



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION



CIDEC
COMPARATIVE, INTERNATIONAL
& DEVELOPMENT EDUCATION CENTRE

CIDEC Annual Report

May 1, 2014 – April 30, 2015

This report is available in full on the CIDE website:

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

For more information, contact:

CIDEC: Comparative, International and Development Education Centre,
Ontario Institute for Studies in Education, University of Toronto

Room 7-107
252 Bloor Street West
Toronto, Ontario
Canada
M5S 1V6

Telephone: 416-978-0892

Email: cidec.oise@utoronto.ca

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Overview

Contents	3
Directors Message	4

CIDEC Community

Director and Staff	6
CIDE Faculty	6
Visiting Scholars	8

CIDEC Grants and Projects

New Grants and Projects.....	9
SESEA.....	9
School Improvement.....	9
Continuing Grants and Projects....	10
Canada-China	10
Education for All.....	11
Canada-Afghanistan	11
World Bank & Privatization	13
School Leadership (Chile)	13
Diversity in Teaching.....	14

New Initiatives

UNGEI.....	16
BNU and Teachers College.....	16
Universidad Alberto Hurtado.....	17
CIDE/RICE Symposium.....	17
Instituto Nacional (Mexico).....	18
Alumni Professional Development..	18

Research Events/SIGS

Seminar Series	20
CIDEC Study Groups.....	22

Teachers In CIDE.....	22
Latin America Study Group.....	22
Student Research Symposium....	19
CIDEC at CIES 2014 &15.....	20

Publications

Books	26
Book Chapters	27
Refereed Journal Articles.....	32
Research Reports and other pubs....	37
Selected Presentations.....	38
Book Reviews and Forewards...	43

CIDE Student and Recent Alumni

Publications & Presentations

CIDE Student and Recent Alumni Publications.....	45
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CIDE Faculty and Student Awards

Faculty Awards.....	47
Student Awards	48

Collaborative Program

Admissions	49
CIDE Graduates	50
Courses	51
Student Association Report.....	53



Dr. Stephen Anderson, Leadership,
Adult and Higher Education
Director, 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 2014-2015 year, the CIDEC community included 48 core and affiliated faculty members, three adjunct faculty, and four visiting scholars. CIDEC is the institutional anchor for OISE's popular collaborative degree 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. We submitted a comprehensive report for reauthorization of the Centre in the Fall of 2013, and a subsequent proposal for new initiatives funding in the Winter term 2014. As a result we did not submit an annual report last April. The current report reflects CIDEC and CIDE program activities and initiatives for the full calendar year 2014 and up to April 30, 2015.

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 highlights a variety of new initiatives aligned with our new initiatives proposal, in particular, growing partnerships with several external research centres and agencies.

The CIDE Program and Centre were pleased to welcome two new faculty members to the CIDE/CIDEC community during the 2014/2015 academic year. Dr. Anna (Katyn) Chmielewski joined the Leadership and Policy Program of the LHAE Department as an Assistant Professor in July 2014. She completed her PhD in the Sociology of Education and International Comparative Education at Stanford in 2012, and a post-doctoral fellowship at Michigan State. She studies cross-national trends in social and educational inequality, including the effects of national income inequality, social and educational policies, segregation, tracking, streaming, and course-taking patterns on socioeconomic gaps in academic achievement, youth development, educational attainment, and social mobility. Jeff Bales, formerly at Michigan State University, was appointed as an Associate Professor in the CTL Languages and Literacies Program in 2014. His research has focused on language policy, education policy, and language teacher education in both the US and in Germany.

CIDEC was, once again, privileged to host multiple comparative scholars from around the world at our 2014-2015 Seminar Series including: Fazal Rizvi, Melbourne University (AU); Ratna Ghosh, McGill University (Montreal); Frances Vavrus, U of Minnesota (US); Su Yan Pan, Institute of Education (Hong Kong); Karen Pashby, U of Oulu, (Finland); Martha Ferede, Harvard University (US); Joel Westheimer, University of Ottawa and others. Our students also joined together for a day of presentations, at the annual **Joseph P. Farrell Student Research Symposium** in February 2014 and again in February 2015, which showcased work from across departments and degrees.

Faculty and students affiliated with the Centre were an active presence at the annual conferences of the Comparative and International Education Society (CIES) in 2014 (Toronto) and in 2015 (Washington, D.C.). Over 70 students, faculty and CIDE alumnae associated with the Centre and Program participated in the CIES conference in 2014 in Toronto. This past March, more than 45 students and faculty participated in the conference in Washington D.C.

This year, CIDEDEC both as a center and a collaborative program, extends congratulations to former CIDEDEC/CIDE Director Professor Mundy who completed her term as President of the Comparative International Education Society (CIES) for 2014 at the 2015 conference, and on her appointment in the Fall 2014 as the Chief Technical Officer for the Global Partnership in Education based in Washington, DC.

This report will also feature some of the key activities, publications and high level presentations of the CIDE 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/CIDEDEC community is particularly honored and proud to publicize the release of a new book that features the collected works of CIDE professor Ruth Hayhoe. Entitled *China Through the Lens of Comparative Education: the Selected Works of Ruth Hayhoe*, the book is the first in the prestigious World Library of Educationalists series. This publication brings the field of Comparative Education into high profile in a wider world of educational scholarship. Further information about this book and its significance appears under the faculty publications in this report

Finally, our sincere thanks goes to Sarfaroz Niyozov who completed his term as CIDE Co-Director in July 2014.

We hope and believe you will find this report comprehensive and educative of the broad scope and significance of CIDEDEC 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.

A handwritten signature in black ink, appearing to read 'Stephen Anderson', with a long horizontal flourish extending to the right.

Stephen Anderson, Director, CIDEDEC

CIDEC Director and Staff

Stephen Anderson*, CIDE 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, Lecturer/Program Support Faculty, LHAE
Sociology of education; equity; gender; faith-based schooling; governance; policy analysis.

Joanne Bacon, CIDE 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*, Associate Professor, CTL

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

Linda Cameron, Associate Professor, 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.

Christine Connelly, Associate Professor, CTL

Critical pedagogy; cultural studies; sociology of education.

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.

Mark Evans*, Senior Lecturer, 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

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, LHAE

Policy and politics of higher education.

Reva Joshee*, Associate Professor, LHAE

Democratic approaches to policy; diversity and social justice policies.

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

Jane Knight, Lecturer, LHAE
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, LHAE/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, LHAE
Feminist theory; critical theory.

Kiran Mirchandani, Professor, LHAE
Transnational service work.

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

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

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

Sarfaro Niyozov, 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, LHAE
Democratic values; student engagement.

Jack Quarter, Professor, LHAE
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, LHAE
Aboriginal education and culture identities.

Creso Sá, Associate Professor, LHAE
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

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

Stephen Bahry **Visiting Scholar**
Dates of Appointment: January 2011 – September 2015



Stephen Bahry recently 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 Yughur 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 is a Visiting Scholar with LHAE/CIDEC at OISE. She 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.

Mohammad Reza Ahanchian **Visiting Scholar**
Dates of Appointment: September 2014 – February 2015



Mohammad Reza Ahanchian is an associate professor in Ferdowsi University of Mashhad, Iran. He earned his B.A, M.A. and Ph.D in Educational Administration in Iran. He has been granted a scholarship to complete his Ph. D thesis in Sheffield University, UK (2002), and a sabbatical leave in UNSW, Australia (2008). Recently he as a visiting scholar in OISE deepens his studies on leadership development.

Kara Janigan **Visiting Scholar,**
Dates of Appointment: September 2103-August 2014



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) CIDEC/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 RESEARCH GRANTS AND PROJECTS 2013-2015

New Grants and Projects 2014+

Strengthening Education Systems in East Africa (SESEA) Research Consultancy 2014

Project Lead: Stephen Anderson and Karen Mundy, January –June 2014

The Aga Khan Foundation Canada (AKFC) and the Canadian Department of Foreign Affairs, Trade and Development (formerly CIDA) sponsor the Strengthening Education Systems in East Africa (SESEA) project a five year primary education improvement initiative in East Africa (Kenya, Tanzania, Uganda). As part of this initiative the Learning and Dialogue component of the SESEA project commissioned OISE Professors Stephen Anderson and Karen Mundy to conduct a needs assessment of current education research priorities in the region and to advise on the development of a Call for Proposals for research supported by SESEA. The research agenda setting process included the production of several **rapid reviews** to synthesize research-based knowledge, issues and knowledge gaps identified in the literature concerning the following thematic areas: teaching and learning, teacher development, school management and leadership, and parent and community involvement. The rapid reviews were undertaken with the support of several graduate students, including: Magdalena Fernandez, Daniela Bramwell, Emily Quinan and Momina Afridi. Robyn Read designed and coordinated the rapid review methodology and are posted on the CIDEC research website (see links below). A final report of the needs assessment with recommendations for the SESEA call for proposals was submitted to AKFC in June 2014.

Contributors: Stephen Anderson, Karen Mundy, Momina Afridi, Daniela Bramwell, Magdalena Fernandez, Emily Quinan, Robyn Read and Kerry Proulx

Rapid Reviews:

[Teaching and Learning: A Rapid Review of the Literature](#)

[Teachers and Teacher Development: A Rapid Review of the Literature](#)

[Parent and Community Involvement in Education: A Rapid Review of the Literature](#)

[Education Management and Leadership: A Rapid Review of the Literature](#)

School Improvement Research Consultancy 2014

Project Lead: Stephen Anderson and Karen Mundy, January –June 2014

This consultancy was carried out under contract for the Aga Khan Foundation Canada (AKFC) to assist the Aga Khan Development Network (AKDN) with consolidating thinking around school improvement in the context of the AKDN's experience and work. This assignment involved a review and consolidation of the AKDN's experience to date in school improvement in Africa and Asia; a summary of relevant international research on school improvement; and planning and facilitating a one-day meeting that brought together relevant AKDN staff with thought leaders in this area to share information on the state of the knowledge on school improvement and to map out potential areas for future focus and amplified impact. The invited external scholars included Andy Hargreaves (Boston College), Penny Sebring

(University of Chicago Consortium on Chicago School Research); and Luis Crouch (RTI International). A final discussion paper entitled “School Improvement in Developing Countries: A Synthesis of Experiences and Lessons Learned” by Professors Anderson and Mundy was submitted in September 2014. Professor Anderson participated in a panel discussion based on the major themes and findings of the discussion paper organized by AKFC in Ottawa (February 12, 2015) for Canadian international development agencies involved in school improvement work in developing countries.

