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OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION



CIDEDEC

COMPARATIVE, INTERNATIONAL
& DEVELOPMENT EDUCATION CENTRE

CIDEDEC Annual Report

May 1, 2016 – April 30, 2017

This report is available in full on the CIDECE website:

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

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DIRECTORS' MESSAGE



Dr. Stephen Anderson,
Specialization* Director,
CIDE/CIDEC
Leadership, Higher and Adult
Education (LHAE)



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

Dear CIDE/CIDEC Community,

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 2016-2017 year, the CIDEC community included 48 core and participating faculty members, four adjunct faculty, and five visiting scholars. CIDEC is the institutional anchor for OISE's popular collaborative degree program (now Specialization) in Comparative, International and Development Education (CIDE), which draws graduate students and faculty from seven programs at OISE. Approximately 150 graduate student researchers with an interest in international issues and comparative methodologies are affiliated with the Centre. The current report reflects CIDEC and CIDE program activities and initiatives up to April 30, 2017.

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, student and alumni research. The report also provides updates on several activities that are associated with our ongoing research initiatives including growing partnerships with several external research centres and agencies.

The CIDE Program and Centre were pleased to welcome one new participating faculty member to our community during the 2016-17 academic year. Dr. Sandra Styres joined OISE in January 2014 and teaches Language, Literacy and Curriculum in Aboriginal Education in several programs and is Chair of the Indigenous Education Network.

CIDEC was once again privileged to host multiple comparative scholars from around the world at our 2016-17 Seminar Series including: Dr. Takbir Ali, from the Aga Khan University; Dr. Audrey Osler from University College of Southeast Norway and University of Leeds; Dr. Ajit Mohanty, Chief Adviser, National Multilingual Education Resource Consortium, Jawaharlal Nehru University, New

Delhi; Carmen Montecinos, Alvaro Gonzalez, and Mauricio Pino, from Pontificia Universidad Católica de Valparaíso; Xavier Vanni, Juan Pablo Valenzuela and Cristián Bellei from the Center for Advanced Research in Education at the University of Chile; Professor Brahm Fleisch from the Wits School of Education, South Africa; and, Hanna Dumont, German Institute for International Educational Research, Berlin, among others. Our students also joined together for a day of presentations, at the annual CIDE hosted *Joseph P. Farrell Student Research Symposium* in February 2017, which showcased 12 CIDE students' excellent work (p.20) from across departments and degrees. Vandra Masemann once again welcomed the CIDE community with commemorative opening remarks recalling the work of CIDE Co-Founder Joe Farrell.

Faculty and students affiliated with the Centre were an active presence at the annual conferences of the Comparative and International Education Society Canada (CIESC) in Calgary, June 2016 and the Comparative and International Education Society (CIES) in Atlanta, Georgia in March 2017. Just over 70 students, faculty and CIDE alumni associated with the Centre and Specialization participated in the conferences. We are proud to announce that a number of CIDE affiliated students, faculty and visiting scholars play leadership roles within CIES, including Carly Manion serving as Co-Chair of the CIES Gender and Education Committee (GEC); Norin Taj (PhD student) serving as secretary/treasurer for the GEC; Kara Janigan has been a member of the CIES New Scholars Committee executive for several years; Steve Bahry has been Programme Chair of the CIES Language Issues Special Interest Group (SIG) for several years, and was also Programme Chair for the Comparative and International Education Society of Canada (CIESC) 2014-2016, during which time 31 CIDE alumni, graduate students or faculty presented at CIESC at the University of Calgary (2016).

This report also features some of the key activities, publications and high level presentations of CIDE/CIDEC faculty, students, CIDE Students Association, and indeed some of our alumni who are doing excellent work in academia and development organizations within Canada and around the world. The CIDE/CIDEC community is particularly honoured and proud to announce the launch in February 2017 of the updated second edition of our text, *Comparative and International Education: Issues for Teachers* featuring updated and revised chapters, as well as three new chapters.

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



Stephen Anderson, Director, CIDE



Caroline (Carly) Manion, Acting Director
(Jan-Jul, 2016)

* The Quality Council nomenclature and definition changes to the intra-university collaborative offerings are effective March 2017. Minor modification changes to course only collaborative MEds are effective September 2017. Collaborative programs are now collaborative *specializations*.

CIDEC Director and Staff

Stephen Anderson, CIDE Director, Professor, LHAE.

Caroline (Carly) Manion, Acting Director (January-June 2016), Assistant Professor, LHAE.

Joanne Bacon, CIDE/CIDEC Program Administrator

CIDEC Faculty *Program Committee

Stephen Anderson*, (and CIDE Specialization Director), Professor, LHAE.

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

Nina Bascia, Professor, LHAE

Policy analysis; teachers' organizations.

Jeff Bale, Associate Professor, CTL

Language diversity; second language learning.

Megan Boler, Professor, SJE

Philosophy of technology; post-structuralism.

Kathy Bickmore*, Professor, CTL

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

Linda Cameron, Assoc. Professor Emerita, CTL

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

Anna (Katyn) Chmielewski, Assistant Professor, LHAE

National educational and social policies and income inequality.

Jim Cummins, Professor Emeritus, CTL

Literacy in multilingual school contexts.

George J. Sefa Dei*, Professor, SJE

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

Mary Drinkwater, Lecturer, LHAE

Decolonizing theory and praxis; arts and cultural praxis; critical leadership.

Mark Evans*, Associate Professor, CTL

Teacher education; global citizenship education; social studies education.

Joseph Flessa, Associate Professor, LHAE
Urban education; schooling and poverty.

Grace Feuerverger*, Professor, CTL

Cultural and linguistic diversity; ethnicity.

Antoinette Gagné, Associate Professor, CTL

ESL issues; teaching strategies for diversity.

Ruben Gaztambide-Fernandez, Associate Professor, CTL

Arts education; curriculum.

Diane Gérin-Lajoie, Professor, CTL

Teacher and student identity; teaching in minority settings.

Wanja Gitari, Associate Professor, CTL

Indigenous cultures; science learning and equity.

Ruth E. S. Hayhoe*, Professor, LHAE

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

Monica Heller, Professor, SJE

Franco-Ontario studies; social inequality.

Eunice Jang, Associate Professor, CTL

Educational assessment and measurement.

Glen Jones*, Professor, 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, Adjunct Professor, LHAE

Internationalization of higher education.

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

Caroline (Carly) Manion, Assistant Professor/Program Support Faculty, LHAЕ
Sociology of education; equity; gender; faith-based schooling; governance; policy analysis.

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

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

Kiran Mirchandani, Professor, LHAЕ
Transnational service work.

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

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

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

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

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

Enrica Piccardo, Associate Professor, CTL

French as a second and foreign language; teacher development, evaluation.

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

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

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

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

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

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

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

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

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

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

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

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

VISITING SCHOLARS 2016-2017

Stephen Bahry - Visiting Scholar, Dates of Appointment: January 2011 – August 2017



Stephen Bahry received his doctorate in the Comparative, International and Development Education Program and Department of Curriculum, Teaching, and Learning at Ontario Institute for Studies in Education at the University of Toronto. His dissertation, *Perspectives on quality in minority education in China: The case of Sunan 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.

Mary Catharine Lennon - Visiting Scholar, Dates of Appointment: March 1, 2017 – February 29, 2018



My work examines global trends in higher education management, policy and regulation, which supports policy learning, borrowing and the development of promising practices around the world. For example, my current work related to learning outcomes stems from a global survey of 330 quality assurance agencies, and the results are a comparative analysis of system level policies and regulatory techniques.

Santiago Rincón-Gallardo - Visiting Scholar, Dates of Appointment: September 2016- August 2017



Santiago Rincón-Gallardo is a Banting Postdoctoral Fellow at the Ontario Institute for Studies in Education and the Chief Research Officer at Michael Fullan's international consulting team. In this position, he conducts research and advises system leaders and educators to advance whole system reform for instructional improvement. Santiago worked for over a decade promoting grassroots educational change initiatives in Mexican public schools serving historically marginalized communities. His academic work explores how effective pedagogies for deep learning can spread at scale. Santiago holds an Ed.M in International Education Policy and an Ed.D on Education Policy, Leadership and Instructional Practice from Harvard.

Malini Sivasubramaniam - Visiting Scholar, Dates of Appointment: November 2015 - August 2017



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

Kara Janigan - Visiting Scholar, Dates of Appointment: September 2013-December 2016



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

CIDEC GRADUATE ASSISTANTS 2016-2017



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



Second, Norin Taj was hired to provide support for a number of CIDE/CIDEC-related activities, including, the production of the Fall 2016 and Spring 2017 newsletters, research in support of a proposed gender responsive pedagogy and schooling course with Continuing and Professional Learning (CPL), planning and organization of the annual *Joseph P. Farrell Student Research Symposium*, as well as assisting in the organization and chairing of several CIDE seminars. We sincerely thank the valuable contributions made by both of our GAs.

Research Grants and Projects 2016-17

Professional Learning Networks in Action: Lessons from East Africa. Project lead: Stephen Anderson, August 2015 - March 2017

The Aga Khan Foundation Canada (AKFC) and Global Affairs Canada (GAC) sponsor the Strengthening Education Systems in East Africa (SESEA) project, a five-year primary education improvement initiative in East Africa (Kenya, Tanzania, and Uganda). A team of CIDE researchers led by Professor Steve Anderson was funded by the SESEA project to investigate the activities and outcomes of four professional learning networks (PLNs) created and supported by the Aga Khan Academy, Mombasa, Professional Development Centre (AKAM-PDC). The networks are extensions of in-service training programs for head teachers and classroom teachers in Kenya and include English teachers, mathematics teachers, and head teachers in Mombasa and Kwale Counties. The research team includes Steve Anderson (PI), two Research Associates (Carly Manion, Mary Drinkwater), and two Research Assistants (Joelle Rodway, Wesley Galt). Between March and September 2016 we conducted three site visits to Mombasa and a neighboring rural county (Kwale) to observe the PLNs in action, to interview members of all four PLNs, and to observe members of the mathematics and English language PLNs in the classroom. The final report from this study will be produced for end of June 2017.

Centro de Liderazgo para la Mejora Escolar. Project Lead: Stephen Anderson

CIDEC is proud to have formalized a Memorandum of Understanding and an annual Service Contract as an International Partner with *El Centro de Liderazgo para La Mejora Escolar*, one of two national educational leadership centres funded by the Chilean government. The core OISE and CIDEC team involved in this partnership include Professors Steve Anderson, Joseph Flessa, Carol Campbell and adjunct Professor Santiago Rincón-Gallardo. The activities of the *Centro* include professional capacity building programs for school principals and for education leaders at the intermediate level of education governance and services. Dr. Flessa participated as a keynote speaker at the inauguration of the *Centro* in April 2016, was involved in professional development activities for principals from schools linked to the *Centro*. Dr. Anderson was a keynote speaker in August at a seminar hosted by the *Centro* focused on the role of local education services (like school districts) in school improvement. This is a hot topic in Chile because of government proposals to de-municipalize the intermediate level of public school governance and to establish about 70 new “local education services” as part of a series of major education reforms. Professor Flessa also collaborated in a seminar and principal in-service education activities on behalf of the *Centro*’s work in Punta Arenas in Southern Chile. Drs. Anderson, Flessa and Rincón-Gallardo are collaborating in the planning of education leadership research with researchers from the *Pontificia Universidad de Valparaiso* and the *Universidad de Chile* who are key partners in the *Centro de Liderazgo*.

Education for All: Global Policies and Prospects: SSHRC project 2010-2017 (funded for a total of \$259,500 ending in 2016).

Ruth Hayhoe and Karen Mundy served as Co-PIs during the final year of this project. In addition to wrapping up this research, Ruth and Karen worked with Kathy Bickmore, Caroline Manion, and Robyn Read (a PhD student) to complete the second edition of our text, *Comparative and International Education: Issues for Teachers*. This second edition features 15 authors affiliated with OISE including current faculty, retired faculty, current students and recent graduates of the CIDE program. The book was presented at a book launch at the Annual Meeting of the Comparative and International Education Society in Atlanta on March 7, 2017.

