



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION



CIDEDEC

COMPARATIVE, INTERNATIONAL
& DEVELOPMENT EDUCATION CENTRE

CIDEDEC Annual Report

May 1, 2017– April 30, 2018

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,
CIDE/CIDEC Director
Leadership, Higher and Adult Education (LHAE) (July 2013-June 2017)



Dr. Kathy Bickmore,
CIDE/CIDEC Director (July 2017– Dec 2020)
Curriculum, Teaching and Learning (CTL)

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 2017-2018 year, the CIDEC community included over 45 core and participating faculty members, three adjunct faculty and four visiting scholars. Approximately 150 graduate student scholars with an interest in international issues and comparative methodologies are also affiliated with the Centre. CIDEC is the institutional anchor for OISE's popular collaborative degree specialization in Comparative, International and Development Education (CIDE), which draws graduate students and faculty from six 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 from May 1, 2017 to April 30, 2018.

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 China, Chile, Colombia, Mexico, Bangladesh, Africa, Central Asia and Europe. Offshoots of the many research projects have resulted in a critical mass of [publications](#) as well as international conference and [CIDE seminar presentations](#), 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 Specialization and Centre were pleased to welcome four new affiliated faculty members to our community in 2017. Dr. Elizabeth Buckner (LHAE, Higher Education), Dr. Lance McCready (LHAE, Adult Education and Community Development), Dr. Gavin Moodie (adjunct faculty LHAE, Higher Education) and Dr. Leesa Wheelahan (LHAE, Higher Education), and Dr. Miglena Todorova (SJE) joined CIDE and were welcomed at our CIDE Program Committee meeting in November 2017.

CIDEC was once again privileged to host multiple comparative scholars from around the world at our 2017-18 CIDE Seminar Series, including: Xavier Vanni, Juan Pablo Valenzuela & Cristián Bellei, Center for Advanced Research in Education, University of Chile; OISE PhD Alumna Francine Menashy, University of Massachusetts Boston; Hanna Dumont, German Institute for International Educational Research, Berlin, Germany; Hermína Gunnþórsdóttir, University of Akureyri, Iceland; Marina Matešić and Đurđica Dragojević, Agency for Science and Higher Education (ASHE), Croatia; Kelly Russo, State University of Rio de Janeiro, Brazil; and Aaron Benavot, State University of New York School of Education, among others.

In addition to regular CIDEDEC seminars, CIDEDEC hosted the annual [*Joseph P. Farrell Student Research Symposium*](#), organized by Carly Manion, on February 23, 2018, which showcased 12 CIDE students' excellent work from across departments and degrees. Vandra Masemann once again welcomed the CIDE community with opening remarks commemorating 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/SCECI) in Toronto in May 2017 at Ryerson and the Comparative and International Education Society (CIES) in Mexico in March 2018. More than 60 students, faculty and CIDE alumni associated with the Centre and Specialization were on the program at the recent CIES conference. We are proud that a number of CIDEDEC affiliated students, faculty and visiting scholars play leadership roles within CIES, including Carly Manion as Co-Chair of the CIES Gender and Education Committee (GEC); Norin Taj (PhD student) as secretary/treasurer for the GEC; Steve Bahry has been Programme Chair of the CIES Language Issues Special Interest Group (SIG) for several years and was also program Chair for the Comparative and International Education Society of Canada (CIESC) 2017. Mark Evans and Kathy Bickmore serve on the Editorial Board of the CIESC journal, *Comparative and International Education*.

This Annual Report also features some of the key activities, publications and high level presentations of CIDE/CIDEDEC faculty, students, CIDE Students Association, and indeed some of our alumni who are doing excellent work in academia and development organizations within Canada and around the world. The CIDE/CIDEDEC community is particularly honoured and proud to announce the launch this year of *Religion and Education: Comparative and International Perspectives* edited by Malini Sivasubramaniam and Ruth Hayhoe. Carly Manion revived the course *Comparative and International Education: Issues for Teachers* as an elective in the Education Leadership and Policy Program in particular for student teacher candidates enrolled in OISE's Master of Teaching Program, using the second edition (2017) of *Comparative and International Education: Issues for Teachers*, edited by Kathy Bickmore, Ruth Hayhoe, Caroline Manion, Karen Mundy & Robyn Read as the core text.

After serving five years as Director and co-Director of CIDEDEC and the CIDE Specialization Program, Steve Anderson stepped down from the Director's position in 2017, in anticipation of his retirement in June 2018. Steve is proud that CIDEDEC and CIDE have sustained their vitality and recognition as a hub of comparative and international research and development activity within OISE and internationally under his leadership. He attributes this to the proactive efforts and excellence of the faculty and students associated with CIDEDEC and CIDE more than to his personal efforts. Steve also acknowledges the incredible support that he has contributed to his work as Director provided in particular by Carly Manion and by the CIDE/CIDEDEC Program Administrator Joanne Bacon. CIDEDEC thanks Steve for his excellent leadership.