Continuing Grants and Projects 2013+

Canada-China University Linkages in a New Era of Global Geo-Politics

Principal Investigator: Dr. Ruth Hayhoe

Funding: Social Science and Humanities Research Council Research Grant, \$111,001.00

Duration: 2011-2014

Canada-China university linkages date back to the 1980s. The CIDA-supported Canada-China University Linkage Program (CCULP, 1988-1995) paired 31 Canadian universities with Chinese counterparts in areas such as health, agriculture, education, and engineering in order to develop the institutional capacity of the Chinese universities and support them in contributing to China’s development. Building on the successes and strengths of CCULP, the Canada-China Special University Linkage Consolidation Program (SULCP, 1996-2001) supported 11 projects involving 25 Canadian and more than 200 Chinese universities, teaching hospitals, schools, and governmental and non-governmental agencies. The combined span of CCULP and SULCP (1985-2001) coincided with a period of pivotal change in Chinese society. Indeed, apart from Soviet Union in the 1950s, no other country has assisted the development of China’s higher education at a comparable scale.

This project aimed to explore the historical contribution made by the universities and other social institutions on both sides that were involved in these linkages, and to see what lessons can be learned from the legacy of these projects. Over the past several years, the research team interviewed about sixty five scholars and government officials in both Canada and China who had a direct involvement in the project. In 2012, we focused on interviews with Canadian scholars and made a research trip to Edmonton and Vancouver, to meet with scholars at University of Alberta, University of British Columbia and Simon Fraser University in May. In September, we made a trip to Quebec, interviewing scholars at Laval and Université de Montreal. We also visited Ottawa and made interviews at the Headquarters of CIDA and the AUCC.

On May 9-10 of 2014 the project organized a high profile conference entitled “Transforming Canada-China Cooperation: Significant Legacies and Future Challenges.” It was hosted by Tsinghua University in Beijing, in cooperation with the Ontario Institute for Studies in Education, University of Toronto, the Asia Pacific Foundation of Canada and York University. It brought together scholars and administrators on both Canadian and Chinese sides, who were personally involved in CIDA-funded projects. Most papers by keynote speakers have been included in a book manuscript “Canadian Universities in China’s Transformation: An Untold Story”, which is now under review with a major Canadian university press. Also, two special issues of *Frontiers of Education in China* containing concurrent papers are under

development, one on Canada-China educational cooperation, slated to appear in Volume 9, No. 3, September 2015, and the other on Minority Studies in China, which will come out in 2016.

One of the purposes of the conference was to pass on the historical legacy going back to the early 1980s. The conference website has therefore become a permanent historical archive, with all of the powerpoints presented in plenary sessions and many presented in concurrent sessions mounted there and available to the public. Also there are links to a large amount of historical data about educational relations between Canada and China, which makes possible the wider dissemination of the project's findings to the general public. For the conference and project website, see http://www.oise.utoronto.ca/cidec/Research/conference_2014.html.

In terms of significance, Canadian higher education institutions and international development agencies, including the IDRC, will be able to use the study's findings to develop internationalization strategies and policies that can promote mutually beneficial collaborative programs with their Chinese counterparts in the current geopolitical situation. The project has not only reconnected the past relations between academics from the two countries, but also provided the opportunity for Canadian universities to better understand Chinese higher education and potential to promote new forms of academic partnerships.

The project reached formal conclusion on March 31 of 2014 and a project completion report was submitted to the SSHRCC.

Education For All: Global Politics and Prospects

Principal Investigator: Dr. Karen Mundy, with collaborators: Dr. Ruth Hayhoe, Dr. Prachi Srivastava and postdoctoral fellow Dr. Francine Menashy.

Funding: SSHRCC Standard Grant \$109, 000

Duration: 2010 - 2014

The research proposed for this SSHRC is focused on the evolution of global efforts to achieve Education for All (EFA). It focuses on a) understanding the role of the World Bank in shaping international collective action on EFA; (including in particular its role in promoting public-private partnerships); b) exploring the roles of emergent donors (such as China and India); c) documenting the role of newer/newly emerged foundations in education and development, and of new transnational non-state actors in EFA; and d) mapping the effects of interventions by these new actors in two African countries (Kenya and Tanzania). The project highlights the continued gulf between collective aspirations and achievements in this arena. It was developed in conjunction with three research collaborators: Professor Ruth Hayhoe, Professor Prachi Srivastava and post-doctoral fellow Francine Menashy.

Canada-Afghanistan/ Eurasia Education Research Group

Research Team: Dr. Sarfarozi Niyozov, Dr. Stephen Bahry and CIDE students: Spogmai Akseer, Rahat Zhodolshalieva, Serhiy Kovalchuk.

Sarfarozi Niyozov continued his membership of the executive board of Central Eurasia Studies Society, published two articles on education and society in Central Asia; made 3 relevant presentations at the

CIES 2014 and a presentation at the CIES 2015. His current and upcoming, relevant to CESE, publications can be seen beginning on p. 25. Sarfaroz also gave a number of invited lectures on topics such as Teachers' professionalism and development in Central Asia: What can we learn from international experience? An online (Skype) lecture to the M A students at the Nazarbaev's University's Graduate School of Education. Astana, Kazakhstan, April 1, 2014 and The Global Crisis of Teaching Profession: Where Do we stand in Central Asia? at the Academy of Educational Development, Dushanbe Tajikistan on June 26, 2014.

CIDE Visiting Scholar, Dr. Stephen A. Bahry has been active in exploring the interaction of language, identity, local knowledge in quality education in Eurasia. For 2014-15, publications related to this grant can be seen beginning on p. 25. Steve is currently also examining the potential for an effective, equitable, quality education for language minorities in Ukraine and will present at the Language Policy and Planning conference at University of Calgary, Sept. 2015 a paper entitled: "Ukraine's Language-in-Education Policy Impasse in Russian-speaking Regions: A modest proposal", and is preparing a chapter, "Discourses on Language and Quality Education in post-Soviet Central Asia", for the 2nd edition of the book, *Globalization on the Margins: Education and Post-socialist Transformations in Central Asia*. Sense Publishers.

In the summer of 2014, Rakhat Zholdoshalieva facilitated the process of mid-term education sector plan 2015-2017 and provided technical support to the Ministry of Education and Science of the Republic of Tajikistan and organized consultative workshops with the donor agencies in Tajikistan. It was the second sector plan to achieve the goals of the National Strategy for Educational Development (NSED) 2020 and was based on the Joint Sector Analysis and the first mid-term education sector plan 2012-2014. She also submitted the following chapters: (i) "Gendered and ethnic citizenships through early literacy texts: The analysis of Alippe, Elippe, and Bukvar for schools in Kazakhstan and Kyrgyzstan" with Ms. Olga Mun, to the book edited by E. Brown and G. Zong (in progress), *Gender and Sexuality: Raising awareness, fostering equity, advancing justice*; (2) "A Bourdieusian analysis of rural Kyrgyz youth trajectories in times of post-socialist transformation" to the book edited by I., Silova, N., Sobe, A., Korzh and S, Kovalchuk, (Eds), *Reimagining utopias: Theory and method for educational research in post-socialist contexts*". Rahat also made a number of presentations at the CIES, ASN and CIDECON conferences and seminars.

In 2014, Serhiy Kovalchuk published an article, "Reworking of School Principals' Roles in the Context of Educational Privatization: A View from Ukraine," co-authored with Svitlana Shchudlo in *European Education* and a review of Sensoy and DiAngelo's book, "Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education," with Joanne Pattison-Meek in *Journal of Peace Education*. He presented preliminary findings of his dissertational research "Teacher Education for Democracy in Post-Soviet Ukraine" at the 10th International CitizEd Conference (University of Birmingham, Birmingham, UK) and the Annual Conference of the Canadian Society for the Study of Education (St. Catharines, ON, Canada). He currently has one article in press co-authored with Benjamin Kutsyuruba, "Stated or Actual Change in Policy Terrain? Review of the Literature on the Bologna Process Implementation Within the Context of Teacher Education in Ukraine," in *Journal of Ukrainian Politics and Society*. He is currently

working on the edited volume, “Reimagining Utopias: Theory and Method for Educational Research in Post-Socialist Contexts,” with Iveta Silova, Noah W. Sobe, and Alla Korzh. The volume examines theoretical and methodological dilemmas of conducting research in post-socialist contexts. It aims to become an essential reference point for scholarship on post-socialist education.

The World Bank and the Privatization of Education: Country Cases

Principal Investigator: Karen Mundy; with Dr. Caroline Manion, Dr. Francine Menashy, and Momina Alfridi (Doctoral Student)

Funding: Open Society Foundations, \$45,000

Duration: November 2013 to June 2014

This project is an extension of our initial project with the Open Society Institute. The project extends that research by exploring the role of the World Bank in the privatization of K-12 Education in low and middle income countries. The project was completed in June 2014. Findings from this research were published in the *Comparative Education Review*, with the piece winning the Comparative and International Education Society's prestigious George Bereday Award for best article of the year. Full citation for the article: Mundy, K. & F. Menashy. (2014). The World Bank and private provision of schooling: A look through the lens of sociological theories of organizational hypocrisy *Comparative Education Review*. 58(3), 401-427.

Partnership with the Fundación Chile (FCH) in Santiago, Chile

Principal contributors: OISE: Dr. Stephen Anderson, Dr. Joseph Flessa, Continuing Education department; FCH Dr. Jose Weinstein, Gonzalo Muñoz, Mario Uribe.

Duration: Jan 2012-Dec 2015

A three year partnership agreement between FCH and the Comparative, International and Development Education Centre OISE/UT was renewed in February 2013. During 2012 three groups of approximately 30 school principals from Chile participated in two week leadership certificate courses at OISE/UT as part of a collaboratively developed in-service leadership development program. The program was developed with FCH and delivered through OISE/UT's Continuing Education Department. It is partially funded through a Chilean Ministry of Education sponsored school leadership development initiative. Two additional groups of Chilean principals came to OISE in 2013 and one in the Fall of 2015.

Anderson and Flessa, and several colleagues from other OISE programs have taken part in the various iterations of this principal leadership program (Carol Campbell, Blair Mascall, Jeff Kugler, Steven Katz, Jim Ryan). In addition, Dr. Flessa has made annual trips to Chile to deliver a leadership module for FCH as part of an ongoing masters in educational leadership program sponsored by FCH and the Universidad de Desarrollo. Anderson and Flessa continue collaborating in school leadership research in Chile, with the FCH education research team, and authored a chapter in a book on principal leadership in Chile. Anderson delivered a presentation on principal leadership at an international conference in Chile in August (Tercer Congreso Interdisciplinario de Investigación en Educación) and held meetings with heads

of the education leadership and management program (Mario Uribe) and with the newly appointed head of the research unit (Rafael Carrasco) to discuss continuing and future joint initiatives.

Diverse Teachers for Diverse Learners (DTDL): A Nordforsk Research Network 2012-2014

Project staff: Antoinette Gagné, Clea Schmidt - University of Manitoba and Hanna Ragnarsdottir – University of Iceland and additional partners from the Scotland, Finland, Iceland, and Norway.

Funding and Duration: The Nordforsk Foundation has funded this Nordic country research network over a three-year period spanning 2011 to 2014.