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

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

As part of the project, a high profile conference entitled “Transforming Canada-China Cooperation: Significant Legacies and Future Challenges” was organized on May 9-10, 2014, at Tsinghua University in Beijing. Attended by about 200 scholars, educators and government officials from both Canada and China, the conference not only achieved its purpose of handing on the past legacy to the younger generation but also was an opportunity for universities from both Canada and China to revive their relations by exploring their potential for future partnerships. Clearly, many Chinese universities have developed significantly in recent years, and have a lot to contribute to international academic collaboration.

From the conference, a new book titled *Canadian Universities in China’s Transformation: An Untold Story* edited by Professor Ruth Hayhoe, Dr. Julia Pan and Professor Qiang Zha has been published with McGill Queens University Press, and a book launch was held on September 23 2016 at OISE. Two special issues of the journal *Frontiers of Education in China*, “Canada-China educational cooperation” and “Minority Studies in China”, came out in September of 2015 and December of 2016 respectively. The conference website has become a permanent historical archive, with all the powerpoints presented in plenary sessions and many presented in concurrent sessions mounted there and available to the public. ([Click here for further details](#)).

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

Ruth Hayhoe is a co-applicant in the project, and did a keynote lecture for the project’s annual meeting and international conference at Southwest University in Chongqing in April of 2016. In addition Ruth has been providing guidance to two of the Graduate assistants at OISE working on the project. Leo Huang Xuefeng defended his doctoral thesis successfully in August of 2016, under the supervision of Steve Anderson, and Yishin Khoo is preparing her thesis for defence before too long. These two scholars, plus a teacher in one of the Toronto partner schools and a doctoral student doing research in one of the Shanghai partner schools made a panel presentation on the partnership at the Comparative International Education Society’s Annual Meeting in Atlanta Georgia in March of 2017, and the papers presented will be included in a special issue of *Frontiers of Education in China* planned for September of 2017.

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

Professor Sheila Embleton at York University is PI of this project, and Ruth Hayhoe serves as a co-I along with Professors Roopa Trilokekar and Qiang Zha at York. In this role Ruth supervised two graduate assistants working on the Chinese side of the project, one at OISE and one at York, arranged for the renewal of the ethical review process at University of Toronto (which is more demanding than at York University), and gave advice and guidance on the comparative analysis which is being developed. Ruth has also been helping to develop the two case studies of Chinese universities and did a total of 14 interviews, 6 at Wuhan University, 6 at Tianjin University and two with MOE officials in Beijing, in May of 2015. Ruth cooperated with Qiang Zha in carrying out the interviews and took responsibility for interpretation and writing up of all interview notes in English (the interviews were largely carried out in Chinese). Research findings were presented at the 60th and 61st CIES Annual Conferences in Vancouver and Atlanta respectively. A new proposal for a full Insight Grant has been developed and submitted, based on what was learned in the Insight Development Grant. An international video conference with the Chinese partners from Wuhan University and Tianjin University was organized and held by the project team in February of 2017.

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

The CIDEC Afghanistan-Eurasia Research Group has continued its work on this region, focused on quality education for peace and equity, in a highly diverse region amidst enormous social, cultural, linguistic, religious, economic and political challenges. CIDEC professor, Dr. Sarfaroz Niyozov, is on leave at Institute of Educational

Development (IED), Aga Khan University, Pakistan, but has continued to lead several publishing initiatives on the above themes, co-editing a book that has just appeared through Lexington Books, *Educational Policies in Pakistan, Afghanistan, and Tajikistan: Contested Terrain in the Twenty-First Century* with OISE alumni and faculty members at IED, Dilshad Ashraf and Mir Afzal Tajik. Dr. Niyozov co-wrote two chapters in the book, "Islamic Education in Post-Soviet Tajikistan: A field of contestations.", and the conclusion, "Transforming Contested Education Terrains into Opportunities for Hope and Peace". Prof. Niyozov is also co-editing with Iveta Silova of Arizona University, the forthcoming (2017) *Globalization on the Margins: Education and Post-socialist Transformations in Central Asia*. In 2016 Sarfaroz also served as a curriculum development advisor to the University of Central Asia, reviewing two of its 10 modules, namely modules on Intercultural communication and globalisation in Central Asia.

Dr. Spogmai Akseer is currently the Senior Manager of Graduate Education for the University of Massachusetts Amherst and FHI360, stationed in Kabul, where she works closely with the Ministry of Higher Education in establishing new and existing graduate programs and bylaws at public universities across the country. She also teaches part-time at the American University of Afghanistan. Dr. Akseer contributed a chapter, "The militarization of Afghan women's learning in 'Post-conflict' Afghanistan", to Niyozov's co-edited book on *Educational Policies in Pakistan, Afghanistan, and Tajikistan*, and her co-written paper "Learning peace (and conflict): The role of primary learning materials in peacebuilding in post-war Afghanistan, South Sudan and Sri Lanka" has recently appeared in the [Journal of Peace Education](#). Dr. Akseer is currently working together with Stephen Bahry, on "The English Language and Internationalization of Higher Education in Afghanistan".

Dr. Stephen Bahry, is working on the intersection of language and critical education research, including a recent chapter on 'quality' education and 'development' of minority nationalities in northwestern China, macro- and micro-level analyses of implications for quality education of societal multilingualism and personal plurilingualism in Central Asia, and a co-written chapter comparing the potential for Multilingual Education in China, Central Asia and Iran, followed by participated a CIDEDEC-CERLL co-organized panel discussion book launch in Dec. 2016 for Kalan's book, *Who's Afraid of Multilingual Education*. Dr. Bahry has, with Dr. Niyozov, CIDEDEC alumnus, Duishon Shamatov, of Nazarbayev University, Kazakhstan, and Elise Ahn and Juldyz Smagulova of KIMEP University, Kazakhstan, substantially updated a chapter on bilingual and multilingual education in Central Asia, and also has a chapter on language, globalization and education in Central Asia in Niyozov and Silova (forthcoming, 2017), and is working with Dr. Shamatov on interaction of language and quality education in Central Asia using evidence from Kazakhstan and Kyrgyzstan PISA results. Dr. Bahry is also working on language, literacy and equitable education in Ukraine, presented at CIES 2016, CIESC, 2016, University of Alberta's Research Initiative on Democratic Reform in Ukraine (RIDRU) in October & December 2016, and comparing geographic disparities in high stakes literacy test results in Ukraine and Toronto at CIES 2017. Dr. Bahry also presented in China, comparing northwest China's minority groups' educational attainment at WCCES, Aug 2016, and, at an International Seminar on China's Minority Nationality Education Development in the Context of China's "One Belt, One Road" New Silk Road Strategy at Ningxia University, October 2017.

2016-2020 More Than "Just Good Teaching": Mainstream Teacher Education for Supporting English Learners and Teacher Education Policy in Ontario. Project Staff: Jeff Bale (principal investigator), Antoinette Gagné, Julie Kerekes (co-investigators), Mama Adobea Nii Owoo and Yulia Smirnova (GAs). Funding and Duration: Notification of SSHRC funding for this study was received in the Spring of 2017.

Focus: This study has two objectives: (1) to determine whether Ontario's teacher education policy is consistent with the diversity, strengths, and needs of English learners; and (2) to clarify how teacher candidates, teacher educators, practicing teachers, and subject consultants in local boards interpret and enact Ontario's new policy requirement. To address Objective 1, we will use a participatory action research design to collaborate with 20 elementary- and secondary-aged English learners in Ontario. We will create multimedia profiles that present their full linguistic repertoires, their beliefs and attitudes about the languages they speak (including English), and what needs they have at home, in the community, and at school to maintain their languages. To address Objective 2, we will conduct a three-year ethnographic case study of one teacher education program and its new required course, "Supporting English Language Learners." We will supplement analysis of this program with a survey of teacher

educators in the 15 other teacher education programs in Ontario, in terms of their programs' responses to the new policy.

2013-2016 Action Research in Teacher Education - The Action Research Initiative & Network @ UPLA and Beyond. Project staff: Antoinette Gagné (Principal Investigator), Marlon Valencia, Yecid Ortega, Danielle Freitas, Heejin Song, (GAs)

Focus: This research and development (R&D) initiative at the University of Playa Ancha (UPLA) in Chile is focused on supporting action research among professors, teacher educators, school partners, and university students. The goal is the creation of a culture of research among discipline-focussed university professors, teacher educators, and school partners working in collaborative inquiry groups. Each group is linked to an international critical friend with similar interests. The ARC/SIA bilingual website <http://wordpress.oise.utoronto.ca/arc/> and the Pepper learning environment support this R&D initiative by providing virtual spaces for various types of collaboration. “Translanguaging” is the norm in these virtual spaces and this allows English and Spanish participants to access both the material and human resources. This initiative is connected to the *2013-2016 Institutional Improvement Plan for Teacher Education at UPLA* and curriculum renewal in teacher education in particular, at Playa Ancha University in Valparaiso and San Felipe, Chile. The Action Research Initiative has now expanded and includes partners in Colombia, Canada, Ecuador, the EU, Tanzania and Sri Lanka.

Peace-Building Citizenship Learning in Comparative Contexts affected by Violence: School Connections with Life Experience in Mexico, Canada, Bangladesh and Colombia

PI – Kathy Bickmore Insight Grant, Social Sciences and Humanities Research Council of Canada, CAD \$417,901, 2013 - ongoing

How might peace-building education in school respond to the actual life experiences of young people suffering from violence in marginalized communities? The ways young people experience conflict, diversity, dissent, authority, and status competition continually shape the roles, models, and enacted understandings that make up their lived curriculum of citizenship. A six year research project, funded by the Social Sciences and Humanities Research Council of Canada, is examining how teaching and learning activities in schools might contribute to (or impede) tangible peace-building citizenship consequences in the lives of students and, conversely, how the lived concerns and social participation experiences of young people might be engaged to improve the relevance and democratic power of school-based teaching and learning activities. Specifically, in purposively chosen upper elementary and intermediate public schools in urban communities experiencing violence—in Ontario Canada, Guanajuato Mexico, 2 cities in Bangladesh, and Bogotá Colombia—the research elicits (age 10-15) young people’s experiential understandings of social conflict and violence problems, their causes, and what they think individuals, communities and social institutions can do about them. Based on anonymous summaries of initial student focus group findings, and analyses of relevant learning opportunities embedded in curriculum mandate documents, a set of teachers in each school participate in a series of additional focus group discussions, to interpret, discuss, and generate ideas for pedagogy and programming that more adequately build upon their diverse students’ lived experiences of social conflict and citizenship, to support learning and practice for democratic, just, sustainable peace.

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

New Initiatives Funding Update

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

A) United Nations Girls' Education Initiative (UNGEI)

In July 2014, 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.

Carly Manion is our institutional representative on the UNGEI GAC and Ph.D. student, Norin Taj, is the alternate. The UNGEI GAC meets twice annually to review, identify, discuss and strategize priority issues and future programming. Over the past year, Carly and Norin have participated in a series of conference call meetings about UNGEI policy and advocacy work. CIDEC is currently one of the members of a smaller planning taskforce that is drafting UNGEI's next strategic plan of action, which will be presented to the larger UNGEI GAC at our annual meeting in June. CIDEC's work with the UNGEI GAC has been beneficial to us in a number of ways: it provides students with a chance to get involved in gender and education policy advocacy and learn new skills; as a member of the GAC, CIDEC has gained an increased international profile and; we have been able to forge new professional relationships with other academic, policy and civil society actors.

B) Centro de Liderazgo para la Mejora Escolar, Pontificia Universidad Católica de Valparaíso (PUCV) in collaboration with Universidad de Chile, Universidad de Concepción, and Fundación Chile.

