooling	Troper
CTL1427H F	History and Commemoration: Canada and Beyond: 1800s to 1990s	Morgan
CTL1430 HS	Gendered Colonialisms, Imperialisms and Nationalisms in History	Morgan
CTL1799HF5 †	Special Topics in Curriculum: Citizenship, Pedagogy and School Communities	Evans
CTL3000H FV	Foundations of Bilingual and Multicultural Education	Jeff Bale
CTL3007 HS	Discourse Analysis	Labrie
CTL3008H SV	CRITICAL PEDAGOGY, LANGUAGE AND CULTURAL DIVERSITY	Connelly
CTL3011 HF	Cognitive Sociolinguistic and Sociopolitical Orientations in Bilingual Education Research	Labrie
CTL3018 HF	Politique et aménagement linguistique	Labrie
CTL3018H S	Language Planning and Policy	Bale
CTL3024HFV	Language Teacher Education	Gagne
CTL3025H S	Educational Sociolinguistics	Labrie
CTL3026H S	Pragmatics in Language Education	Rehner
CTL3031H F	Children's Literature within a Multicultural Context	Feuerverger
CTL3999 † F	Special Topics: Proseminar in Language and Literacies Education	Gagne

† **Special Topics Courses:** Special topics course codes are recurrent. Only the course titles listed above can be counted toward the CIDEDEC requirements in this academic year.

CIDE STUDENT ASSOCIATION ANNUAL REPORT 2015-2016

CIDESA MEMBERS: Teodora Gligorova, Yecid Paez, Katarina Gram and Nectaria Tsigenopoulos, Norin Taj, Miranda Bai, Shahrman Khattak (member-at-large)

This year CIDE Student Association continued to provide opportunities for community building and connecting the like-minded students of diverse backgrounds in a fun and engaging way to become an active member of OISE. The year began with a Meet and Greet event to welcome new students in CIDE.

In our pizza and documentary nights, we watched three-episodes of a BBC documentary “Are Our Kids Tough Enough?” which records the experiment of inviting Chinese teachers to come to the UK and teach British Grade 9 students for 4 weeks. In this unique experiment, five teachers from China take over the education of fifty teenagers in a Hampshire school to see whether the high-ranking Chinese education system can teach us a lesson. The session was followed by a rich discussion in which the international students shared their experiences of attending schools with uniforms and strict rules.

The second pizza and documentary night “Teachers: A day in a life” captured a typical day in the life of several different teachers around the world, showcasing the similarities and differences between the contexts and conditions in which both teaching and learning take place in their countries - Argentina, Belgium, Canada, India and Togo, respectively. This documentary gave a face to those teachers that are otherwise underrepresented within their professions; it showed the passion, dedication and commitment to their work, despite the challenges they see and experience within the limits of their education systems today.

This year also we supported social activities and arranged “Managing that Stress with Coffee, Cookies and Origami” to support students through end of semester stress & share good study tips to finish off the semester. We have also planned an educational visit to Aga Khan Museum for OISE students, tentative date is in last week of April.

Following on the success of last year’s CIDE’s Got Talent, we finished the year with a great “Open Mic Night” featuring our collective talents including music, stories, experiences, challenges and thank-you’s. Students shared their wonderful poetry in English and Persian and one of the students shared her travel photo-poetry about Istanbul.

Many of us shared their researches papers and also represented CIDE at the Comparative, International Education Society’s conference in Vancouver, Canada. Our former CIDE SA students contributed to the CIDE presents the **Joseph P. Farrell Student Research Symposium** at OISE.

The CIDE SA committee started working with Norin Taj and Miranda Bai and as the year progressed new members Katarina Gram, Nectaria Tsigenopoulos, Teodora Gligorova and Yecid Ortega joined in. The committee will welcome new members for the new academic year in September 2016.