Focus: This project includes senior researchers and graduate students from Finland, Iceland, Norway, the UK and Canada whose research touches on the aspects of diversity in teaching. This group will have the opportunity to meet 6 times between October 2011 and May 2014 to allow team members to create a research agenda, carry out a number of comparative projects and prepare joint publications on interrelated topics ranging from the diversification of the teaching force and inclusive teaching strategies to the experiences of immigrant children and youth and leadership for diversity. The meetings will take place in Iceland, Norway, the UK and Canada.

Diversity in Teaching (DiT) Website <http://wordpress.oise.utoronto.ca/diversityinteaching/> 2012-2014

Project staff: Antoinette Gagné, Clea Schmidt (University of Manitoba), Mariana Jardim (Education Commons), Ariel Quinio, Marlon Valencia, Diane Dekker, and Sama Hamid (GAs), Jessica Lam and Daniel Chan (Work-Study Program)

Funding: Seed money for this website was provided by the **Social Sciences and Humanities Research Council of Canada** as part of an International Opportunities Fund Grant.

Focus: The main goal of the Diversity in Teaching is to promote discussions, sharing of resources and collaboration among educators, teachers and administrators from all over the world who share the belief that ethnic, linguistic, religious, cultural and gender diversity in our classrooms will enhance the learning for all students. The DiT site includes information about events, projects, and resources related to teaching diverse learners and diversifying the teaching force with numerous ways to become involved. It is possible to submit a profile to the DiT Community, let others know about an upcoming conference or workshop, share resources, react to some of the videos or respond to one of the surveys.

Action Research Centre – ARC / SIA @ UPLA A Site for Change - Un Sitio para el Cambio 2012-2015

Project staff: Antoinette Gagné (Principal Investigator), Marlon Valencia, Yecid Ortega, Andrea Mardones, Marlene Hood (RAs), Danielle Freitas, Heejin Song, Carlos Ossa, Elizabeth Rosales (GAs), Luis Minutti (Work/Study Program)

As part of ongoing consultation around curriculum renewal in teacher education at Universidad Playa Ancha (UPLA) in Valparaiso and San Felipe, Chile, Antoinette Gagné, in collaboration with UPLA colleagues, is guiding the creation of ARC which is a centre devoted to action research and reflective practice connected directly to the *2013-2016 Institutional Improvement Plan for Teacher Education at UPLA*. ARC is connected to a Spanish-English bilingual website with information, resources and blogs

located at <http://wordpress.oise.utoronto.ca/arc/>. Members of the UPLA community will be able to learn and collaborate virtually while working toward the milestones described in the *2013-2016 UPLA Institutional Improvement Plan*.

**For a complete list of Research Projects see CIDE 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 also formally affiliated ourselves the United Nations Girls in Education Initiative (UNGEI) also described below.

A) United Nations Girls' Education Initiative

In July 2014, CIDEC 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 annually to review, identify, discuss and strategize priority issues and future programming. As CIDEC's institutional representative, Carly Manion attended the GAC meeting held from August 25th to 28th, 2014, in Bangkok, Thailand. Roughly fifty people participated in this meeting, including GAC representatives, members of the UNGEI Secretariat, invited experts and other guests.

Over the past six months, CIDEC has participated, via UNGEI, in high-level consultations concerning the development of targets and indicators for the post-2015 Sustainable Development Goals. Carly also led a seminar on the topic of UNGEI and has begun building a team of student and faculty volunteers to assist in GAC work going forward. Over the next six months the team of volunteers will be assisting UNGEI in outreach efforts to Southern scholars.

B) OISE-BNU-TC Collaboration

CIDEC is pleased to report that under the leadership of Drs. Ruth Hayhoe, Stephen Anderson, Karen Mundy and Caroline Manion, a new collaboration between OISE, Beijing Normal University, and Teachers College, began in the summer of 2014. We share with these two institutions an interest in China's aid



to education low-income countries and this mutual interest was the original impetus for the collaboration, with a joint publication on the topic envisioned.

Towards strengthening the collaboration between the three institutions we have begun a joint virtual seminar series, with the inaugural seminar held on February 11, 2015, hosted by CIDE. The speaker was a CIDE alumnus and newly appointed professor at BNU, Dr. Kirk Perris, and the title of his talk was, “Re-Positioning Internationalization: Enhancing Reciprocity among Institutions and Scholars”.

A planning meeting was scheduled at the CIES Conference in Washington, D.C. in March 2015 and representatives for the three institutions attended. It was agreed that we would continue to develop the virtual seminar series, with three planned per year. Additional ideas for activities, joint publications and joint conference papers/panels were discussed.

C) Universidad Alberto Hurtado (Chile).

As part of our ongoing relationships with Chilean education institutions (see Fundación Chile under Ongoing Projects and Research) Professors Stephen Anderson and Joseph Flessa began developing partnership relationships 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 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. We are planning to schedule a presentation from CPCE to OISE in the upcoming months. 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 to continue discussions about increasing ties and collaboration between the centres and programs.

D) CIDE/RICE Symposium on GLOBAL BEST PRACTICES?

Working with, against and despite global ‘best practices’: Educational conversations around the globe

This forum was a unique opportunity for Canadian education scholars, practitioners, and graduate students to critically and collectively engage with these questions. This one-day symposium was a place for exchange of ideas, as well as developing theoretical insights and practical strategies to more proactively engage in our respective trans-national/cultural contexts across the levels of policy, pedagogy and research. Educational transfer has been central to comparative, international, and development education for more than a century, but as of late the intensifying transnational rhetoric of ‘best practice’ requires much scrutiny as both danger and opportunity. This forum addressed questions such as: What is the character of these so-called (western) best practices and what are 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?’*

Following the April 25th 2014 Symposium, which was attended by close to 45 people, Paul Tarc and Sarfaro Niyozov placed a call for short scholarly articles based on the presentations made at the symposium. Subsequently, 12 graduate students (out of 20) from Western and Toronto Universities submitted their short articles, which underwent a double review process for further improvement and inclusion into the final report, titled “*Working with, against and despite global best practices: Education conversations from around the globe*”. Niyozov and Tarc have written a 15 page introduction to the final report and sent it to Professor Gita Steiner Khamsi from Columbia University, who was the key note speaker at the symposium. She has agreed to write the summary chapter for the final report. The final version of the report is expected to be around 100 pages and be ready by June 1, 2015. Currently decision is being made whether to keep the collection of the articles as a report posted on CIDE website, or submit for publication to a publishing company.

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 CIDE with the help of Dr. Santiago Rincón-Gallardo, who is a Banting Post-doctoral Fellowship recipient supervised by CIDE 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.

F) Developing a CIDE 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 CIDE, 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. This initiative is being developed and marketed initially through the network of CIDE program graduates working in the field, though we plan for it to eventually be open to participation of anyone working in the field, including our own CIDE students and students from other comparative education centers affiliated with the CIDE program and Centre.

In fall 2014, we completed the first component of the Continuing Education program development plan, a web-based survey sent out on the CIDE listserv to assess needs and expertise amongst our current

and former students. The responses received from the forty-six individuals completing the survey indicated a high-level of enthusiasm and interest for the proposed professional development webinars, as well as a number of people willing to organize and facilitate such events in their area(s) of expertise, for example, with respect to project management and leadership and programme evaluation and research.

Going forward, we will be selecting a topic and facilitator and then will assist with the development of a curriculum for the planned inaugural webinar, in addition to organizing the marketing and technical logistics for the event. We plan to offer one webinar per term, beginning in fall 2015.

CIDEC SEMINAR SERIES & STUDY GROUPS 2014-2015

CIDEC Seminar Series

Thursday, May 29, 2014 2:00-4:00 pm, Why Our Obsession with Quality and Accountability is Eroding Public Education and What We Can Do About It, Joel Westheimer University Research Chair in the Sociology of Education, University of Ottawa

Monday June 16, 2014, 4:30 pm-6:00 pm, Right to Education: The interpretations of Indian education policy by non-state actors, Emily Quinan, MA Candidate, LHAE

Tuesday June 24, 2014, 11:30 am -1:00 pm, Becoming a Nurse in a Second Language: Professional Identity Construction Processes of an International Nursing Student in Finland,: Aija Virtanen is a PhD candidate at the Department of Languages, University of Jyväskylä, Finland.

Monday September 8, 2014, 4:00-4:45 pm, Restorative Discipline and the Montessori Environment, Yomna Awad, CTL, OISE

Wednesday September 17, 2014, 4:30-6:00 pm, An Adivasi Studies Approach to Education: Securing the Right to Citizenship within the Indian State-Nation, Neville Pathaki, PhD Candidate, SJE/CIDEC/OISE

Wednesday September 17, 2014, 4:30-6:00 pm, An Adivasi Studies Approach to Education: Securing the Right to Citizenship within the Indian State-Nation, Neville Pathaki, PhD Candidate, SJE/CIDEC/OISE
"Re" establishing teacher education at the Somali National University: Challenges and opportunities. Fouzia Warsame, PhD Candidate, SJE/OISE, Dean, Faculty of Education and Social Science, Somali Nation

Wednesday October 1, 2014, 11:30 am -1:00 pm, University Students' Perceptions of Citizenship in a Multileveled World: Experience from Hong Kong and Beijing, Su-Yan Pan, PhD, Department of Social Sciences, Faculty of Arts and Sciences, The Hong Kong Institute o

Wednesday October 15, 2014, 11:30 am to 1:00 pm, China Through the Lens of Comparative Education, Ruth Hayhoe, PhD, LHAE/CIDEC/OISE

Wednesday October 21, 2014, 4:30-6:00 pm, Panel Discussion: Addressing the Schism between Academics and Practitioners on Education and Development in the Global South, Dr. Joshua Muskin (AKF), Dr. Leigh-Anne Ingram (OISE), & Dr. Sarfaroz Niyozov (OISE)

Thursday October 23, 2014, 11:30 am to 1:00 pm, Corporal Punishment in the Classroom: An overview of world trends with a special focus on India, Deborah Parkes, Med, U of Moncton

Wednesday October 29, 2014, 11:30 am-1:00 pm, International University Partnerships in Contemporary Cambodian Higher Education,: Phirom Leng, PhD Candidate, LHAE/CIDEC
ETHNIC DIFFERENCE & CONFLICT IN BURUNDIAN SCHOOLS: EXPERIENCES OF DIFFERENT STUDENT GENERATIONS, Emily Alexandra Dunlop, MA Candidate, CTL/CIDE

Monday November 3, 2014, 1:00-2:30 pm, Mainstreaming Global Education in Finland's Reform of the Basic Education Curriculum: The influence of Critical Global Citizenship Education, Karen Pashby, PhD, Postdoctoral Fellow, University of Oulu, Finland

Thursday November 13, 2014, 3:00 – 4:30 pm, Re-thinking science education in economically marginalized contexts through school-community knowledge construction partnerships, Wanja Gitari, Associate Professor, CTL/CIDEC & Judith Lyander, Doctoral candidate, LHAE