In 2015 the government of Chile announced a competition to establish two educational leadership centres (one for the Northern and one for the Southern half of the country) with both education leadership research and development mandates. Joe Flessa and Steve Anderson were invited to participate in a proposal led by the Pontificia Universidad Católica de Valparaíso (PUCV) in collaboration with Universidad de Chile, Universidad de Concepción, and Fundación Chile y el Ontario Institute for Educational Studies. The proposal involved the official designation of OISE through CIDEC as the international partner in this Centro. We involved Carol Campbell and Santiago Rincón-Gallardo as members of the OISE team for the proposal. The proposal was successful and the Centro was launched in 2016 with headquarters in Valparaíso, Chile. CIDEC has signed a formal memorandum of agreement for the OISE partnership in the Centro. The initial contract from the Chilean government is for five years. The budget includes approximately \$25,000 per year to support the international partnership, with an annual sub-contract to transfer a portion of those funds to CIDEC. Professors Flessa and Anderson made three trips to Chile in 2016 to collaborate in different streams of the Centro's activity. This included the delivery of three keynote addresses at regional seminars and collaboration in leadership development activities.

C) Developing a CIDEC-Continuing and Professional Learning Course

We have begun work on proposing and developing a Continuing and Professional Learning (CPL) course on gender responsive pedagogy and schooling, with the intent to be delivered in 2018 by Carly Manion. This course intersects with Dr. Manion's professional expertise in this topic and with her appointment as CIDEC liaison to the United Nations Gender and Education Initiative described in section C of this report.

D) CIDEDEC collaboration with Midaynta Community Services

Collaboration of Midaynta Community Services with CIDEDEC began with a meeting between its Executive Director, Mahad Yusuf, CIDEDEC Co-director Sarfaroz Niyozov and Visiting Scholar, Stephen Bahry with the OISE Dean, Prof. Julia O’Sullivan in 2014, about the need for greater collaboration between communities, community agencies and educational researchers in dealing with the many challenges of immigrant settlement and its aftermath, and in particular challenges facing marginalized communities, such as those who arrived here fleeing from conflict. After getting the Dean’s support, Prof. Niyozov, a team of his graduate students, and Dr. Bahry collaborated in planning a two-day conference, *Youth “Radicalization” Policy and Education Conference*, which took place at OISE Feb 12-13, 2015, and was designed to bring together multiple stakeholders from the community, community organisations, education, security, government and academic researchers and others. While Prof. Niyozov is on leave Stephen Bahry, CIDEDEC Visiting Scholar, has been requested to act as liaison between Midaynta and CIDE/OISE. Dr. Bahry, Mahad Yusuf and Midaynta staff have had productive discussions with several CIDEDEC/OISE faculty concerning applications of their research to Midaynta’s activities, which include in addition to settlement services, youth outreach work, and implementation of two new projects funded by Ministry of Children and Youth Services: *Rites of Passage Youth Mentorship Program*, a culturally relevant and responsive mentorship program aimed at supporting the positive development and success of African Canadian youth ages 12-16, who face multiple barriers to success and reside in the Northwest Toronto; and, *Project Turn Around*, a holistic, culturally appropriate and responsive community-based gang prevention and intervention program serving youth ages 12-20, and their families in the Northwest areas of Toronto.

More recently, Midaynta with the support of CIDEDEC/OISE/UT a follow up conference, *Youth Radicalization: New and Emerging Challenges* Conference held from November 16th to 17th 2016 at Munk School of Global Affairs at University of Toronto (U of T). Three CIDEDEC graduate students, Shirleen Datt, Joel Mukwedeya, and Amna Sheikh, are now doing their CIDE practicum at Midaynta (Dr. Manion is the faculty supervisor for each), working on analyzing and summarizing materials from the 2016 conference for the conference report to be issued in April 2017. Midaynta has been very appreciative of support from CIDEDEC and OISE/UT: Stephen Bahry was presented with an award acknowledging his volunteer work at their Annual General Meeting in February, while Executive Director, Mahad Yusuf came to OISE/UT to present Prof Stephen Anderson, CIDEDEC Director, and OISE Dean Glen Jones with a plaque of appreciation for their support of Midaynta’s work liaising among the community and other concerned stakeholder groups.



Stephen Anderson, Dean Glen Jones; Midaynta Executive Director, Mahad Yusuf; CIDEDEC Visiting Scholar, Stephen Bahry.

CIDEC SEMINAR SERIES & STUDY GROUPS 2016-17

Date	Presenter	Presentation Title
May 4 th (Wednesday)	Olivier Bégin-Caouette, PhD Candidate, CIDEC	Systemic Factors contributing to academic research production in the Nordic Higher Ed Systems.
June 8 th (Wednesday)	Rochelle Johnston, PhD Candidate, OISE	Our peoples, our stories, our silences – Education and colonial genocide in Sudan and Canada.
June 13 th (Monday)	Carol Mullen, PhD, Professor Virginia Tech, School of Education	Creativity, the Other Side of China's Exam-Centric Education: Paradox and Possibility.
June 22 nd (Wednesday)	Megan McIntosh, PHD Candidate, CSTD/OISE	'Fixing' the Writing, the Writer, or the Institution? Writing Centres, Multilingualism and 'New' Literacies in Anglophone Academies.
August 23 rd (Tuesday)	Sonia Ben Jaafar, Eduval	Educational Project Management Post OISE.
September 13 th (Tuesday)	Grace Karram-Stephenson, PhD Candidate, OISE	Western branch-campuses and ethnic minorities: Exploring students' identities in Malaysia and the UAE.
September 15 th (Thursday)	Vandra Masemann, Professor, OISE	“All you need to know about applying for and attending conferences- CIES and CIESC in particular.”
September 27 (Tuesday)	Tanya Urbancic, CTL OISE <hr/> Robin McGeough MA Candidate, OISE/CIDEC	Social Development, Peacebuilding and Democratization through Community-Based Sport: Perspectives of Global South Facilitators in Rural Namibia and South Africa. <hr/> mHealth and Empowerment Education in the Rainbow Nation: A study of the CHAT program in South Africa.
September 28th (Wednesday)	Michael Furdyk, Co-founder & Director of Innovation, TakingITGlobal	Imagining Future Friendly Schools: Preparing Students for a VUCA World.
November 1 st (Tuesday)	Keita Demming, PhD, OISE	Making Space for Social Innovation: what we can learn from the midwifery movement.
November 16 (Wednesday)	Melanie Chwyl CIDE Student <hr/> Antum Panjwani CIDE Student <hr/> Jessica Rostan CIDE Student	Shared E-book Reading in a Children's Museum: Discovery of Family Interactions. <hr/> Representations of Muslim Cultures and Societies in Children's Literature as a Curriculum Resource for Ontario Classrooms: Promises and Prospects. <hr/> Co-creating Resilient Communities: An Ethnobiographical Approach to Anticolonial Community Learning and Reorganization

November 23 (Wednesday)	Dr. Takbir Ali, AKU	STEP Canada - AKU project
November 25 (FRIDAY)	Dr. Audrey Osler, University College of Southeast Norway and University of Leeds, UK	Human Rights and Schooling: Developing a Framework for Justice and Peace.
November 30 (Wednesday)	Ruth Hayhoe, Malini Sivasubramaniam-Davis, Christina Hwang	Religion and Education: Comparative and International Perspectives.
December 13 th (Tuesday)	CIDE/CERLL Book Launch Panel	Who's Afraid of Multilingual Education?
December 14 th (Wednesday)	Dr. Ajit Mohanty, Chief Adviser, National Multilingual Education Resource Consortium, Jawaharlal Nehru University, New Delhi	English, Education & Development: The Post-Colonial Dilemma.
January 11th (Wednesday)	Alvaro Gonzalez, Mauricio Pino, Carmen Montecinos Pontificia Universidad Católica de Valparaíso Xavier Vanni, Juan Pablo Valenzuela & Cristián Bellei, Center for Advanced Research in Education University of Chile	An Evaluation of the School Improvement Networks Strategy in Chile. Why is it so difficult, but possible that schools improve and sustain improvement: Learning about sustainability improvement from Chilean schools.
January 23,26 and Feb 6 3 seminars	<u>DR. MARCO SEEBER,</u> <u>GHENT UNIVERSITY</u> <u>BELGIUM</u> <u>DR. JACK LEE,</u> <u>NAZARBAYEV UNIVERSITY,</u> <u>ASTANA, KAZAKHSTAN</u> <u>DR. ELIZABETH BUCKNER,</u> <u>COLUMBIA UNIVERSITY,</u> <u>NEW YORK</u>	"In search of policy inspiration: Mimicking in Higher Education". "Higher Education Hubs in Asia: Talent Development and Regional Engagement". "University Admissions in Comparative Perspective: The Question of Fairness, from Affirmative Action to Cheating Scandals".
February 1 st (Wednesday)	Daniela Bramwell, Joseph Flessa, Magdalena Fernandez	Principal Leadership Development in Latin America

February 17 th (Friday)	Joseph P Farrell Student Research Symposium	CIDE Students present their research (MA & PhD candidates) (see page 20)
February 28 th (Tuesday)	Professor Brahm Fleisch, Wits School of Education, S.A.; Rachel Ryerson, MOE, Ontario; & Santiago Rincón-Gallardo, EdD, OISE	Changing Pedagogy at Scale in South Africa, Mexico, Colombia, and Ontario
March 1 st (Wednesday)	Dr. Sunny Man Chu Lau, ASSOCIATE PROFESSOR SCHOOL OF EDUCATION, Bishops U	Transgressive translanguaging: Connecting English and French literature-based discussions for critical literacy learning
March 30 Thurs	Abdu Wahab, SJE/PHD Candidate, OISE	Education in Kurdistan at the intersection of Democracy and Nationalism
March 22 th (Wednesday)	Nina Bascia, PhD, Chair and Professor, LHAE CIDE/CEPP Seminar	Teacher Unions in Challenging Times
April 5 th (Wednesday)	Diana Barrero, MA Student, CSTD <hr/> Neil Orłowsky, PhD Candidate, SJE	Mind the Gap: How the language of “gaps” reproduce settler colonial constructions of race <hr/> Adoptive Witness: The transmission of collective memory and identity in Israeli history curriculum
April 7 th (Friday)	Hanna Dumont, German Institute for International Educational Research, Berlin, Germany	The Many Ways that Parents Game the System: Mixed-method Evidence on the Transition into Secondary School Tracks in Germany
April 12 th (Wednesday)	Yidan (Daisy) Zhu, PhD Candidate AECD/CIDEC	From Local to Global: The Social Organization of Motherhood Learning in Canadian Immigration Settlement Organizations
April 19 th (Wednesday)	Momina Afridi, PhD Candidate, CIDEC	Exploring the work of female Low Fee Private School teachers in Punjab, Pakistan

These and other archived seminars are available at this link: [CIDE Seminars](#)

CIDEC Study Groups & Partnerships



Teachers InCIDE

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

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

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

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

Midaynta Community Services Partnership with CIDEC



At Midaynta Community Service's Annual General Meeting, Feb 15, 2017, Stephen Bahry received an award for his volunteer service as liaison between CIDEC and Midaynta and on behalf of Dean Glen Jones was given an award acknowledging OISE's support for their ongoing work, especially the conference, *Youth Radicalization: New and Emerging Challenges*, co-organized by Midaynta Community Services, CIDEC/Ontario Institute for Studies in Education at the University of Toronto. Nov 16-17, 2016. L-R: Jagmeet Singh, MPP, Brampton-Gore-Springvale; Mahad Yusuf, Executive Director, Midaynta Community Services,

Stephen Bahry, the Hon. Laura Albanese, MPP, York South, Weston & Minister of Children and Youth Services.

CIDEC presents:

The Joseph P. Farrell Student Research Symposium February 17, 2017



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

Session 1: Exploring Issues of Class and Culture in Education

[Chair: Vandra Masemann]

Everyone's Story: Becoming Culturally Collaborative by Using Hermeneutics for Equity in Blended Learning Discussions [Teresa Avery, M.A. Student, CTL]

Gender Complexities in Jamaican Secondary Education: Class, Culture and the 'Elephant' in the Room [Everton Ellis, PhD Candidate, LHAE]

Pedagogical Relationships in a Culturally Specific Program in Toronto [Alexandra Arraiz Matute, PhD Candidate, CTL]



Session 2: Governing and Internationalizing Education

[Chair: Carly Manion]

China's Outward-Oriented Higher Education Internationalization: A Multidimensional Analysis and an Empirical Inquiry into the Views of International Students [Hantian Wu, EdD Candidate, LHAE]

Governance and Management of Pre-University Education in Egypt [Ayman Rizk, PhD Candidate, LHAE]

Say 'Hello' and Don't Say 'Ni Hao' – An Examination of English-Only Policies at the Workplace and Their Implications [Xiaoyong Xia, M.Ed. Student CTL]

Session 3: Language, Learning and Identities [Chair: Norin Taj]

Identity Investment: Harnessing Social Media as a Platform for an Identity Text Project [Rebecca Martyn, M.A. Student, CTL]

Code-Switching and the Reshaping of Identity: Written Narratives of Adult Chinese Multilingual Students [Wales Wong, M.A. Student, CTL]

Teachers' Perspectives on Uniform Language of Instruction in Low-Income Multilingual Communities: A Case Study of Karachi, Pakistan [Fatima Rizwan, M.Ed. Student, LHAE]

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

61th Annual Conference of the Comparative International Education Society (CIES) in Atlanta, Georgia, US, March 5-9, 2017.



The 2017 Conference Theme was, "**Problematizing (In)equality: The Promise of Comparative and International Education**". Every year, the annual CIES meeting draws a large number of faculty and students from OISE, particularly those associated with the CIDE collaborative program. This year was no exception and we're pleased to say that we had just under 40 individuals from OISE participating at CIES 2017. While all of these individuals [presented papers](#), several were also involved in organizing conference-related activities in their roles as chairs of Standing Committees (SCs) and Special Interest Groups (SIGs). Here we mention Stephen Bahry, chair of the Language Issues SIG; Kara Janigan, for her involvement as former chair of the New Scholars Committee and Carly Manion, outgoing co-chair of the Gender and Education SC. OISE/CIDE Ph.D. student, Norin Taj, is currently serving as Secretary-Treasurer for the Gender and Education SC.

CIES 2017 Atlanta Language Issues Business Meeting



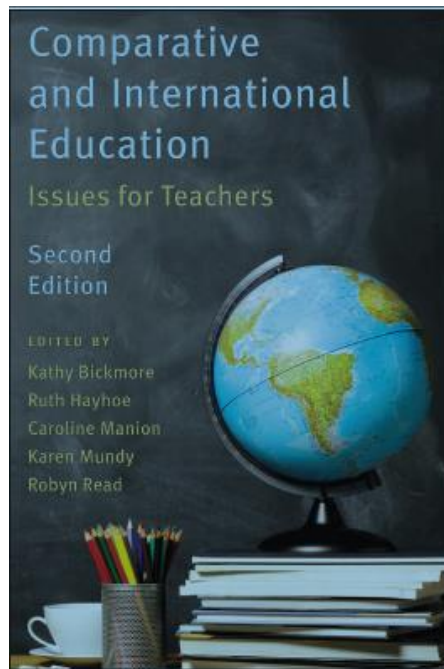
CIDE Visiting Scholar Stephen Bahry (bottom right) attended CIES 2017, Atlanta as program chair of Language Issues SIG and presented Problematizing (In)Equality of Second Language and Literacy Development: The Inequitable Ecology of Second Language Literacies in Ukraine and Toronto, Canada.

CIDE FACULTY, POST-DOC & VISITING SCHOLAR PUBLICATIONS

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

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

Books



Kathy Bickmore is a Professor of Curriculum, Teaching, and Learning at the Ontario Institute for Studies in Education (OISE).

Ruth Hayhoe is a Professor of Comparative Higher Education at OISE.

Caroline Manion is Assistant Professor, Teaching Stream, of Comparative, International, and Development Education at OISE.

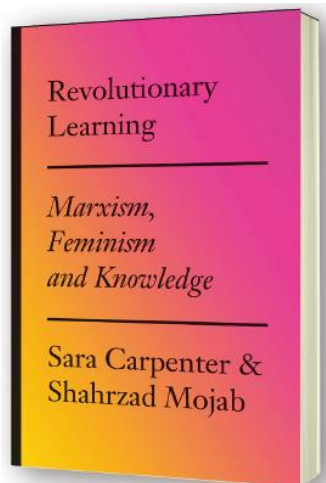
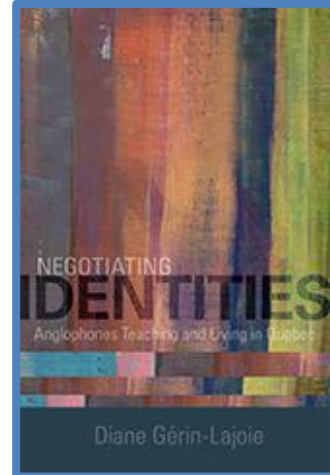
Karen Mundy is a Professor of Comparative, International, and Development Education at OISE.

Robyn Read is a doctoral student at OISE.

With a stronger focus on the teacher's role and emerging alternative pedagogies in diverse settings, this thoroughly updated second edition draws on research by scholars from the Americas, Australia, Africa, Asia, Europe, and the Middle East. *Comparative and International Education* offers an overview of the history of comparative education and educational development, exploring issues related to social justice, human rights, gender equality, and Indigenous knowledge in the classroom. Appropriate for use in undergraduate and graduate education courses, this edited collection will help students better understand how globalization has impacted the classroom and led to the internationalization of schooling.

- Bickmore, K., Hayhoe, R., Manion, C. Mundy, K. and read, R. (eds) (2017). *Comparative and International Education: Issues for Teachers, 2nd revised & expanded edition*. Toronto: Canadian Scholars Press. [1st edition = Mundy, Karen, Kathy Bickmore, Ruth Hayhoe, Katherine Madjidi & Meggan Madden (Editors, 2008)]
- Bickmore, Kathy (2017). Conflict, Peace-building, and Education: Rethinking Pedagogies in Divided Societies, Latin America, and around the World. Forthcoming in Kathy Bickmore, Ruth Hayhoe, Caroline Manion, Karen Mundy & Robyn Read, *Comparative and International Education: Issues for Teachers, 2nd (revised, expanded) edition*. Toronto: Canadian Scholars Press.
- Bickmore, Kathy, Awad, Yomna, & Radjenovic, Angelica. (2017). Voices of Canadian and Mexican Youth Surrounded by Violence: Learning experiences for peace-building citizenship. *Research in Comparative and International Education* (Theme issue: Revisiting Peace Education: Bridging Theory and Practice. Guest Editor, Zehavit Gross). March.
- Carpenter, S, & Mojab, S. (2017). Revolutionary Learning: Marxism, Feminism and Knowledge. London: Pluto Press.
- Gérin-Lajoie, D. (2016) *Negotiating Identities: Anglophones Teaching and Living in Quebec*. Toronto: University of Toronto Press.
- Restoule, J.P., & Johnston, Rochelle (Eds). *Contexts of Indigenous Research*. (in review, Laurier Press).
- Sivasubramaniam, M. and Hayhoe, R. (eds.) *Religion and Education: Comparative and International Perspectives* (scheduled to come out in the Oxford Studies in Comparative Education Series under Professor David Phillips, with Symposium books, in late 2016).

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



Revolutionary Learning

Marxism, Feminism and Knowledge

Sara Carpenter and Shahrzad Mojab

Revolutionary Learning explores the Marxist and feminist theorisation of dialectics, praxis and consciousness in education and learning. Moving beyond previous books on Marxism and education, this ground-breaking text explores the core philosophical concepts that build a Marxist analysis of learning, extending its critique with significant implications for critical education scholarship, research and practice by drawing upon work by feminist, anti-racist and anti-colonial scholars. The authors reconsider the contributions of Marx, Gramsci and Freire to educational theory from a feminist perspective, moving Marxist analysis of education into a more complex relation to patriarchal and imperialist capitalism.

Book Chapters

- Anderson, S.E. (2016). *Llevando innovación en programas educativas a gran escala: Perspectivas, estrategias y desafíos*. In Santiago Cueto (Ed). *Innovación y calidad en educación en América Latina*, pp 231-247. GRADE (Grupo de Analysis para el Desarrollo with Iniciativa Latinoamericana de Investigación para las Políticas Públicas (ISAIPP). Lima, Peru: CENDOC/GRADE.
- Anderson, S. and Sivasubramaniam, M. (2017). Comparative perspectives on school improvement. In K. Bickmore, R. Hayhoe, C. Manion, K. Mundy and R. Read (Eds.) *Comparative and international education: Issues for teachers* (2nd Edition) (chapter 1). Toronto: Canadian Scholars Press.
- 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.
- Barbaric, D. and Jones, G.A. (2016). International Faculty in Canada: Recruitment and Transition Processes. In Maria Yudkevich, Philip Altbach and Laura Rumbley (Eds.), *International Faculty in Higher Education: Comparative Perspectives on Recruitment, Integration, and Impact* (pp. 51-75). New York: Routledge.
- Bennett, B. & Anderson, S.E. (2017). Rethinking the intersection of instruction, change and systemic change. In Gene Hall, Donna Gollnick & Linda Quinn (Eds) *The Handbook of Teaching and Learning*, Ch. 26. Wiley-Blackwell. (Will appear in Fall 2017, though all the work was completed in 2016)
- Bickmore, K. (2017). Conflict, Peace-building, and Education: Rethinking Pedagogies in Divided Societies, Latin America, and around the World. In K. Bickmore, R. Hayhoe, C. Manion, K. Mundy and R. Read (Eds.) *Comparative and international education: Issues for teachers* (2nd Edition) (chapter 1). Toronto: Canadian Scholars Press.
- Chmielewski, A.K., Farrell, J.P. and Mundy, K. (2017). International Indicators and Assessments: Issues for Teachers. In K. Bickmore, R. Hayhoe, C. Manion, K. Mundy and R. Read (Eds.) *Comparative and international education: Issues for teachers* (2nd Edition) (chapter 1). Toronto: Canadian Scholars Press.
- Cumming, A. (2016). Theoretical orientations to L2 writing. In R. Manchón & P. K. Matsuda (Eds.), *Handbook of second and foreign language writing* (pp. 65-88). Berlin: Walter de Gruyter.
- Cumming, A. (2016). Studies of second language writing in Canada: Three generations. In T. Silva & J.Paiz (Eds.), *Second language writing in the global context: Listening to represented, underrepresented, and unrepresented voices* (pp. 32-47). Beijing: Foreign Language Teaching and Research Press.
- Cumming, A. (2016). Doctoring yourself: Seven steps. In K. McIntosh, C. Pelaez-Morales, & T. Silva (Eds.), *Graduate studies in second language writing* (pp.57-70). Anderson, SC: Parlor Press.
- Cumming, A. (2016). Writing development and instruction for English language learners. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research, 2nd edition* (pp. 364-376). New York: Guilford Press.
- Farrell, J., Manion, C. & Rincón-Gallardo, S. (2017) "Reinventing Schooling: Radical Alternatives from the Developing World". In K. Bickmore, R. Hayhoe, C. Manion, K. Mundy and R. Read (Eds.) *Comparative and international education: Issues for teachers* (2nd Edition) (chapter 1). Toronto: Canadian Scholars Press.
- Fullan, M., & Rincón-Gallardo, S. (2016) "Developing High Quality Public Education in Canada: The Case of Ontario". In Adamson, F., Astrand, B., & Darling-Hammond, L. (Eds.) *Global Education Reform: How Privatization and Public Investment Influence Education Outcomes*. New York: Routledge.
- Gagné, A. and Inbar-Lourie, O. (2016). Multiple perspectives on language proficiency development of non-native English-speaking teacher candidates in Canada and Israel in *Research on English Language Teacher Education and Professional Development* edited by Jodi Crandall and MaryAnn Christison. Routledge/Taylor & Francis.
- Gérin-Lajoie, D. (accepted). L'école de langue française et son rôle dans le développement du rapport à l'identité, in S. Lévesque and C. Isabelle *Collectif sur le système scolaire franco-ontarien*, Ottawa : Les Presses de l'Université d'Ottawa
- Gérin-Lajoie, D. (2016). Le système scolaire de langue anglaise au Québec, in M.O. Magnan et M. Potvin (dir.) *La diversité ethnoculturelle, religieuse et linguistique en éducation : Théorie et pratique*, Montréal : Éditions Fides, p. 51-59.
- Gérin-Lajoie, D. (2016). Le rôle des écoles des minorités de langue officielle au Canada, in A. Delcroix, J.-Y. Cariou, H. Ferrière et B. Jeannot-Fourcaud (dir.), *Apprentissages, éducation, socialisation et contextualisation didactique : approches plurielles*. Paris : l'Harmattan, p. 57-76.
- Hayhoe, R. Manion, C. and Mundy, K. (2017). Why Study Comparative Education? In Kathy Bickmore, Ruth Hayhoe, Carly Manion, Karen Mundy, Robyn Read (Eds.) *Comparative and International Education: Issues for Teachers*, Second Edition Toronto: Canadian Scholars Press.
- Hayhoe, R. and Li, J. (forthcoming, 2017). Philosophy and Comparative Education: What can we learn from East Asia?" in In Kathy Bickmore, Ruth Hayhoe, Carly Manion, Karen Mundy, Robyn Read (Eds.) *Comparative and International Education: Issues for Teachers*, Second Edition. Toronto: Canadian Scholars Press.