Wednesday November 26, 2014, 4:30-6:00 pm, The Impact of English Language Education in China, Dr. Jing Fu, PhD, CTL, OISE

Tuesday December 9, 2014, 10:00 am-12 noon, Socioeconomic Segregation Between Schools in the US and Latin America, 1970-2012, Anna Katyn Chmielewski, Assistant Professor, Educational Leadership & Policy (LHAE/OISE)

Tuesday, December 9, 2014 4:30 – 5:45 pm OISE room 7-105, Seeds of Change: Restorative Justice in Local and International Educational Contexts, Brenda Morrison, Simon Fraser University, BC

Wednesday December 10, 2014, 5:00-6:30 pm, Rethinking "Context" For Comparative Education Research: Theory, Method and Application to the Comparative Study of Accountability in Education., Noah W. Sobe is Associate Professor of Cultural and Educational Policy Studies and Director of the Center for Comparative Education at Loyola University Chicago

Wednesday January 14, 2015, 11:30-1:00 pm, Developing school leadership in a centralized educational system: The case of Iran, Mohammad Reza Ahanchian, Associate Professor, Ferdwosi University of Mashhad, Iran, Visiting Scholar LHAE/CIDEC

Wednesday, January 28 4:30 pm-6:00 pm, Exploring development partners' contributions to Bangladesh's Secondary Education Policy Reform from 1993 to 2013 using causal process tracing,
Kara Janigan, Ph.D., Education Consultant, Visiting Scholar CIDEC, OISE; Kerrie Proulx, Ph.D., Postdoctoral Fellow, Fraser Mustard Institute for Human Development, OISE; Jennifer Hove, Ph.D. Candidate, Political Science, University of Toronto

Wednesday February 11, 2015 7:30-9:30 pm, Re-Positioning Internationalization: Enhancing Reciprocity among Institutions and Scholars, Kirk Perris, PhD, CTL, OISE

Thursday February 19, 2015 11:30 am to 1:00 pm, Creative Interruptions: Public Pedagogy and Decolonial Praxis in Puerto Rico, Melissa Rosario, Ph.D. CFD Postdoctoral fellow, Sociology/Anthropology and Latin American Studies, Bowdoin College

Monday February 23, 2015 4:30-6:00 pm, The organizational dimensions of curriculum tracking: The Chilean Case, María Paola Sevilla, doctoral student, Universidad Diego Portales, Chile/Visiting Scholar CIDE/LHAE.

Wednesday February 25, 2015 4:30-6:00 pm, Global Gender Equality in Education Trends, Challenges and Opportunities: Positioning and Understanding the Work of the United Nations Girls' Education Initiative (UNGEI), Dr. Caroline Manion, Adjunct Professor, CIDEC/OISE, University of Toronto

Wednesday March 25, 2015 11:30 am-1:00 pm, Exploring the Link between Visa and Immigration Policies and International Student Recruitment, Anita Gopal, PhD, Queen's, Visiting Scholar at CIDEC/LHAE

Monday March 30, 2015 3:00 - 4:30 pm, Can education counter religious extremism? Professor Ratna Ghosh, McGill University, Vandra Masemann, Adjunct Professor, CIDE

Wednesday April 1, 2015 4:30-6:00 pm, Dilemmas of Doing Educational Research in Comparative and International Contexts, Rakhat Zholdoshaliyeva, Ed.D. Candidate, SJE Serhiy Kovalchuk, Ph.D. Candidate, CTL Sarfaroz Niyozov, Associate Professor, CTL

Wednesday April 8, 2015 11:30 am to 1:00 pm, CIDE Student presentations from Sarah Jones and Julieta Grieco, Fostering international collaboration through study abroad scholarships: Lessons from Brazil's Science without Borders program Julieta Grieco is an M.A. Candidate, LHAE, Phatic Competence: How L2 users understand and engage in phatic communion, Sarah Jones is an MA candidate, CTL

Wednesday April 15, 2015 10:30-12:30 pm, The Comparative, International & Development Education Centre (CIDEC) is pleased to present, 'New demands of citizenship education in transnational contexts', Professor Fazal Rizvi, Melbourne Graduate School of Education & Professor Reva Joshee, LHAE, CIDE, OISE, Afterword Professor Sarfaroz Niyozov, CTL, CIDE, OISE

CIDE 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.

This year, Teachers inCIDE gathering started with a monthly meeting on Oct 23, 2014 entitled "Moving from Big Ideas to Robust Research Questions." The session was facilitated by **Professor Antoinette Gagné**. Students brought their research ideas to the table and had conversations with one another to clarify their ideas under the facilitation of Professor Gagne. In November, **Professor Ruth Hayhoe** did a presentation on the topic of "Teaching and Teacher Education Research through the Lens of Comparative Education: What can we Learn from China?" Lively conversations took place on the philosophical underpinning of China's modern education. In February, Teachers inCIDE monthly gathering provided an opportunity for graduate students to share their research progress in the field of teacher education. New members joined the group. We discussed the possibility of establishing a stronger presence online. In March Professor Gagné engaged the group in learning about the idea of intersectionality. Group members had a stimulating discussion on how to integrate "intersectionality" into their existing research. Pepper was used as a platform for document sharing; and on April 23, 2015, the group gathered to discuss issues about publishing and conference presentation.

Latin America Study Group

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 Chizoba Imoka, Ayman Rizk and Annette Ford with CIDE Faculty Carly Manion (second from right)

CIDEC presents:

The Joseph P. Farrell Student Research Symposium February 20, 2015



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: Equity, Power and the State in Education [Chair: Steve Anderson]

Life, Leadership and Gender Equity: Narratives of Women Principals in Turkey [Ebru Bag, Ph.D., Candidate, LHAE, Ph.D. Candidate]

Creating Structures for Equity and Access – What has the Ontario Ministry of Education Missed? A Case for Spirituality in the Equity and Inclusive Education in Ontario Schools, Guidelines for Policy Development and Implementation, Realizing the Promise of Diversity Document [Harriet Akanmori, Ph.D. Candidate, SJE]

Power and Politics in Venezuelan State-University Relations, 1999-2012 [Elliot Storm, Ph.D. Candidate, Department of Political Science, UT]

Session 2: Language, Power and Identity Issues in Education [Chair: Sarfaro Niyozov]

Exploring the Imagined Communities and Identities of Diverse Language Teachers in Pre-Service Teacher Education Programs [Marlon Valencia, Ph.D. Candidate, CTL]

Attaining Equity and Equality through English Language Education: A Need but a Quandry in Sri Lanka [Dulani Suraweera, PhD Student, LHAE]

Latin American Scientists' Writing for Publication in an Age of English Language Hegemony [James Corcoran, Ph.D. Candidate, CTL]

Session 3: Migration, Identity, and Human Rights [Chair: Carly Manion]

South-North Migration of Young Adults: A Relevant Perspective for Understanding Causes, Trend and Flow [Michael Onyedika Nwalutu, Ph.D. Candidate, SJE]

Exploring the Identities of Students at Western Branch-Campuses in Malaysia and United Arab Emirates [Grace Karram Stephenson, Ph.D. Candidate, LHAE]

The Role of Human Rights Education in Food Sovereignty Movements: An Urban Beekeeping Initiative as an Individual Case Narrative [Laura Wyper, Ph.D. Candidate, LHAE]

Special thanks to Dr. Caroline (Carly) Manion for organizational support; CIDESA for co-sponsoring this event and to the Panel Chairs, Professors Stephen Anderson, Sarfaro Niyozov and Carly Manion and CIDE/CIDEC Director Stephen Anderson

The Joseph P. Farrell Student Research Symposium February 21, 2014

Session 1: Schooling in Egypt [Chair: Vandra Masemann]

Experiences of Students with Schooling in Community Schools in Egypt [Lucy El Sherif, CTL, Ph.D. student]

Degree of Constructivist Teaching within Centralized Public Schools in Cairo, Egypt – Teachers' Voice [Raghda Abulnour, MA, HDAP]

Session 2: Teachers and the Teaching Profession [Chair: Steve Anderson]

Teachers' Engagement with Educational Research: What helps or hinders? [Sardar M. Anwaruddin, CTL, Ph.D. student]

Exploring Socio-Economic and Cultural Factors Affecting Teacher Education and Professional Development in Afghanistan [Munira Tayabali, CTL, MA student]

Session 3: Inclusive Education Policy and Practice [Chair: Carly Manion]

'Inclusion' Within Educational Policies in India [Jill Carr-Harris, LHAE, Ph.D. student] (postponed)

International Education and Youth Participation: Claimed and invited spaces in Haiti's social reconstruction [Gary Pluim, CTL, Ph.D. Candidate]

Special thanks to Dr. Caroline (Carly) Manion for organizational support; CIDESA for co-sponsoring this event and to the Panel Chairs: Vandra Masemann, Stephen Anderson and Carly Manion.



Raghda Abulnour, MA, HDAP

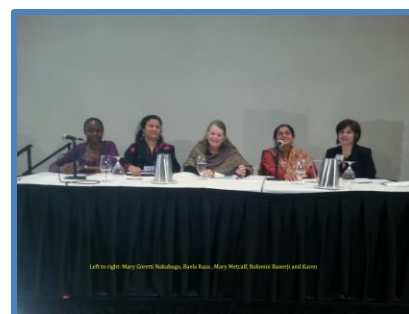
58th Annual Conference of the Comparative International Education Society (CIES) in Toronto, Canada March 10-15, 2014.

With the election of Professor Karen Mundy as Vice-President of the Comparative and International Education Society in 2012, plans were set in place for her to organize the 2014 CIES conference in Toronto for the third time.

The theme of the conference was *Revisoning Education for All*. Pre-conference workshops were held on the first day on many varied specialised topics. The second day saw individual papers, panels and posters sessions begin, and the Opening Ceremony took place in the late afternoon. We were honoured to have the President of the University of Toronto, Meric Gertler, speak as well as the Minister of Education for Ontario, the Hon. Liz Sandals. Then the current CIES President, Prof. Gilbert Valverde, gave his Presidential speech on *Educational Quality: Global Politics, Comparative Inquiry, and Opportunities to Learn*, which was well received. To view a recording of the Presidential Address please [click here](#).

Plenary and Special Sessions were held with the following speakers:

- Rukmini Banerji as the George Kneller lecturer on *Transforming Education from the Ground Up: Experiences from Pratham in India* and
- Prof. Jim Cummins from OISE on *Languages and Literacies in Multilingual Contexts*.
- A moderated discussion was also held on *Civil Society Views on Education Post MDGs (Millennium Development Goals)* with Baela Raza (Pakistan), Mary Goretti Nakabugo (Uganda), Mary Metcalf (South Africa) and Rukmini Banerji (India).