- Hayhoe, R. (forthcoming in 2017) Inter-religious Dialogue and Education: Three Historical Encounters between Christianity, Buddhism and Confucianism. In Malini Sivasubramaniam and Ruth Hayhoe (eds). *Religion and Education: Comparative and International Perspectives* forthcoming in the Oxford Series of Comparative Education, Symposium Books.
- Hayhoe, R., Pan, J. and Zha, Q. (2016). Transforming Canada-China Educational Cooperation: Significant Legacies and Future Challenges. In Ruth Hayhoe, Julia Pan and Qiang Zha (eds.) *Canadian Universities in China's Transformation: An Untold Story* (pp. 1-32). Montreal: McGill Queens University Press.
- Hayhoe, R. and Zha, Q. (2016). The Educational Dimension of China's Transformation: from the Perspective of Canada-China University Partnerships. In Ruth Hayhoe, Julia Pan and Qiang Zha (eds.) *Canadian Universities in China's Transformation: An Untold Story* (p. 211-229). Montreal: McGill Queens University Press.
- Hayhoe, R. and Hayhoe, C. (2016). Closing the Circle: Reflections on Past and Future Partnerships across the Disciplines. In Ruth Hayhoe, Julia Pan and Qiang Zha (eds.) *Canadian Universities in China's Transformation: An Untold Story* (p. 297-310). Montreal: McGill Queens University Press.
- Hayhoe, R. (2016). The Idea of the Normal University and the University of Education: Implications for a Confucian Pedagogy. In John Chi-kin Lee and Christopher Day (eds.) *Quality and Change in Teacher Education: Western and Chinese Perspectives*. Dordrecht, Netherlands: Springer.
- Kerekes, J. (In Press). Language mentoring and employment ideology: Internationally educated professionals in search of work. To appear in J. Angouri, J. Holmes, and M. Marra (Eds.), *Negotiating boundaries at work*. Edinburgh University Press.
- Manion, C. and Njie, H. (in press, 2017). Understanding the Gambia success story in girls' education. In E. Brown (Ed.) *Global perspectives on gender and sexuality in education: Raising awareness, fostering equity, advancing justice* (pp. 61-84). Charlotte, NC: Information Age Publishing Inc.
- Manion, C. (2016). Reflecting on Gender Research and Practice in the Field of Comparative and International Education: Past, Present and Future. In A. Wiseman (Ed.) *Annual Review of Comparative and International Education. International Perspectives on Education and Society*, 28, 61-72.
- Masemann, V. (2016). The CIES in the WCCES. In Erwin Epstein (ed.), *Crafting a Global Field: Six Decades of the CIES*. Hong Kong: Springer and CERC.
- Janigan, K. and Masemann, V. (2017). *Gender and Education*. In *Comparative and International Education: Issues for Teachers* (2nd edition). Toronto; Canadian Scholars Press.
- Menashy, F. and Manion, C. (2016). The Historical Evolution and Current Challenges of the United Nations and Global Education Policy-Making. In K. Mundy, A. Green, B. Lingard and T. Verger (eds), *Global policy and policy-making in education*. Handbook of global policy series (edited by David Held). Oxford: Wiley-Blackwell.
- Metcalfe, A. S., Fisher, D, Jones, G. A., Gingras, Y., Rubenson, K. & Snee, I. (2016) The changing academic profession in Canada: Personal characteristics, career trajectories, sense of identity/commitment and job satisfaction. In J. F. Galaz-Fontes, A. Arimoto, U. Teichler, & J. Brennan (Eds.), *Biographies and careers throughout academic life* (pp. 105-120). Dordrecht: Springer.
- Mojab, S. (2016). "War, diaspora and learning: Arab Iraqi refugee women," with Sajedah Zahraei, in Shauna Butterwick, Darlene Clover and Donna Chovanec (eds.), *Women, Adult Education, Learning and Leadership in Canada*. Toronto: Thompson Educational Publishing: 125-135.
- Mojab, S. (2016). "Introduction: Marxism and Feminism," in S. Mojab (ed.). *Marxism and Feminism*. London: Zed Books: 1-29.
- Mojab, S. (2016). "War of gender games," with Jamie Magnusson in Nancy Taber (ed.). *Gendered Militarism in Canada: Lifelong Conformity and Resistance*. Edmonton: The University of Alberta Press: 1-24.
- Mundy, K., A. Green, R. Lingard and A. Verger. Eds. (2016). *Handbook of Global Policy and Policy Making in Education*. Handbook of Global Policy Series, D. Held Series Editor. West Sussex, UK: Wiley Blackwell.
- Schmidt, C. & Gagné, A. (2016). EN(gauging) Criticality in Teacher Education: Assignments with a Critical Edge. In *What Should Canada's Teachers Know? Teacher Capacities: Knowledge, Beliefs and Skills* edited by Mark Hirschhorn. Canadian Association of Teacher Education, 515-536.
- Stromquist, N., Holmarsdottir, H., Manion, C. (2016). Focusing on gender and education. In Erwin Epstein (Ed.) *Crafting a Global Field: Six Decades of the Comparative and International Education Society*. Hong Kong, The Comparative Education Research Centre, University of Hong Kong: Springer.

Zhang, M. with Hayhoe, R. (forthcoming, 2016). The Origins of Modern Education in China. Chapter One of *A Handbook of Chinese Education*, edited by John Morgan, Qing Gu and F. Li Cheltenham, U.K., and Northampton, MA, USA: Edward Elgar Books.

Refereed Journal Articles

- Chmielewski, A. K. and Reardon, S.F. (2016). "Patterns of Cross-National Variation in the Association Between Income and Academic Achievement." *AERA Open* 2(3): 1-27.
- Cumming, A., Lai, C., & Cho, H. (2016). Students' writing from sources for academic purposes: A synthesis of recent research. *Journal of English for Academic Purposes*, 23, 47-58. DOI: <http://dx.doi.org/10.1016/j.jeap.2016.06.002>
- Gagné, A., Schmidt, C. and Markus, P. (Corrections submitted). Teaching about Refugees: Developing Culturally Responsive Educators in Contexts of Politicized Transnationalism. Special issue of *Intercultural Education on Teaching About Refugees*.
- Gérin-Lajoie, D. (2016). Les jeunes dans les écoles de langue anglaise de la région de Montréal et leur rapport à l'identité. *Minorités linguistiques et sociétés*, number 7, p.48-69.
- Mojab, S. (2016). "Stolen lives, bartered lives: Refugees and Capitalism," *Against the Current*, July/August: 14-17.
- Mojab, S. (2016). "Women and revolution: Thinking through Marxism and Feminism" *Das Argument*, No. 314:527-535.
- Mojab, S. (2016). "Gender and violence," in Immanuel Ness and Saer Maty Ba (eds.). *Encyclopedia of Imperialism and Anti-Imperialism*. New York: Palgrave: 1236-1247.
- Nieto, Diego, & Bickmore, Kathy. (2017). Immigration and emigration: Canadian and Mexican youth making sense of a globalized conflict. *Curriculum Inquiry*, 47(1), 36-49.
- Nieto, Diego, & Bickmore, Kathy. (2016). Citizenship and Convivencia Education in Contexts of Violence: Transnational challenges to peacebuilding education in Mexican schools (Educación Ciudadana Y Convivencia En Contextos De Violencia: Desafíos transnacionales a la construcción de paz en escuelas de México – in English). *Revista Española de Educación Comparada*(28), 109-134. doi:10.5944/reec.28.2016.17087
- Noumi, C. and Sá, C. (in press). Re-framing the role of African universities in promoting innovation *African Journal for Science, Technology, Innovation and Development*, Special Issue on "Technology and Innovation Policy for Inclusive Development."
- Pinheiro, R., Charles, D. and Jones, G.A. (2016). Translating strategy, values and identities in higher education: the case of multi-campus systems. *Tertiary Education and Management*, pp. 1-4.
- Pinheiro, R., Charles, D., and Jones, G.A. (2016). Equity, Institutional Diversity and Regional Development: A Cross-country Comparison. *Higher Education*, 72(3), 307-322.
- Read, R., M. Fernandez-Hermosilla, S. Anderson & K. Mundy. (2016). Identifying Research Priorities for School Improvement in the Developing World. *Current Issues in Comparative Education*, Vol. 18(1), 55-67.
- Rincón-Gallardo, S. (2016) "Large-Scale Pedagogical Transformation as Widespread Cultural Change in Mexican Public Schools." Manuscript for Special Issue of the Journal of Educational Change: Bringing Effective Instructional Practice to Scale.
- Rincón-Gallardo, S. & Fullan, M. (2016) "Essential Features of Effective Networks in Education" *Journal of Professional Capital and Community*, 1(1): 5-22.

Non-refereed professional articles

- Manion, C. (2016). Promoting gender equality and through education: A public policy priority. *Africa Policy Review* (April 2016): <http://africapolicyreview.com/analysis/promoting-gender-equality-in-and-through-education-a-public-policy-priority/>

Research, technical reports and other publications

- Bickmore, K. "Peace-Building Citizenship Learning in Comparative Contexts affected by Violence: School Connections with Life Experience." Project summary published in *Fifty Years of Impact: Ontario Institute for Studies in Education 1965-2015* (OISE 50th anniversary book) edited by David Booth et al (December 2016), p.84
- Gérin-Lajoie, D. 2016. *Les jeunes anglophones de l'extérieur de Montréal et leur rapport à l'identité : SSHRC technical report*. Toronto : OISE.
- Ngwaru, M., Tennant, G. and Anderson, S. (2017). Education systems strengthening study: Final Report. Commissioned by the Project Coordinating Unit of the 'Strengthening Education Systems in East Africa' Project. Institute for Education Development-East Africa, Aga Khan University. Dar es Saalam, Tanzania. (45 pg).
- Manion, C. (2017). *Lessons Learned from the EFA Experiences of sub-Saharan African Countries*. Research report commissioned by UNESCO Education Sector. Paris, France: UNESCO.
- Manion, C. (2017). *Gender and the teaching of English and digital literacies: Reviewing the literature to understand the issues and identify promising practices in sub-Saharan Africa and South Asia*. Research report commissioned by British Council. London, UK: British Council.