A regular paper session was held in memory of the late Prof. Joe Farrell from OISE. The speaker was Dr. Eduard Vallory from Spain, whom Joe had encouraged to turn his Ph.D. thesis on the World Scouting Movement into a book. *Scouting's non formal education: what is there to be learned?* was the focus of the keynote speech. Joe's family were also in attendance, and his son and daughter spoke about their memories of life with him and scouting.

In the program, 651 paper sessions were listed. The receptions and the World Music Social were by all accounts very successful. There were numerous meetings of Special Interest Groups and of the CIES working committees. The World Council of Comparative Education Societies held an informational meeting to follow up on the past World Congress in Buenos Aires in 2013 and to plan for the future World Congress in Beijing in 2016 hosted by the Chinese Comparative Education Society.

This may have been one of the largest CIES conferences ever held. It was certainly considered highly successful. Next year's President-Elect is Prof. N'Dri Assié-Lumumba from Cornell University. The CIES conference will be held in Washington DC on March 8-13, 2015.

59th Annual Conference of the Comparative International Education Society (CIES) in Washington, D.C., March 8-13, 2015.



As CIES President, Karen Mundy presided over the 59th annual Comparative and International Education Society (CIES) conference brought together over 2500 attendees for this weeklong event, the theme for which was “Ubuntu! Imagining a humanist education globally”. Over 70 CIDE faculty and students participated at CIES 2015, presenting papers, serving as chairs and discussants for panels and sessions, as well as a range of other activities, including special events organized by CIES Special Interest Groups (SIGs) and Standing Committees.

Figure 1: CIDE Students (l-r): Chizoba Imoka, Jack Lee (CIDE Alumnus), Diane Barbaric, Sohyun Lee

CIDE faculty and students continue to actively contribute to CIES, for example:

- Dr. Caroline (Carly) Manion is serving the 2nd of a 3-year term as Co-Chair of the CIES Gender and Education Standing Committee.
- Dr. Vandra Masemann served as a distinguished discussant for the Gender and Education Committee's annual symposium at CIES 2015, “What is a Gender and Education Issue? Perspectives from Academics, Practitioners and Policymakers”.
- Dr. Kara Janigan worked tirelessly as co-organizer of New Scholars Committee events, including publication and dissertation workshops.
- Dr. Stephen Bahry has helped coordinated events for the Language Issues SIG for several years.



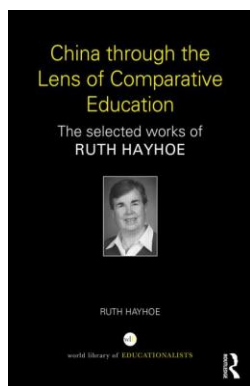
Figure 2: (l-r) Karen Mundy & Francine Menashy (Awards ceremony at CIES 2015)

We are also thrilled to announce that Dr. Karen Mundy and CIDE alumnus, Dr. Francine Menashy received the George Bereday Award for best article in the Comparative Education Review.

CIES 2016 will be held next March, in Vancouver. Professor Mark Bray (University of Hong Kong) will be hosting the conference, with Carly Manion serving as Conference Coordinator.

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 publications published or in press. It does not include those in progress and/or still under review.



China through the Lens of Comparative Education

The selected works of Ruth Hayhoe

CIDE Faculty Ruth Hayhoe is a distinguished scholar in Comparative Education and Higher Education, as well as one of the most highly regarded experts on Chinese education in the world. Extremely well respected throughout China as well, she has authored about 75 articles and book chapters, as well as several books on Chinese education and East-West relations in education. In the **World Library of**

Educationalists series, international experts compile career-long collections of what they judge to be their finest pieces – extracts from books, key article, salient research findings, major theoretical and practical contributions – so the world can read them in a single manageable volume. Readers will be able to follow the themes and strands and see how their work contributes to the development of the field.

We are honoured that this publication is the first in this prestigious series, (with authors like Howard Gardner, Jerome Bruner, Michael Apple, etc), that focuses on Comparative Education and has Comparative Education in the title. This publication brings our field into high profile in a wider world of educational scholarship. It is also the first book in the series on China or indeed East Asia, with the exception of one on Singapore. (<http://www.routledge.com/books/details/9781138780767/>)

Books

Dei, G. (2014). *African Indigenous Knowledges and the Disciplines*. Rotterdam and New York: Sense Publishers (co-editor, Gloria Emeagwali).

Dei, G. (2014). *Emerging Perspectives on 'African Development': Speaking Differently*. [co-editor, Paul Adjei]. New York: Peter Lang.

Dei, G. (2014). *Indigenist African Development and Related Issues: Towards a Transdisciplinary Perspective*. [co-editors, Akwasi Asabere-Ameyaw, Jophus Anamuah-Mensah, and Kolawole Raheem]. New York: Sense Publishers.

Dei, G. (2014). *Politics of Anti-Racism Education: In Search of Strategies for Transformative Learning* [co-editor, Mairi McDermott]. New York: Springer.

Ruth Hayhoe, *China Through the Lens of Comparative Education* (London: Routledge, 2015), World Library of Educationalists Series.

Ruth Hayhoe, Julia Pan and Qiang Zha (eds.) *Canadian Universities in China's Transformation: An Untold Story* (manuscript under review with a major Canadian University Press)

Gérin-Lajoie, D. (final revisions submitted). *Negotiating Identities: Anglophones Teaching and Living in Quebec*. Toronto: University of Toronto Press.

Knight, J. (2013). *International Education Hubs: Student, Talent, Knowledge Models*. Dordrecht: Springer Publishers (in press)

Mojab, S. (2015). *Marxism and Feminism* (ed.). London: Zed Books, 392 pages.

Ortega, L., Cumming, A. & Ellis, N. (Eds.) (2013). *Agendas for language learning research*. Vol. 1 of *Currents in language learning*. Supplement 1 to *Language Learning* 63. Malden, MA: Wiley-Blackwell.

Restoule, J.P., & *Johnston, Rochelle (Eds.). *Contexts of Indigenous Research*. (in review, Laurier Press).

ten Brink, T. (2014). *Global political economy and the modern state system*. (J. Bale, Trans.). Leiden: Brill Publishers. (Original work published in 2008).

Schoole C. And J. Knight, (2013) *Internationalization of African Higher Education-towards achieving the MDGs* . Rotterdam. Netherlands: Sense Publishers (in press)

Book Chapters

Anderson, S.E. (2013). The enduring challenge of achieving effective teaching on a large scale. In Helen Malone (Ed). *Leading Educational Change*, Chapter 8. New York, NY: Teachers College Columbia University.

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.

Bahry, S. (2013, in press). Minority education in China. In Q. Zha (Ed.), *Education in China. Educational history, models, and initiatives*. Great Barrington, Massachusetts: Berkshire Publishing.

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Research reports and other publications

Anderson, S.E., Rodway-Macri, J., Yashkina, A. & Bramwell, D. (2013). *Characteristics of elementary schools achieving consistently high or low percentages of students at the provincial standard on EQAO assessments*. Prepared for Ontario Education Quality and Accountability Office. Toronto, ON: EQAO. http://www.oise.utoronto.ca/cidec/Research/Elementary_School_Success_Study.html

Anderson, S.E. (2013). Report of the Second AKDN System Meeting on Institutional Alignment around School Improvement Programmes, Aiglemont, 9-10 October 2013. Aga Khan Foundation (Geneva). Geneva, Switzerland.

Anderson, S.E., Mundy, K., Read, R. & Fernandez, M. (2014). *Strengthening Education Systems in East Africa (SESEA) Research Agenda Report*. Prepared for Aga Khan Foundation Canada.

Anderson, S.E. & Mundy, K. (2014). *School Improvement in Developing Countries: A Synthesis of Experiences and Lessons Learned*. Prepared for Aga Khan Foundation Canada.

Anderson, S.E. (2013). Report of the Second AKDN System Meeting on Institutional Alignment around School Improvement Programmes, Aiglemont, 9-10 October 2013. Aga Khan Foundation (Geneva). Geneva, Switzerland.

Bickmore, Kathy (2014). *Peacebuilding Dialogue in Schools: Pedagogies for Restorative Problem-Solving and Democratic Learning Infused in Classroom Practice*. Final Research Report, Toronto District School Board.

Bickmore, Kathy (2014). *Peacebuilding Dialogue in Schools: Pedagogies for Restorative Problem-Solving and Democratic Learning Infused in Classroom Practice*. Final Research Report, Toronto District School Board (January 25).

Adamson, J., Cumming, A., Fisher-Wirth, A., Keith, W., & Miller, T. (March, 2014). *Review of the Department of English*. Report submitted to the Dean of the College of Liberal Arts and Sciences, Iowa State University.

Cumming, A., Cho, Y, Burstein, J., Everson, P., Kantor, R. & Powers, D. (December, 2013). *New TOEFL iBT writing framework*. Report submitted to Educational Testing Service.

Cumming, A. (2014). 6 CERLL Policy Briefs: Status and Distribution of Languages for Education in Canada. Programs for English and French Language Education in Schools in Canada. Programs for English and French Language Education for Adults in Canada. Programs for Indigenous Language Education in Canada. Programs for Education in Immigrant, Heritage, or International Languages in Canada. Programs for Education in Sign Languages in Canada. Toronto: CERLL (Centre for Educational Research on Languages and Literacies), OISE, University of Toronto. <http://www.oise.utoronto.ca/cerll/>

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.

- Evans, M. (2013). Invited review for the British Journal of Educational Studies, Teacher Education around the world: Changing policies and practices. By L. Darling-Hammond and A. Lieberman (Eds.). New York: Routledge, pp. 1-4.
- Field, Cynthia C., Jones, Glen A. , Karram Stephenson, Grace & Khojetsyan, Artur. (2014). *The "Other" University Teachers: Non-Full-Time Instructors at Ontario Universities*. Toronto: Higher Education Quality Council of Ontario.
- Fullan, M., Watson, N. & Anderson, S.E. (2013). *Ceibal: Los Próximos Pasos. Informe Final* (Ceiba: Next Steps. Final Report. Montevideo, Uruguay: *Plan Ceibal*).
- Fullan, M., Rincon-Gallardo, S. & Anderson, S.E. (2014). *Plan Ceibal*. Montevideo, Uruguay: *Plan Ceibal*.
- Gérin-Lajoie, D., Perris, K. and Hopson, R. 2013. *Survey on Teachers' Language Practices in Anglophone Communities in Quebec*. Toronto: OISE, 53 pages.
- Jones, Glen A. (2012). Ontario Higher Education's Year of Living Dangerously. *University World News* (Issue 253, December 30) available at: <http://www.universityworldnews.com/article.php?story=20121230140612586>
- 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.(under review);
- Hayhoe, R. "Internationalization and Indigenization: A Response from Ruth Hayhoe" *Frontiers of Education in China*, Vol. 9, No. 2, June 2014, pp. 164-169, invited article as part of a forum on internationalization of Chinese higher education. (for an international readership)
- 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.

Selected Presentations:

- Anderson, S. (2013). Organized and chaired symposium. *A Cross-national Comparison of School Leadership under Alternative Governance and Accountability Systems*. International Congress for School Effectiveness and Improvement. Santiago (Chile), January 2013.
- Anderson, S. L'individualisme de l'enseignant à l'ère de la responsabilisation. Colloque International "Les questions vives en éducation et formation: regards croisés France-Canada". Université de Nantes: Nantes (France), June 5-7, 2013.
- Anderson, S. & Rodway-Macri, J. El liderazgo directivo y eficacia escolar: convergencia en práctica con variación en resultados. Tercer Congreso Interdisciplinario de Investigación en Educación. Santiago (Chile). August 21-22, 2014.
- 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. *The Role of Language Rights in Critical Heritage Language Education*. Paper accepted for presentation at the American Educational Research Association Annual Meeting, Chicago, IL, April 2015.
- Bale, J. "It's the Language, Stupid!" *Colorblind and Tone-deaf as Discourses of Change in Educational Research*. Paper presented at the 2014 conference of the Research Community "Philosophy and History of the Discipline of Education," Katholieke Universiteit Leuven, Belgium, November 2014.

- Bale, J. *The Impact of Neoliberal Education Policy on World Language Teacher Education in the United States*. Paper presented at the 2014 Multidisciplinary Approaches to Language Policy and Planning conference, University of Calgary, Calgary, AB, September 2014.
- Bale, J.. *Education Policy in Germany in Neoliberal Times*. CIDEC Symposium Series, Ontario Institute for Studies in Education, University of Toronto, Toronto, ON, March 2015
- Bale, J.. *Global Political Economy and Language Rights in the "Post-Civil Rights" Era*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA, April 2014.
- Bale, J. *Language Rights, Language Policy and the "National Interest" in the United States*. Centre for Research in Language and Literacies Colloquium Series, Ontario Institute for Studies in Education, University of Toronto, Toronto, ON, September 2014.
- Bickmore, K, "Se Puede Enseñar la Resolución de Conflictos y la Construcción de la Paz Democrática, por medio del Currículo Explícito y Implícito" Keynote lecture, Foro Iberoamericano de Convivencia Escolar, Universidad Autónoma de Baja California, Tijuana, Mexico (November 6).
- Bickmore, K. "Como se entiende el 'bullying' (acoso escolar)?" y "Espacios posibles para solucionar conflictos democráticamente." Invited seminar short lectures, Seminario para la Convivencia Escolar –Universidad Iberoamericana, León Guanajuato, Mexico (June 30 & July 2).
- Bickmore, Kathy, A.Salehin Kaderi & Angela Guerra Sua (2014). "Peace and Conflict Education." Invited panel presentation at Global best practices? Working with, against and despite global 'best practices': Educational conversations around the globe conference co-sponsored by Researching International Comparative Education (RICE, Western University), and Comparative, International and Development Education Centre (CIDEC, OISE-University of Toronto) (April 25, Toronto).
- Bickmore, Kathy (2014). "Multiculturalism, Diversity, Human Rights & Internationalization in Canadian K-12 Public Schooling." Part of invited panel: *Canadian Contributions to Understanding the Internationalization of Education: A Discussion of Ethics, Difference, Culture and Citizenship*, sponsored by the Comparative and International Education Society of Canada at the Comparative and International Education Society annual conference (March 15, Toronto).
- Bickmore, Kathy (2014). Discussant presentation, in session *Questioning Key Assumptions Regarding Education in Conflict-Affected Contexts*, at the Comparative and International Education Society annual conference (March 15, Toronto).
- Botelho, Maria José, Kerekes, Julie A., Jang, Eunice E., and Peterson, Shelley Stagg (2014). Assessing multiliteracies: Mismatches and opportunities. *Language and Literacy*, 16 (1), 1-20.
- Chmielewski, Anna K. and Yossi Shavit. "Recommendations for Measuring and Monitoring Equity in Upper Secondary Education and Technical and Vocational Education and Training." Memo prepared for and presented at Workshop on "Framing and Measuring Inequalities in Post 2015 Education Targets." Sponsored by Education For All Monitoring Report and UNESCO's Institute for Statistics. Dec. 1-2, 2014, UNESCO Headquarters, Paris, France.
- 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.

- Evans, M. (July 2013). Educating for a “global dimension” of citizenship in schools in Canada: Characterizations, shared tendencies and nuances in three metropolitan regions. East and West in Citizenship Education: Encounters in Education for Diversity and Democracy, Ninth citizED International Conference, Tokyo, Japan.
- Evans, M. (2013). Invited review for the British Journal of Educational Studies, Teacher Education around the world: Changing policies and practices. By L. Darling-Hammond and A. Lieberman (Eds.). New York: Routledge, pp. 1-4.
- Field, Cynthia C., Jones, Glen A. , Karram Stephenson, Grace & Khoyetsyan, Artur. (2014). *The “Other” University Teachers: Non-Full-Time Instructors at Ontario Universities*. Toronto: Higher Education Quality Council of Ontario.
- Gagné, A., Bashiruddin, A., Bukhari, R., Freitas, D., Herath, S., Lawrence, G., Valencia, M. (2013). *The intercultural and linguistic competence of teachers: Challenges for the teacher preparation and development*. Symposium at the AAAL Conference, Dallas.
- Gagné, A., and Valencia, M. (2013). *French Language Competence Among Teacher Candidates in Canada*. AAAL Conference, Dallas.
- Gagné, A., Valencia, M and Cummins, J. (2013). *Opening Doors with English and Inclusive Leadership*. Education Leadership Internship For Chilean Education Leaders, OISE, University of Toronto. Toronto.
- Gagné, A., Herath, S., and Valencia, M. (2015). *Autobiographical Creation Online: A Powerful Professional Development Strategy for Teachers*. CSSE, Ottawa.
- Baxan, V. and Gagné, A. (2015). *A Study of Teacher Candidates’ Evolving Conceptions of Diversity Through a Conceptual Change Lens*. CSSE, Ottawa.
- Gagné, A. (2015). *Critical Action Research for Teacher Educators in Chile* in the Critical Language Teacher Education: Possibilities and Challenges organized by Marlon Valencia, TESOL Convention, Toronto.
- 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. 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. 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). *Transformative Pedagogies in Online PD for Language Teachers*. 4th International Conference on Second Language Pedagogies.

- Gagné, A. (2014). *At the Intersection of Diverse Canadian Teens, School Clubs and Social Justice in the Systemic Issues in Educating Immigrants and Refugees: How are intersections of diversity addressed?* Symposium organized by Clea Schmidt. Metropolis, Milan, Italy.
- Smyth, G., Dewilde, J., Schmidt, C., Sime, D. and Gagné, A. (Discussant). (2014). *Intersectionality, Methodologies, and Knowledge Mobilization in Research for Social Justice in Education*, WERA Focal Meeting/SERA Annual Conference, Edinburgh, Scotland.
- Gagné, A. and Schmidt, C. (2014). *Culturally responsive teacher education through the personal stories of diverse teachers and learners: Researcher-developed web and video resources from Canada*. Diverse Teachers for Diverse Learners Conference, University of Strathclyde, Glasgow, Scotland.
- Gagné, A. and Schmidt, C. (2014). *Diverse Teachers in the Canadian Context – A Focus on Ontario and Manitoba*. Diverse Teachers for Diverse Learners Conference, University of Strathclyde, Glasgow, Scotland.
- Thomas, R. Starkey, J. Baxan, V., Valencia, M. and Gagné, A. (discussant) (2014). *Diverse Perspectives, Common Themes: Research on Future Teachers' Learning of Language, Culture and Communities*, CSSE Annual Conference, St-Catharines, Ontario.
- Gérin-Lajoie, D. 2014. *Les parcours scolaires de jeunes anglophones de la région de Montréal*, ACFAS, Montréal, May 16.
- Gérin-Lajoie, D. 2014. *Les Anglophones et leur inclusion dans la société québécoise*, ACFAS, Montréal, May, 12.
- Gérin-Lajoie, D. 2014. *Les politiques linguistiques et leur impact sur l'éducation : le cas des anglophones au Québec*. Conférence-midi, Montréal : Centre d'études ethniques des universités montréalaises, November 7.
- Gérin-Lajoie, D. 2014. *Le système scolaire anglophone au Québec*. Université du Québec à Montréal, October 9.
- Hayhoe, R. (2014). "Internationalization and Indigenization: A Response from Ruth Hayhoe" *Frontiers of Education in China*, Vol. 9, No. 2, June, pp. 164-169, invited article as part of a forum on internationalization of Chinese higher education. (for an international readership)
- Hayhoe, R. and J. Pan (2015). "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.
- Hayhoe, R. (2014) CIES March 10-15, 2014, in Toronto Chair: "New and evolving forms of private higher education: For profit, private-public partnerships, and short-cycle in China, Brazil, and Europe" (organized by Professor Daniel Levy of SUNY Albany); Discussant: "International university partnerships and intercultural learning" (organized by HEG doctoral student Phirom Leng)
- Hayhoe, R. (2014). *Envisioning Reciprocal Learning between China and Canada*, April 7-8, 2014, University of Windsor. I gave a keynote lecture entitled "Education in China's Transformation: The Leading Role of Teachers."
- Hayhoe, R. (2014). *Transforming Canada-China Educational Cooperation: Significant Legacies and Future Challenges*, Tsinghua University, Beijing – I was a key host for this conference and shared in a keynote presentation on "The Educational Dimension of China's Transformation."
- Hayhoe, R. (2014). 5th National Meeting on Sino-Foreign Cooperation, November 9-11, Shenzhen, China. I gave a keynote lecture entitled "Canada-China educational cooperation: Lessons from the Past and Future Possibilities"