Selected Presentations



[Seminario Internacional "Nuevos liderazgos para la Educación Pública: Fortaleciendo la Escuela desde el territorio"](#)

CIDE Director [Stephen Anderson & Valeria Silva](#) on Chilean National TV

- Anderson, S., Marfan, J. & Fernandez-Hermosilla. *Distributed leadership for school improvement in contexts of poverty and education reform policies*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC (April 2016)
- Bahry, S. (2017, Mar. 7). Problematizing (In)Equality of Second Language and Literacy Development: The Inequitable Ecology of Second Language Literacies in Ukraine and Toronto, Canada as evidence for Equitable Bilingual or Multilingual Education. A Meso-level Comparative Case Study. *Comparative International Education Society*, Atlanta, Georgia, USA. March 2017.
- Bahry, S. (2016, Dec 13). *Who's Afraid of Multilingual Education?* Panel Discussion with Profs. Jim Cummins, Tove Skutnabb-Kangas, Ajit Mohanty, Dr. Stephen Bahry, Diane Dekker & Amir Kalan on Multilingual Education in Canada and the World. Co-sponsored by CIDE (Comparative International & Development Education Centre) and CERLL (Centre for Educational Research on Languages and Literacies), OISE, University of Toronto.
- Bahry, S. (2016, Oct. 23). Multilingualism and Education in Central Asia and Northwest China: Implications of China's Central Asian Silk Road initiative. *International Seminar on China's Nationality Education Development in the Context of the "One Belt, One Road" Strategy*. Ningxia University, Yinchuan, Ningxia Hui Autonomous Region, China, Oct 22-23.
- Bahry, S. (2016). "Can we make Qualitative Inferences from Quantitative Data? Applying Micro-level Theory of Experience and Meso-Level Social Network Theory & Macro-Level Innovation Diffusion Theory to Analysis of Changes in Educational Attainment among non-dominant groups. *World Congress of Comparative Education Societies*, Beijing Normal University. Aug 22-26.
- Bahry, S. (2016, May 29). Towards "Mapping" urban Canada's socioeconomic, sociolinguistic, sociocultural, educational and geographic space: Toronto's complex ecology of literacies. *Comparative International Education Society of Canada*, CSSE, University of Calgary. May 29, 2016.

- Bickmore, K. (2016). "Learning for Democratic Peacebuilding Feet-First & in School: Youth Experience in Violent Contexts." Paper presented at Curriculum and Pedagogy conference (October 21).
- Bickmore, K., Awad, Y. and Radjenovic, A. (2016). "Agency & Hope(lessness) for Democratic PeaceBuilding: Voices of Canadian & Mexican Youth Surrounded by Violence." Paper presented at Comparative and International Education Society, Vancouver BC (March 9) and American Educational Research Association, Washington DC (April 25).
- Bickmore, K., Hayhoe, R., Manion, C. and Read, R. (2016). Comparative and International Education: Issues for Teachers. Panel presentation at Comparative and International Education Society, Vancouver BC (March 7).
- Bickmore, K., Awad, Y. and Radjenovic, A. (2016). "Agency & Hope(lessness) for Democratic PeaceBuilding: Voices of Canadian & Mexican Youth Surrounded by Violence." Paper presented at Comparative and International Education Society, Vancouver BC (March 9).
- Chmielewski, A.K. "Trends in Inequality in Educational Outcomes for Adults: Evidence from the 1930-1990 Birth Cohorts." 2016 AERA Annual Meeting, Apr. 8-12, 2016, Washington, DC. 2016 Conference on "Educational Inequality in an International Context", Mar. 17, 2016, British Academy, London, UK. 2015 PIAAC International Conference, Nov. 23-24, 2015, Haarlem, Netherlands.
- Gagné, A. (2016). *Supporting the Success of Refugee and War-Affected Children and Youth*. Celebrating Linguistic Conference, Toronto.
- Gagné, A. (Organizer), Salvatori, M., Chanicka, J. Baxan, V. and Schmidt, C. (2016). *Enacting Social Justice for Immigrant and Refugee Students and Teachers*. National Metropolis Conference, Toronto.
- Giambrone, A. and Bickmore, K. (2016). "Beyond dialogue: Drama pedagogies & conflict in social justice education." Paper presented at Curriculum and Pedagogy conference (October 21).
- Gagné, A. (organizer), Schmidt, C., Valencia, M. & Baxan, V. (2016). *Creating Inclusive Imagined, Local, and Virtual Communities in Teacher Education*. CSSE, Calgary.
- Gagné, A. (2016). *Supporting the Success of Refugee and War-Affected Children and Youth*. Celebrating Linguistic Conference, Toronto.
- Gérin-Lajoie, D. 2016. *Espace et identité*, Conférences du CREFO, OISE, January.
- Gérin-Lajoie, D., Khan, A., Ahn, J-H., Antony-Newman, M. 2016. *The Impact of Québec Language Policies on Linguistic Minority Education*, Multidisciplinary Approaches in Language Policy and Planning, Calgary, September.
- Gérin-Lajoie, D., Khan, A., Ahn, J-H. 2016. *Identité, espace et politique : la réalité contrastée des Anglo-Québécois*, Association internationale des sociologies de langue française (AISLF), Montréal, July 5.
- Gérin-Lajoie, D., Khan, A., Ahn, J-H., Antony-Newman, M. 2016. *Le discours des jeunes anglophones au Québec sur leur rapport à la langue et à l'identité*, ACFAS, Montréal, May 14.
- Manion, C. (2017). Exploring the intersections and implications of gender, race and class in educational development consulting. Paper presented at the Comparative and International Education Society (CIES) Annual Conference, Atlanta, Georgia.
- Manion, C. & Ingram, L. (2016). *Designing and implementing gender responsive pedagogy and schooling programs*. Pre-Conference Workshop offered at the Comparative and International Education Society (CIES) Annual Conference, Vancouver, BC.
- Mojab, S. (2016). "The imperialist relations of gamification: Women and the war on the poor world," with Jamie Magnusson, Marxist Literary Group, Montreal, June 26.
- Mojab, S. (2016) "Women encountering the violence of imperialism & fundamentalism in the Middle East," Femicide and Accumulation by Dispossession, Buenaventura, Colombia, April 26.
- Mojab, S. (2016). "Women, war, and violence in the Middle East," National University of Colombia, April 29.
- Sá, C. & Sabzalieva, E. (2016). International student mobility and public policy: lessons for the Canadian provinces. Canadian Society for the Study of Higher Education Annual Conference, Social Sciences and Humanities Congress, University of Calgary, May 29-31, 2016.
- Parker, C. and Bickmore, K. (2017). "Constructive Classroom Dialogue & Peacemaking Circles in Diverse Classrooms: Professional Learning and Implementation." Paper presented at Canadian Association for Curriculum Studies Provoking Curriculum conference, Montreal (February 19).

Invited Academic Lectures



China in the Centre: What will it mean for Global Education? The World Congress of Comparative Education at Beijing Normal University, August 24, 2016.

This presentation began by reflecting on the significance of the 16th World Congress of Comparative Education being held at Beijing Normal University. Part One focused on China's experience in educational development since the late 1970s, and the support provided by organizations such as the World Bank and the Canadian International Development Agency, which facilitated the rapid restoration of universities after the Cultural Revolution and dramatic progress in modernization. Part Two went on to profile China's rich

educational civilization, suggesting that the normal university is uniquely suited to bringing that to a wider world. Part Three overviewed China's programs of support for educational development in Africa and Southeast Asia, and suggested that these embody forms of dialogue and reciprocity that have the potential to open up refreshingly new approaches to educational thought and practice globally.

Anderson, S.E. Keynote. *Llevando innovaciones en programas educativos a gran escala: Perspectivas, estrategias y desafíos* (Taking innovations in educational programs to scale: Perspectives, strategies and challenges). II Conferencia Regional de ILAIPP (Iniciativa Latinoamericana de Investigación para las Políticas Públicas). Lima, Peru. April 5-6, 2016.

Anderson, S.E. Keynote. *Los servicios locales de educación y el mejoramiento escolar*. Seminario Internacional Liderazgos para una Nueva Educación Pública: Fortaleciendo la Escuela desde el Territorio. International seminar hosted by Lideres Educativos: Centro de Liderazgo por La Mejora Escolar, Pontificia Universidad Católica de Valparaiso. Valparaíso (Chile), August 2, 2016; Santiago (Chile), August, 4, 2016

Anderson, S. E. Invited panelist on "The New Role of the Teacher" at III Congreso Internacional de Escuelas Nuevas. Hosted by Fundación Escuela Nueva. Bogotá (Colombia), November 10-11, 2016.

Bickmore, K. (2017). "Construcción de una Paz Democrática Duradera por medio del Currículo Cotidiano." Guest lecture at Universidad Iberoamericana, León Guanajuato, México (March 1)

Bickmore, K. (2016). "Enseñar para la construcción de una Paz Democrática Duradera por medio del currículo cotidiano." Keynote lecture at Foro: La Construcción de la Paz: Retos de la Educación. Bogota, Colombia (District Ministry of Education and NGO co-sponsors, September 23).

Bickmore, K. (2016). "Construcción de Paz Democrática en Escuelas." Keynote lecture, Save the Children Latin American regional education staff training conference, Lima, Peru (teleconference, March 28).

Gagné, A. (2016). *Investigación acción & Investigación acción crítica – Una Introducción*. Valparaiso, Chile.

Mojab, S. (2016) "Women encountering the violence of imperialism & fundamentalism in the Middle East," Femicide and Accumulation by Dispossession, Buenaventura, Colombia, April 26.

Mojab, S. (2016). "Women, war, and violence in the Middle East," National University of Colombia, April 29.

Book Reviews

- Hayhoe, R. (2016). Review of *Asia the Next Higher Education Superpower?* Edited by Rajit Bhandari and Alessia Lefébure, (New York: Institute of International Education and American Institute for Foreign Studies Foundation) in *Frontiers of Education in China*, Vol. 12, No. 1.
- Manion, C. (2016). Review of *The Whole World is Texting: Youth Protest in Information Age*. Epstein, I. (Ed.). *Comparative Education Review*, 60(1), 188-192.
- Masemann, V. (2017) Review of Michael Crossley, Lore Arthur and Elizabeth McNess (eds.). 2016. *Revisiting Insider-Outsider Research in Comparative and International Education*. Bristol Papers in Education Number 6. Oxford: Symposium Books. 263 pp. ISBN 978-1-873927-67-0.
- Zia, A. & Mojab, S. (2016). "Unraveling the bindings of Muslim women: Agency, politics, piety, and performance," *CoPerforming Piety: Singers and Actors in Egypt's Islamic Revival* (Karin Van Nieuwkerk Austin: University of Texas Press. 2013, 320 Pages); *The Veil in Kuwait: Gender, Fashion, Identity* (Thorsten Botz-Bornstein and Noreen Abdullah-Khan New York: Palgrave Macmillan. 2014, 89 Pages); *Women in the Mosque: A History of Legal Thought and Social Practice* (Marion Holmes Katz, New York: Columbia University Press. 2014, 417 Pages); and *Soft Force: Women in Egypt's Islamic Awakening* (Ellen Anne McLarney, Princeton & Oxford: Princeton University Press. 2015, 312 Pages), *The Journal of Middle East Women's Studies*, 12.2, July: 251-257.

Book Forewords

- Anderson, S.E. (2017). Prólogo. In Agencia de Calidad de la Educación. *Panorama de la Gestión Escolar: Como Avanzamos en Calidad*. Santiago, Chile: Agencia de Calidad de la Educación (released in March 2017, though prologue written in Fall 2016)
- Anderson, S.E. (2017). Prologue. In Takbir Ali & Sarfaro Niyozov (Eds). *Lessons for Implementation of Educational Reform in Pakistan: Implications for Policy and Practice*. Oxford University Press. (to be released in 2017, though prologue written in Fall 2016).
- Hayhoe, R. Foreword for *Re-envisioning Chinese Education: The Meaning of Person-making in a New Age* edited by Guoping Zhao and Zongyi Deng (London and New York: Routledge, 2016), pp. ix-xii.
- Hayhoe, R. Foreword for *Chinese Education Models in a Global Age* edited by Prudence Chou and Jonathan Spangler (Singapore: Springer, 2016)

Note: This list is based on submissions received from CIDE faculty by April 15, 2017 for this report and does not represent the full extent of CIDE faculty publications/presentations.

Select Student and Recent Alumni Publications and Presentations

CIDE Students have widely published their research in key journals such as *Comparative Education Review*, *Globalisation, Societies and Education*, *Journal for Studies in International Education*, *Canadian Journal of Education*, *Curriculum Inquiry*, *Canadian and International Education*, *Canadian Journal of Higher Education*, *International Journal of Citizenship Teaching and Learning*, *Asia Pacific Journal of Education*, *Discourse: Studies in the Cultural Politics of Education* and in other journals in the social science disciplines, such as *British Journal of Religious Education*, *American Journal of Islamic Social Sciences* and *Journal of Policy and Management Studies*. This list is a sample of publications and presentations for 2016 and 2017.

- Afridi, M. (2016). Reviving the Muslim Tradition of Dialogue: A Look at a Rich History of Educational Theory and Institutions in Premodern and Modern Times. *Comparative and International Education/Éducation Comparée et Internationale: Vol. 45, issue 1, Article 4*.
- Afridi, M. (2016). *Bunyd: One Million Literates and Beyond*. Lahore: Bunyd Foundation.
- Adam, E. G. (2017). The forces shaping national response(s) to global educational regulatory initiatives: The case for Germany and Ontario. *Interchange*. DOI: 10.1007/s10780-017-9305-2. Full text <http://rdcu.be/qyzN>
- Ali, M.U.A. (2016). Unsettling the “Failed State”: An anti-racist approach to state and state formation – A study of Somalia. In G.S. Dei & M. Lordan (Eds.), *Anti-colonial theory and decolonial praxis* (pp. 85-100). New York, NY: Peter Lang Publishing, Inc.
- Barbaric, D. and Jones, G.A. (2016). International Faculty in Canada: Recruitment and Transition Processes. In Maria Yudkevich, Philip Altbach and Laura Rumbley (Eds.), *International Faculty in Higher Education: Comparative Perspectives on Recruitment, Integration, and Impact* (pp. 51-75). New York: Routledge.
- Bégin-Caouette, O., Askvik, T. & Bian, C. (2016). Interplays between welfare regimes typology and academic research systems in OECD countries. *Higher Education Policy*, 29(2). doi: doi:10.1057/hep.2015.25 <http://www.palgrave-journals.com/hep/journal/vaop/ncurrent/abs/hep201525a.html>
- Corcoran, J. N. (in press). The potential and limitations of an English for research publication purposes course. In M. J. Curry & T. Lillis (Eds.) *Global academic publishing: Policies, practices, and pedagogies*. Clevedon, UK: Multilingual Matters.
- Corcoran, J. N. (2017). The potential of autobiographical identity texts in EAP classrooms. *College ESL Quarterly*, Winter 2017, 1-7.
- Corcoran, J. N. & Englander, K. (2016). A proposal for critical-pragmatic approaches to English for research publication purposes. *Publications*, 4(6), pp. 1-10.
- Corcoran, J. N. (2016). Scholarly writing support for graduate students at research-intensive universities: A review of “Research Literacies and Writing Pedagogies for Masters and Doctoral Writers” (Eds. C. Guerin & C. Badenhorst). *English for Specific Purposes Today*, 4(2), pp. 281-288.
- Corcoran, J. N. (2016). Review of “The Semiperiphery of Academic Writing: Discourses, Communities & Practices” (Ed. Karen Bennett). *European Science Editing*, 42(3), pp. 73-75.
- Corcoran, J. N. (2016). Review of Current Perspectives on Pedagogy for English as a Lingua Franca (Eds. Y. Buyyurt & S. Akcan). *Journal of English as a Lingua Franca*, 5(1), pp. 183-194.
- Fajardo-Dack, T.M. (2016). Teacher disempowerment in the education system of Ecuador. *World Journal of Education*, 6(3), 82-89.
- Imoka, C (2016). Student Engagement Experiences in Nigerian Secondary Schools: An anti-colonial and student centered analysis. In Dei & Lordan (Eds) *Anti-colonial and decolonial praxis*. (Chapter 7). Peter Lang, NY.
- Jaimungal, C.S. (2016). "A Race to Whiteness: Revealing the Colonial Structure of English Language Education - What Kind of Education for All?". In *Anti-Colonial Theory and Decolonial Praxis*. Eds Meridith Lordan and George J. Sefa Dei. Publisher: Peter Lang.
- Legusov, O. (2017). The Growing Reliance of Ontario Colleges of Applied Arts and Technology on Educational Agents for the Recruitment of International Students. *College Quarterly*, 20(1), 1.
- Malone, H., Rincón-Gallardo, S., & Kew, K. (Forthcoming) *Future Directions of Educational Change: Social Justice, Professional Capital and Systems Change*. <https://www.routledge.com/Future-Directions-of-Educational-Change-Social-Justice-Professional-Capital/Malone-Rincon-Gallardo-Kew/p/book/9781138283916>

- Nieto, D. & Bickmore, K. (forthcoming 2017). Immigration/ emigration: Canadian and Mexican youth making sense of a globalization issue. *Curriculum Inquiry*.
- Nieto, D. & Bickmore, K. (forthcoming 2017). Transnational Conflicts, Citizenship, and Education for Peace/*Convivencia* in Contexts of Violence in México. *Revista Española de Educación Comparativa*.
- Omar, R. (2016). Gender Earning Gap and Higher Educational Attainment: Trends in Canada, *The AIUB Journal of Business and Economics (AJBE)*, 13(1), 87-100.
- Ortega, Y. (2017). Interview with the Comparative and International Education Society Language Issues Special Interest Group: <http://www.cieslisig.com/2017/02/20/sig-mini-interview-with-yecid-ortega-paez/>
- 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.
- Rincón-Gallardo, S., & Fleisch, B. (2017) *Bringing Effective Instructional Practice to Scale*. Special Issue of the *Journal of Educational Change*, 17(4). <https://link.springer.com/journal/10833/17/4/page/1>
- Sá, Creso and Sabzalieva, Emma. [The politics of the great brain race: Public policy and international student recruitment in Australia, Canada, England and the USA](#). *Higher Education*, published online March 2017.
- Sabzalieva, Emma. [The policy challenges of creating a world-class university outside the global 'core'](#). *European Journal of Higher Education*, published online February 2017.
- Sabzalieva, Emma. [Engaging with tradition? How history shapes engagement with local communities in universities in England and Ontario, Canada](#). *Comparative and International Education*, 45(3), Article 8, 2016
- Sabzalieva, E. (2016). Gender gaps in higher education across Central Asia. *University World News*, (00426). Retrieved September 8, 2016, from <http://www.universityworldnews.com/article.php?story=20160707140807406>
- Shank, M. (in press, 2016). Imagination, Waldorf, and critical literacies: Possibilities for transformative education in mainstream schools. *Reading and Writing (Journal of the Reading Association of South Africa)*, 7(1).
- Sperling, E. (in press). Ecojustice education through pictures. *Green Teacher Magazine*. 6pp.
- VanderDussen Toukan, E. (2017). Expressions of Liberal Justice? The aims of the UN's Sustainable Development Goals for education. *Interchange: A quarterly review of education*. 28 pp. <http://doi.org/10.1007/s10780-017-9304-3>
- Toukan, E. V., Gaztambide-Fernández, R., & Anwaruddin, S. M. (2017). Shifting borders and sinking ships: What (and who) is transnationalism “good” for? *Curriculum Inquiry*, 47(1), 1–13. <https://doi.org/10.1080/03626784.2017.1281049>
- VanderDussen Toukan, E. (2017). Educating global citizens as an international community: Mapping textual constructs of UNESCO’S global citizenship education 2012-2015. *Education, Citizenship and Social Justice*. 24 pp. <https://doi.org/10.1177/1746197917700909>

Note: This list is based on submissions received from CIDE students/alumni by April 15, 2017 for this report and does not represent the full extent of CIDE student/alumni publications/presentations.



Bangladesh Girls School – Photo courtesy Kathy Bickmore

CIDE FACULTY AND STUDENT AWARDS 2016-17

Faculty Awards and Distinctions



The winner of the **2016 CCGSE Mentorship Award** was **Dr. Antoinette Gagné** of Ontario Institute for Studies in Education. It was a very tough competition with 15 nominees. OISE had three doctoral students recognized with CATE dissertation awards this year. Two of them had worked under Dr. Gagné's supervision (<https://sites.google.com/site/cssecate/awards>).

This again shows how exceptional she is!!

Student/Alumni Awards

Aamir Taiyeb - OGS Award

His research focuses on investigating the appropriate *model* of higher education governance in the context of Pakistan, and seeks to answer the following question: to what extent do broader public sector governance and regulatory arrangements have an impact on the outputs (access, quality and equity) of the Pakistani higher education system?



Everton Ellis - OGS Award.

His research focuses on the outcomes of international student recruitment in Ontario's higher educational institutions. Ellis is a PhD Candidate in the department of Leadership, Higher and Adult Education (and Comparative, International & Development Education Collaborative Program) at Ontario Institute for Studies in Education, University of Toronto (OISE/UT).

CIDE ADMISSIONS 2017-2018

Admissions

In 2016-2017 the CIDE collaborative program was home to over 160 vibrant, dynamic students from across OISE. In February 2017, the admissions process saw more than 570 applications to the program.

2017-2018 Admissions

Total Applications (as of April 2017):	571
Offers of Admission	57
Total Confirmed Students (as of Apr 2017)	17
Adult Education Community Development:	3
Curriculum Studies and Teacher Development:	7
Educational Leadership & Policy	4
Higher Education	1
Language and Literacies Ed	1
Social Justice Education	0

Total number of Students to Transfer In (May 1, 2016-Apr 30, 2017): 15

Total number of students accepted to date* in 2016-17: 32

**Some offers still pending confirmation. We expect a minimum of 50-60 admissions in 2017-18*

Table 5. Total Students Enrolled (November Count) 2009-2017¹

	2009	2010	2011	2012	2013	2014	2015	2016	2017
Adult Education and Community Development (AECD)	38	38	23	27	25	16	17	23	
Curriculum Studies and Teacher Development (CSTD)	52	52	42	45	48	53	50	35	
Language and Literacies Education (LLE)	9	7	10	8	11	17	22	22	
Sociology in Education (SIE) Post 2012 (SJE)	16	15	12	12	11	15	15	19	
Educational Administration (EA) Post 2012 (ELP)	7	6	9	10	14	20	17	20	
Higher Education (HE)	17	18	15	21	17	18	15	13	
History and Philosophy (H&P)	7	4	3	2	1	0	0	0	
TOTAL	146	143	114	125	127	139	137	132	