- Hayhoe, R. February 12, 2014. Invited Lecture on Ideal Types and East Asian Education for CIDE core course in Comparative Education, by SKYPE.
- Hayhoe, R. March 24, 2014, Graduate Class in International Higher Education, Florida Atlantic University – “The Rise of the post-Confucian Model of Higher education.”
- Hayhoe, R. May 13-17, 2014 - a series of five lectures at Shaanxi Normal University, covering the topics of comparative education theory and method, historical approaches to higher education and teacher education.
- Hayhoe, R. May 19, 2014 – a series of three invited lectures for graduate students at Fudan University on “Sino-American Educational Cooperation from the perspective of Fudan’s early years,” “Chinese Universities and the Dialogue among Civilizations” and “Comparative Higher Education.”
- Hayhoe, R. May 20, 2014 – invited lecture at the East China Normal University on “China through the Lens of Comparative Education”
- Hayhoe, R. May 23, 2014 - invited Lecture at Xiamen University, “Past and Future in Canada’s University Linkages with China: A Retrospective over 30 years.”
- Hayhoe, R. May 27, 2014 - invited lecture at the University of Hong Kong on Canada-China University linkages
- Hayhoe, R. May 28, 2014 – invited lecture at the Chinese University of Hong Kong on “China through the Lens of Comparative Education.”
- Hayhoe, R. September 29, 2014, Guest Lecture on Comparative and International Higher Education for 1803, Recurrent Issues in Postsecondary Education, taught by Leesa Wheelahan at OISE
- Hayhoe, R. November 29, 2014, Guest Lecture on Comparative and International Higher Education for 1803, Recurrent Issues in Postsecondary Education, taught by Katharine Janzen at OISE.
- Janigan, K. *Bangladesh’s secondary education policy reform from 1993 to 2013: tracing causal processes and examining development partners’ contributions*. Annual Conference of the Comparative International Education Society (CIES). Washington, D.C., March 12, 2015.
- Masemann, V. 2014, “Scouting’s Non-Formal Education: What is there to be learned?” Session in Memory of Joe Farrell. Keynote Speaker Eduard Vallory. Session Organiser and Chair. CIES, Toronto, March 11.
- Niyozov, S. (2013). Reviving Global Education Internationally: What can we learn from international experience; A round table at OISE, University of Toronto organized for the Visitors from Japan’s Education Institutions. Toronto, January, 16, 2013.
- Nardozi, A., Restoule, J.P., Steele, N., & James, U. (2014). *Deepening knowledge to inspire action: Including Aboriginal perspectives in teacher education*. In D. Montemurro, M. Gambhir, M. Evans, & K. Broad. (Eds.), *Inquiry into practice: Learning and teaching global issues in local classrooms* (pp. 77-84), OISE/UT.
- 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.
- Restoule, J.P. *Alter/NATIVE, An International Journal of Indigenous Peoples*, 10:3, 313-314, (September 2014). Jon Reyhner, Joseph Martin, Louise Lockard & Willard Sakiestewa Gilbert (Eds.) Honoring our children: Culturally appropriate approaches for teaching indigenous students.

- Smith, L. T. & Restoule, J.P. (2014). Invited keynote speaker. University of Toronto Indigenous Education Week. *Indigenous perspectives on decolonizing education: In conversation with Linda Tuhiwai Smith and Jean-Paul Restoule*. OISE/UT, February 26, 2014.
- Restoule, J.P., (2014). Best practices in indigenous education. Panel presentation at the *Working with, against and despite global best practices: Educational conversations around the globe*, Comparative International Development Education Symposium, Toronto, April 24, 2014.
- Nardozi, A., Restoule, J.P., Broad, K., & Steele, N. (2014). *Deepening knowledge: Exploring teacher candidate willingness to incorporate Aboriginal content in future teaching*. Paper presentation at the Canadian Sociological Association Annual Conference, Brock University, St. Catharines, ON: May 26, 2014.
- Schmidt, C. and Gagné, A. (2013). *Sustaining School Partnerships for Immigrant Teachers in Challenging Sociopolitical Climates* in the Partnerships in Support of Integrating Immigrant Professionals: Multi-Disciplinary Perspectives Symposium. National Metropolis Conference, Ottawa.
- Trilokekar, R. D.& Jones, G. A. (2013). Are the Stars Aligned? Will Canada Finally Create an International Education Strategy? *Academic Matters* available at: <http://www.academicmatters.ca/2013/02/ocufa-to-host-london-town-hall-on-austerity-and-higher-education/>

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
- Bickmore, Kathy (2014), Review of Mundy, K. & Dryden-Peterson, S. (Editors), *Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change—A Tribute to Jackie Kirk* [2011 Teachers College Press]. *Journal of Peace Education*.
- Bickmore, Kathy (2014), Review of Kia L. Caldwell, Kathleen Coll, Tracy Fisher, Reyna K. Ramirez, and Lok Siu, Editors, *Gendered Citizenships: Transnational Perspectives on Knowledge Production, Political Activism, and Culture* (2009 Palgrave Macmillan). *Citizenship Teaching and Learning*.
- 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.
- Cumming, A. (2013). [Review of Macqueen, S., *The emergence of patterns in second language writing: A sociocognitive exploration of lexical trails*.] *Studies in Second Language Acquisition*, 35, 3, 555-556.
- Cumming, A. (2013). [Review of A. Inoue & Poe, M. (Eds.), *Race and writing assessment*.] *Assessing Writing* 18, 3, 239-240. dx.doi.org/10.1016/j.asw.2013.01.002
- 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) for *Comparative Education Review*, forthcoming in Vol. 59, No. 2.

Hayhoe, R. (2014) Essay Review of William Theodore de Bary, *The Great Civilized Conversation: Education for a World Community*, (New York: Columbia University Press, 2013), *Sino-Western Cultural Relations Journal*, XXXVI, pp. 74-78.

Hayhoe, R. (2014). Review of George Fallis, *Rethinking Higher Education* (Montreal: McGill Queens University Press), for *Comparative Education Review*, Vol. 58, No. 4, pp. 748-50.

Hayhoe, R. (2013). 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), pp. 164-166.

Masemann, Vandra, Review of Readinggirls: The Lives and Literacies of Adolescents, by Hadar Dubowsky Ma'ayan, Teachers College Press, New York and London, 2012, 145pp., *International Review of Education*, International Review of Education, September 2013.

Book Forewords

Hayhoe, R. Foreword for Gu Mingyuan, *Cultural Foundations of Chinese Education*, Leiden, Boston: Brill, 2014, pp. xi-xiv.

Hayhoe, R. Foreword for Jiang, Youguo, S.J., *Liberal Arts Education in a Changing Society: A New Perspective on Chinese Higher Education*. Leiden, Boston: Brill, 2014, pp. ix-x.

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

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 2014 and 2015.

Bağ, E. & Bayyurt, Y. (in press, 2015) Gender representation in EFL textbooks in Turkey. In Abolaji S. Mustapha and Sara Mills (Eds.), *Gender representations in learning materials. International perspectives*. Routledge Studies in Sociolinguistics. (<http://www.routledge.com/books/details/9781138790629/>)

Bağ, E., Marti, L. & Bayyurt, Y. (in press, 2015) 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. *Bağaziçi University Journal of Education*, BUJE (refereed journal).

Corcoran, J. N. (2015, March). Supporting Multilingual Scholars' Academic Writing for Publication. Presented at the *Teachers of English to Speakers of Other Languages* conference in Toronto, Canada.

Corcoran, J. N. (2015, March). Operationalizing a Critical Pragmatic Approach to Teaching English Academic Writing for Publication. Presented at the *American Association of Applied Linguistics* conference in Toronto, Canada.

Corcoran, J. N. (2015, March). UJEDEL. Should I use Spanish when teaching EFL in Mexico? Presented at the *Universidad de Juarez Estado de Durango English Language Teaching* conference in Durango, Mexico.

Corcoran, J. N. (2015, March). How to publish in English: Tips for teachers' and scholars' academic writing for publication. Presented at the *Universidad de Juarez Estado de Durango English Language Teaching* conference in Durango, Mexico.

Corcoran, J. N. (2015, February). Latin American Scientists' Writing for Publication in an Age of Hegemony. Presented at the *Joseph P. Farrell Graduate Student Research Symposium*. Ontario Institute for Studies in Education/University of Toronto.

Corcoran, J. N. (2015, February). Latin American Scientists' Experiences with English Academic Writing for Publication. Presented at the 2015 *Centre for Education and Research in Language Learning Informal Seminar Series*. Ontario Institute for Studies in Education/University of Toronto.

Corcoran, J., Heeney, M., McIntosh, M., and Starkey, J. (2014, October). From Writing to Multiliteracies in the Academic Success Centre: From Tradition to Transformation. Presented at the *American Educational Studies Association* conference in Toronto, Ontario.

Corcoran, J, Landa, L, Trejo, G. (2014, July). La Escritura Academica en el Marco de Plurilinguismo. *CELE Teaching English as a Foreign Language* Conference, Universidad Autonoma de Mexico, Mexico City, Mexico.

- Corcoran, J. N. (2014, February). Publish (in English) or Perish: Latin American Scientists' Perceptions of English. Paper presented at the *Writing Research Across Borders* conference in Paris, France.
- 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>
- Herath, S., & Valencia, M. (2014). 7 Neither "A complete insider" nor "A complete outsider". *Advances and Current Trends in Language Teacher Identity Research*, 5, 86.
- 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.
- Ingram, L. (February 06, 2014). Re-imagining roles: using collaborative and creative research methodologies to explore girls' perspectives on gender, citizenship and schooling. *Education Action Research*, 22(3), 306-324.
- Kovalchuk, S., & Shchudlo, S. (2014). Reworking of school principals' roles in the context of educational privatization: A view from Ukraine. *European Education*, 46(2), 32-52 (special issue: Marketization, Privatization and Shadow Education in Southeast/ Central Europe and Eurasia).
- Montemurro, D., Gambhir, M., Evans, M. and K. Broad (Eds) (2014). *Inquiry into Practice: Learning and Teaching Global Matters*. Toronto: OISE, UT.
- Pashby, K.; Ingram, L; and Joshee, R. 2014. Discovering, Recovering, and Covering-up Canada: Tracing Historical Citizenship Discourses in K-12 and Adult Immigrant Citizenship Education. *Canadian Journal of Education/ Revue canadienne de l'éducation*, 37:2, 1-26.
- 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.
- Weber, Nadya (2014) Didactic or Dialogical? The shifting nature of INGO development education programming in England and Canada. *International Journal of Development Education and Global Learning*, 6(1).

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.

Faculty Awards and Distinctions

Anna Katyn Chmielewski received the Thomas J. Alexander Fellowship, Organization for Economic Cooperation and Development (OECD) (€29,530) (awarded Feb. 2015 for Sep. 2015-Aug. 2016) Social Sciences and Humanities Research Council Institutional Grant (CA\$2517) (awarded Nov. 2014 for Winter 2015 semester)

Jane Knight was appointed 2013 Recipient of Gilbert Medal for Research and Policy Work on Internationalization of Higher Education, Universitas 21; 2013 Visiting scholar at Humboldt University on DAAD Fellowship April – June; 2012-2013 Visiting Scholar in Laos for Asian Development Bank Strengthening Higher Education Project.

Cecilia Morgan: University of Toronto Research Excellence Award (2014).

Karen Mundy & Francine Menashy: Winners of the 2015 George Bereday Award for best article in the *Comparative Education Review*. This award “Recognizes the most outstanding article published in the *Comparative Education Review* in the preceding calendar year; all published articles are reviewed for their importance in shaping the field, analytic merit, policy implications, concern for theoretical constructs, and implications for future research.”

George Dei: 2015 *Carnegie African Diaspora Research Fellowship*. Institute for Educational Research and Innovation Studies [IERIS], University of Education, Winneba. Ghana. May- August; 2014 *Ludwik and Estelle Jus Memorial Human Rights Prize*. University of Toronto. April 1; 2014 *Distinguished Teaching Award*, Ontario Institute for Studies in Education, OISE/UT. March 3.