CIDE Graduates May 1, 2016 - April 30, 2017

PHD	10	EDD	1
MA	3		
MED	14		
TOTAL:	28		

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

CIDE GRADUATES 2016-2017 MA AND PHD THESES TITLES

Name	Dept	Degree	Thesis Title
2017			
Read, Robyn	LHAE	PHD	Knowledge Counts: A Bibliometric Analysis of the Education for All Global Monitoring reports
Thomas, Reed A.	CTL	PHD	French Proficiency in the Preparation of French-Second-Language Teachers: A Comparative Case Study
Kaderi, Ahmed, S.	CTL	PHD	Peacebuilding Citizenship Education in Muslim-majority Contexts: Challenges and Opportunities in Bangladeshi Public Schools
2016			
Wu, Hantian	LHAE	EDD	Challenges of China's Outward-Oriented Higher Education Internationalization: An Empirical Inquiry into the Views of International Students
McIntosh, Megan L.	CTL	PHD	Fixing the Writer, the Writing or the Institution? Writing Centres, Multilingualism and 'New' Literacies in Anglophone Academies
Ford, Annette	CTL	PHD	Who Mentors the Mentors? Curriculum and Development for Mentors of New teachers in Israel
Hathiyani, Abdulhamid	LHAE	PHD	A Bridge to Where? An Analysis of the Bridging Programs for Internationally Trained Professionals in Toronto
Panjwani, Antum	CTL	PHD	Representations of Muslim Cultures and Societies in children's literature as a curriculum resource for Ontario: Promises and Prospects
Chwyl, Melanie C. Prydatkewwycz	CTL	PHD	Shared E-Book Reading in a Children's Museum: Discovery of Family Interactions
Carbajal, Patricia	CTL	PhD	Building democratic <i>convivencia</i> (peaceful co-existence) in classrooms. Case studies of teaching in Mexican public schools surrounded by violence.
McGeough, Robin M.	CTL	MA	A Study of the CHAT Program in South Africa
Urbancic, Tanya	CTL	MA	Social Development, Peacebuilding and Democratization through community based sport: perspectives of Global South Facilitators in Rural Namibia and South Africa
Lennon, Mary Catharine	LHAE	PhD	In Search of Quality: Evaluating the Impact of Learning Outcomes Policies in Higher Education
Belay, Fisseha	CTL	PhD	Conceptualizations and Impacts of Multiculturalism in the Ethiopian Education System
Cohen, Brittany	CTL	MA	Mental Health Support for Newcomer Youth: Fostering resilience and compassion among refugees and their peers
Li, Xinyang	CTL	MA	Misplaced Learner Centred Pedagogy in Northwest China
Jones, Saeah	CTL	MA	Phatic Competence: How L2 users understand and engage in phatic communication
Shank, Monica	CTL	MA	Language Education in Maasai Land, Tanzania: Parental Voices and School Realities
Desai, Chandni	CTL	PHD	Counter Cartographies: The Radical Tradition of Palestinian Cultural Resistance
Dekker, Diane	CTL	PHD	Finally Shedding the Past: Filipino Teachers Navigate their Identities within a New Mother Tongue-Based Multilingual Education Policy
Ong, Bopha	CTL	PhD	Understanding the Practice of Teaching Reading in Content Areas in Upper Elementary Classes in Suburban Public Schools in Cambodia
Wyper, Laura	LHAE	PhD	Neoliberal Conceptual Framing and the 'Disappearing' of Marginalized Adults from the Basic Adult Education Learning Landscape in Ontario

CIDE COURSES 2016-2017

Courses (total courses offered 54)

CORE COURSES Course Code	Course Title	Course Instructor
CIE1001HFV	Introduction to Comparative, International and Development Education	Drinkwater
CIE1001HS	Introduction to Comparative, International and Development Education	Manion
CIE1002H	Practicum in Comparative, International and Development Education	Read Guidelines; Practicum Form
CIE1005HS	Special Topics in Comparative International and Development Education	Manion
CIE1006HSV	Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization	Drinkwater
CTL1037HS	Comparative and Cross-cultural Perspectives	Drinkwater
CTL1799+H F NEW OFFERING	Special Topics in Curriculum: Education and Peacebuilding in Conflict Zones: International Comparative Perspectives	Bickmore
SJE1924HS	Modernization, Development and Education in African Contexts	Dei
SJE3911H S	Cultural Knowledges, Representation and Colonial Education	Wane
LHA1016HF	School Program Development and Implementation	Staff
LHA1807HS	Strategic and Long-range Planning for Post Sec Systems	Sa
LHA1825H F	Comparative Education Theory and Methodology	Hayhoe
LHA1826HF	Comparative Higher Education	Hayhoe
LHA3180HS	Global Governance and Educational Change	Manion
ELECTIVE COURSES Course Code	Course Title	Course Instructor
APD3202HS	A FOUNDATION OF PROGRAM EVALUATION IN SOCIAL SCIENCES	Jang
SJE1922H F	Sociology of Race and Ethnicity	Dei
SJE1925H F	Indigenous Knowledges and Decolonization	Dei
SJE1926H S	Race, Space and Citizenship: Issues for Educators	Tuck
SJE1956HS	SOCIAL RELATIONS OF CULTURAL PRODUCTION IN EDUCATION	Todorova
SJE2999† H	Special Topics in SRE: TBA	TBA
SJE3912HS	Race and Knowledge Production: Issues in Research	Sztainbok

SJE3933HS	Globalization and Transnationality: Feminist Perspectives	Todorova
LHA1020H S	Teachers and Educational Change	Campbell
LHA1041HF	Educational Administration II: Social and Policy Contexts of Schooling	Joshee
LHA1041HS	Educational Administration II: Social and Policy Contexts of Schooling	Flessa
LHA1047HF	Managing Changes in Classroom Practice	Anderson
LHA1102H F	Community Development: Innovation Models	Quarter
LHA1102H F	Community Development: Innovation Models	Ryan
LHA1131H† TBC	Special Topics in AECD:	TBA
LHA1147H S	Women, Migration and Work	Mojab
LHA1180H F	Aboriginal World Views: Implications for Education	TBA
LHA1190HF	Community Healing and Peacebuilding	TBA
LHA1803HF	Recurring Issues in Postsecondary Education	Janzen
LHA1820 H†	Special Topics: TBA	TBA
LHA2006HF	Economics of Education	Lang
LHA3029H F3	Special Topics in ELP: Leadership and Policy: Radical Approaches to Policy Studies	Joshee
LHA3045H F	Educational Policy and Program Evaluation	Bascia
CTL1031H F	Language Culture and Identity: Using the Literary Text in Teacher Development	Feuerverger
CTL1033HF	Multicultural Perspectives in Teacher Development	Feuerverger
CTL1221HS	Experiencing Science Education as a Global Educational and Development Endeavour	Gitari
CTL1406HF	The Origins of Modern Schooling	Troper
CTL1430HS	Gendered Colonialisms, Imperialisms and Nationalisms in History	Morgan
CTL1448HF	Popular Culture and the Social History of Education	Morgan
CTL1799HF5†	Special Topics in Curriculum: Citizenship, Pedagogy and School Communities	Evans
CTL3000HF	Foundations of Bilingual and Multicultural Education	Piccarda
CTL3007HF	Analyse de discours	Labrie
CTL3008HS	CRITICAL PEDAGOGY, LANGUAGE AND CULTURAL DIVERSITY	Gagné
CTL3011HF	Cognitive Sociolinguistic and Sociopolitical Orientations in Bilingual Education Research	Labrie
CTL3018H S	Language Planning and Policy	Bale
CTL3023HF NEW OFFERING	Introduction to Land-Centred education: Historical and Contemporary Perspectives	Styres
CTL3025HF	Educational Sociolinguistics	Rehner

CTL3026HS	Pragmatics in Language Education	Kerekes
CTL3031HF	Children's Literature within a Multicultural Context	Feuerverger
CTL3038HS	Aboriginal Civilization: Language, Culture and Identity	Styres
CTL3799H†	Special Topics in Second Language Education: Masters Level TBA	TBA
CTL3805HS	Multilingualism and Pluralism	Piccardo
CTL3999HF†	Special Topics in Second Language Education: Proseminar in Language and Literacies Education	Gagne (TBC)

† **Special Topics Courses:** Special topics course codes are recurrent. Only the course titles listed above can be counted toward the CIDE requirements in this academic year. In March 2017 Special Topics course codes changed those changes are not reflected here.

Special Topics Course Code Changes: 2017-18

CIE1005 to CIE6000
LHA1820 to LHA5800/01/02
LHA3029 to LHA6000/01



PhD Candidate Momina Afridi doing fieldwork in Pakistan



CIDE SA 2016/2017 (left to right): Umesh Sharma, Ramesh Pokharel, Yecid Ortega, Professor Steve Anderson (CIDE Director), Diana Barrero, Norin Taj, Teodora Ajanovska, Everton Ellis

CIDE STUDENT ASSOCIATION ANNUAL REPORT (2016-2017)

The Comparative, International and Development Education Students' Association (CIDESA) is the Student Association of the Comparative, International and Development Education Centre (CIDE). The CIDESA Core Committee—the Executive of the CIDESA—is tasked with the responsibility of representing the diverse interests of members of the CIDE community, organizing events and social gatherings for the purposes of community building, and facilitating/partaking in other professional development activities. All of this is done with the broader aim of enhancing student experience and assisting with the day-to-day functioning of the Centre.

The CIDESA was engaged in a wide range of activities over the 2016-2017 Academic Year. The year commenced in earnest with several of our members participating in the annual meeting of the Comparative and International Education Society of Canada (CIESC). Organized under the umbrella of the 44th Annual Conference of the Canadian Society for the Study of Education (CSSE), the meeting was held on the beautiful grounds of the University of Calgary campus in Alberta, Canada, from 27 May to 1 June 2016.



Further along in the summer, several of our members were selected to participate in the 16th World Congress of Comparative Education Societies. Organized around the theme, "Dialectics of Education: Comparative Perspectives", the proceedings were hosted at the prestigious Beijing Normal University in Beijing, China, from 22-26 August 2016. Amongst the distinguished lineup of speakers at the opening ceremony was the Minister of Education of the People's Republic of China, Mr. Chen Baosheng. The Congress provided a wonderful



opportunity for members of our community to interact with a truly international gathering of scholars and practitioners within the field of Comparative and International Education, and was truly a wonderful success. We very much look forward to the 17th World Congress of the WCCES which will be held in Cancun, Mexico, from 20-24 May 2019. (To the right, I am pictured with several colleagues from the Central Institute of Education from the University of Delhi in the Republic of India. Pictured above [from left to right] are Dr. Stephen Bahry, Dr. Jian Liu, Oleg Legusov, Dr. Phirom Leng and Myself)



Throughout the Fall 2016 Session, the CIDESA was able to successfully organize two social gatherings in which a dinner buffet and snacks were provided to the CIDE/OISE community. The first was held in early October to mark the start of the new academic year and welcome both new and returning students/researchers. And the second was an End of Term celebration organized in late November (see picture to immediate left). In addition, on 15 November 2016, the CIDESA organized a film night entitled, "Trauma, Memory and the Silenced Event: Revisiting the Partition of the Indian Subcontinent". The event showcased some of the research being conducted in the field of peace and human rights

education, and encompassed a brief presentation followed by the screening of the full-length feature film: "Khamosh Pani" (Silent Waters). Set in the rural Pakistan portion of Punjab in the late 1970s, the film sought to take up questions pertaining to religious extremism, patriarchy, modernity, authoritarianism, violence, and the birth of the modern nation-state. In so doing it foregrounded the legacy of the horrific events of 1946-1948 in which nearly 2 million people were killed (and nearly 16 million displaced) as a result of the Partition of the Indian Subcontinent.



In the Winter 2017 term, the CIDESA assisted in the coordination of the Annual Joseph P. Farrell Student Research Symposium in which 09 CIDE Students offered presentations on their research. Shortly thereafter, CIDE sent a reasonably large delegation to the 61st Annual Conference of the Comparative and International Education Society, which was held in Atlanta, Georgia from March 5-9, 2017. The picture to the immediate left is taken prior to a meal during the CIES meet in Atlanta. It includes (from right to left): Hayfa Jafar, Dr. Malini Sivasubramaniam, Dr. Annette Ford, Professor Ruth Hayhoe, Momina Afridi, Dr. Olivier Bégin-Caouette, Emma Sabzalieva, Hantian Wu and Myself.

To conclude quite an eventful year, a call for nominations for the 2017-2018 CIDESA Core Committee was circulated over a two-week period from March 13-27, 2017. As a total of five nominations were received, the following members were acclaimed: Alaa Ahmed, Ayan Duale Jama, Labib Malik, Shukri Hilowle and Yecid Ortega. I would like to wish them all the very best in their endeavors as they assume their positions in September 2017.

I would also like to take this moment to thank the outgoing members of the 2016-2017 CIDESA Core Committee—(pictured at top from Right to Left) **Everton Ellis, Teodora Ajanovska–Gligorova, Norin Taj, Diana Barrero, Yecid Ortega (in purple), and Ramesh Pokharel—for all of their efforts.** And many thanks to the Director of the Centre, Professor Stephen Anderson (pictured center), for all of his warmth and generosity.

Most Sincerely,
Umesh Sharma, Ph.D. Student,
2016-2017 CIDESA Chair