Leigh-Anne Ingram: Winner of the Comparative and International Education Society of Canada's 2014 Michel Laferrière Dissertation Award [*Citizen-Girls: Exploring Girls' Perspectives on Gender, Identity and Citizenship*].

Vandra Masemann: Winner of the Comparative and International Education Society of Canada's David O. Wilson Teaching Award (2014).

Jean Paul Restoule: 2014 David E. Hunt Award for Excellence in Graduate Teaching

Dr. Creso Sá: The Canadian Society for the Study of Higher Education (CSSHE) has announced that Dr. Creso Sá will be this year's recipient of the *Research & Scholarship Award*. This award recognizes a practicing scholar on achievements and contributions to the scholarship on Canadian postsecondary education. The award will be officially conferred at the 2015 CSSHE Annual Conference taking place May 31 – June 2, in Ottawa.

Student Awards

Olivier Bégin-Caouette: Recipient of the W. Garfield Weston Fellowship, Olivier Bégin-Caouette is currently in Finland and will soon travel to Norway, Sweden and Denmark in order to collect data and identify what systemic factors encourage academic research production in the Nordic higher education systems. In addition to holding the position of visiting scholar at the Higher Education Governance and Management Unit (HEGOM) of the University of Helsinki as well as at the Danish Centre for Studies on Research and Research Policy of Aarhus University, Olivier had the opportunity to present his preliminary results at the Nordic Fields of Higher Education Conference in Oslo. His work also materialized in the form of a [book chapter published at the Presses de l'Université de Montréal](#).

Alberta O. Akrong: Graduate Student Fellow at the Centre for Critical Development, UTSC, (2013-2014)

Rakhat Joldoshalieva: Global Supplementary Grant Program - GSGP (North America) of the Open Society Institute (2013-2014)

Sohyun Lee: Muriel Fung Appreciation Award (2015)



Sohyun Lee accepts Muriel Fung Appreciation Award from Shawna Carroll, V.P. Academic , GSA

CIDE ADMISSIONS 2014-2015

In 2014-2015 the CIDE collaborative program was home to over 160 vibrant, dynamic students from across OISE. In February 2015, the admissions process saw more than 440 applications to the program. In 2014-2015

Admissions

2014-2015 Admissions

Total Applications (as of April 2015):	442
Offers of Admission	56
Total Confirmed Students (as of Apr 2015)	23
Adult Education Community Development:	1
Curriculum Studies and Teacher Development:	8
Educational Leadership & Policy:	3
Higher Education:	2
Language and Literacies Ed:	1
Social Justice Education	1

Total number of Students to Transfer In (2014-15):	24
Total number of students accepted to date* in 2014-15:	47

*Some offers still pending confirmation. We expect a minimum of 50 admissions in 2014-15

Table 5. Total Students Enrolled (November Count) 2009-2014¹

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

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 2014-2015

Name	Dept	Degree	Thesis Title
2015			
Serhiy Kovalchuk	CTL	PhD	Teacher Education for Democracy in Post-Soviet Ukraine
James Corcoran	CTL	PhD	English as an international language of scientific communication: A case study of Latin American scientists' writing for publication
Tiitsetso Russell	LHAE	PhD	Foreign Trained Lawyers' Experiences in Ontario: I am a lawyer! Am I a lawyer? An Odyssey!
2014			
Emily A. Dunlop	CTL	MA	Ethnic Difference & Conflict in Burundian Schools: Experiences of Different Student generations
Phirom Leng	LHAE	PhD	International University Partnerships in Contemporary Cambodian Education
Mona Ghali	CTL	PhD	Education and (In)Security: The Canadian International Development Agency's Education Sector Aid to Conflict-affected States 2000-2013
Emily A. Quinan	LHAE	MA	Right to Education: A Comparative Analysis of the use of rights talk by Indian non-state actors
Jack Lee	LHAE	PhD	The Making of Education Hubs: Policy rationales and International Relations
Alberta Akrong	HJE	PhD	Non-Formal Literacy Education in Women's Empowerment in Ghana – A Micro-Level Analysis
Mira Gambhir	CTL	PhD	Preparing Teachers for Diversity: Case Studies of Indian and Canadian ITE programs
Alaa Aldossari	CTL	MA	Experience, Struggle and Change: Saudi women studying in Canadian context, under the King Abdullah Scholarship Program
Gary Plum	CTL	PhD	Interpreting Youth Participation through the internationally backed program of post-earthquake Haitian re-construction
Malini Sivasubramaniam	LHAE	PhD	Household Educational Decision-Making in low-fee private primary schools in Kenya: and exploratory mixed methods study
Mary Drinkwater	LHAE	PhD	Democratizing and Decolonizing Education: A Role for the Arts and Cultural Praxis: Lessons from Primary Schools in Massailand and Southern Kenya
Daniela Bramwell	LHAE	MA	Democratic citizenship education and conflict: implementing citizenship education in Equadorian high schools

PHD	11
MA	4
MED	29
TOTAL:	44

CIDE COURSES 2014-2015

Courses (total courses offered 39)

CORE COURSES	Course Title	Course Instructor
CIE1001H F	Introduction to Comparative, International and Development Education	Manion
CIE1001H S	Introduction to Comparative, International and Development Education	Niyozov
CIE1002H	Practicum in Comparative, International and Development Education	Read Guidelines; Practicum Form
CIE1006H F	Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization	Niyozov
CTL1037H F	Comparative and Cross-cultural Perspectives	Niyozov
CTL1312H F	Democratic Citizenship Education	Bickmore
CTL1319H S	Religious Education: Comparative and International Perspectives	Niyozov
HSJ3911H S	Cultural Knowledges, Representation and Colonial Education	Staff
LHA1016H F	School Program Development and Implementation	Anderson
LHA1146H F	Women, War and Learning	Mojab
LHA1825H F	Comparative Education Theory and Methodology	Hayhoe
LHA1826H F	Comparative Higher Education	Hayhoe
LHA3180H S	Global Governance and Educational Change	Manion
LHA3182H S	Citizenship Learning and Participatory Democracy	Staff
ELECTIVE COURSES	Course Title	Course Instructor
HSJ1447H S	Technology in Education: Philosophical Issues	Boler
HSJ1912H F	Foucault and Research in Education and Culture: Discourse, Power and the Subject	Staff
HSJ1926H F	Race, Space and Citizenship: Issues for Educators	Razack
HSJ3910H S	Advanced Seminar on Race and Anti-racism Research Methodology in Education	Dei
HSJ3912H S	Race and Knowledge Production: Issues in Research	Razack
LHA1029HS	Spec Top: ELP: Educational Equity and Excellence in International Comparison	Chmielewski
LHA1041H F	Educational Administration II: Social and Policy Contexts of Schooling	Lopez
LHA1041H S	Educational Administration II: Social and Policy Contexts of Schooling	Flessa
LHA1047H F	Managing Changes in Classroom Practice	Anderson
LHA1102H F	Community Development: Innovation Models	Quarter
LHA1102H F	Community Development: Innovation Models	Ryan
LHA1131H†	SpecTop: Adult Ed and CD: Women and Revolution in the Middle East	Mojab
LHA1180H F	Aboriginal World Views: Implications for Education	Restoule
LHA1181H S	Embodied Learning and Qi Gong	Magnussen
LHA1190H S	Community Healing and Peacebuilding	Staff
LHA1803H	Recurring Issues in Post Secondary Education	Janzen
LHA3041H S	Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education	Joshee
LHA3045H F	Educational Policy and Program Evaluation	Bascia
CTL1031H F	Language Culture and Identity: Using the Literary Text in Teacher Development	Feuerverger

CTL1312H F	Democratic Citizenship Education	Bickmore
CTL1427H S	History and Commemoration: Canada and Beyond: 1800s to 1990s	Morgan
CTL3000H S	Foundations of Bilingual and Multicultural Education	Enrica Piccardo
CTL3018H F	Language Planning and Policy	Bale
CTL3025H F	Educational Sociolinguistics	Kerekes
CTL3026H S	Pragmatics in Language Education	Rehner

† **Special Topics Courses:** Special topics course codes are recurrent. Only the course titles listed above can be counted toward the CIDE requirements.



CIDE Students and Faculty (2014-15 Student Orientation)

CIDE Student Association: Annual Report



Back Row: Sohyun Lee, Ayman Rizk, Chizoba Imoka, **Front Row:** Norin Taj, Annette Ford, Yishin Khoo **Missing:** Momina Afridi (on leave), Shahrman Khattak (member-at-large), Monica Shank, Andy Xia

This year the CIDE Student Association continued to provide opportunities for both community-building and educational growth. We began the year by welcoming new students at the fall Meet and Greet event. The beginning and end of term potlucks gave opportunity for us to share food, fun, and conversation as a CIDE community.

In our pizza and documentary nights we watched *The First Grader*, the true story of an 84 year old Kenyan man who insists on going to school so he can learn to read an important letter, and then *Like Stars on Earth*, and Indian movie about a boy who finds school difficult and is belittled by his teachers and classmates until the new art teacher discovers his problem. The movies stimulated rich discussions.

We introduced “Cultural Events” this year to experience the tastes and sights of various cultures in Toronto. In these events we explored China Town and ate Dim Sum together, shared a taste of India and Pakistan, and celebrated a British-Canadian Christmas.

We sponsored a seminar on health and wellness, *Developing Resilience: Coping Strategies for Stress Management*, and we contributed to the CIDE presents the **Joseph P. Farrell Student Research Symposium**. Many of us presented papers and posters at the Comparative, International Education Society’s conference in Washington D.C.

This year we also supported various outside initiatives, such as the *Proposal to Improve and Expand Transitional Services for OISE International Students at the Graduate Level*. Two of our committee attended and participated in the Cultural Club Network, an initiative that aims to bring diverse cultural clubs at the University of Toronto together to connect, network, engage in professional development, and collaborate. One committee member continued to provide leadership to Teachers InCIDE, a group that shares research interests such as teachers’ professional learning, technology and education, citizenship education, knowledge building, and educational development from comparative and international development perspectives. We also publicly acknowledged the attack on schools and children in Nigeria and Pakistan.

Following on the success of last year’s CIDE’s Got Talent at Hart House, we finished the year with a great show featuring our collective talents including music and singing, an excerpt from a novel in progress, an autobiographical reading on education and culture, expressive writings about cross-cultural experiences, a puppet show with an educational moral, and a pointed children’s story.

Many of our committee members are moving on toward other commitments, but Norin Taj will continue with the committee, along with Miranda Bai, a new member. We look forward to others joining them.

-- Annette Ford, Chizoba Imoka, Yishin Khoo, Sohyun Lee, Ayman Rizk, Monica Shank, Norin Taj, and Andy Xia

Core CIDE Team 2014-15 Welcomes the New CIDE Core Team 2015-2016