We hope and believe you will find this report comprehensive and informative regarding the broad scope of CIDEDEC activities and significant 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/CIDEDEC
(Jan-June 2017)



Kathy Bickmore, Director CIDE/CIDEDEC
(July 2017-going forward)

CIDEC Director and Staff

Stephen Anderson, CIDEC Director, Professor, LHAЕ (to June 2017)

Kathy Bickmore, CIDEC Director, Professor, CTL (June 2017 to December 2020)

Caroline (Carly) Manion, Lecturer, CIDE Student Liaison, LHAЕ

Joanne Bacon, CIDE/CIDEC Program Administrator

CIDEC Faculty *Program Committee

Stephen Anderson* Professor, LHAЕ
Implementation of education policy and program change; school improvement and teacher development; program evaluation.

Nina Bascia, Professor, LHAЕ
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.

Elizabeth Buckner*, Assistant Professor, LHAЕ
Globalization and neoliberalism effects on higher education and citizenship.

Linda Cameron, Associate Professor Emeritus, CTL
Early childhood education; children's literature; adaptive instruction; role of parents in education.

Anna (Katyn) Chmielewski*, Assistant Professor, LHAЕ
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, CTL
decolonial theory and praxis, arts and cultural praxis, critical leadership

Mark Evans, Associate Professor, Teaching Stream, CTL
Teacher education; global citizenship education; social studies education.

Joseph Flessa, Associate Professor, LHAЕ
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, LHAЕ
Comparative higher education; international academic relations; higher education in Asia.

Monica Heller, Professor, SJE
Franco-Ontario studies; social inequality.

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

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

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

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

Jane Knight, Adjunct Professor, LHAЕ
Internationalization of higher education

Normand Labrie, Professor, CTL
Des langues, des politiques linguistiques et des minorités linguistiques, notamment francophones

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

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

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

Lance T. McCready, Associate Professor
Education, health and well-being of gay Black urban youth; access to higher education.

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

Kiran Mirchandani, Professor, LHAЕ
Transnational service work.

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

Gavin Moodie, Adjunct Professor, LHAЕ
Access to higher education; structures of tertiary, vocational and higher education

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, SJE
Democratic values; student engagement.

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

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

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.

Miglєna Todorova*, Assistant Professor, SJE
Transnational feminisms, feminist media, culture and hegemony, women in post-socialism, violence against women

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

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

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

Wheelahan, Leesa, Associate Professor, LHAЕ
Social justice and education outcomes; vocational education

VISITING SCHOLARS 2017-2018

Stephen Bahry - Visiting Scholar, Dates of Appointment: January 2011 – August 2018



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 and the development of promising practices around the world. For example, some of my current research relates to student engagement in quality assurance, where I surveyed Canadian college and university on their institutional practices and consider the results in light of activities and policies from around the world.

Santiago Rincón-Gallardo - Visiting Scholar, Dates of Appointment: September 2016- August 2018



Santiago Rincón-Gallardo is 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 EdD on Education Policy, Leadership and Instructional Practice from Harvard. He completed postdoctoral studies as a Banting Postdoctoral Fellow at the Ontario Institute for Studies in Education in 2016.

Malini Sivasubramaniam - Visiting Scholar, Dates of Appointment: November 2015 - August 2018



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". She recently completed a co-edited book with Professor Ruth Hayhoe on "[Religion and Education: Comparative and International Perspectives](#)", published by Symposium Books.

Wu Xiangrong - Visiting Professor, Dates of Appointment: May to September 2017



Dr. Xiangrong Wu is a senior research fellow in National Institute for Educational Sciences (NIES). Established in 1957, it is a research branch of the Ministry of Education, China. She is also a visiting scholar with CIDEC. Her research is in the area of educational evaluation, economics of education, educational policies, etc. Her research position mainly focuses on advising on policy-making processes.

Dr.s Ashu Wang, Jianmei Zhao, and Yunfeng Tang – Visiting Professors, Xinjiang Normal University, China, Dates of Appointment: May to September 2017.

CIDEC and the Centre for Educational Research on Language and Literacies (CERLL) welcomed to OISE a group of three visiting professors from Xinjiang Normal University in Urumqi, Xinjiang Uygur Autonomous Region, China hosted by Stephen Anderson, CIDEC director, and facilitated by Prof. Jeff Bale of CERLL and CIDEC and Dr. Stephen Bahry, Visiting Scholar at CIDEC, (June-September 20, 2017).



Professor Ashu Wang is Director of the Graduate Division, and Editor of the Journal 双语教育研究 [Bilingual Education Research], Professor Jianmei Zhao is Dean of the College of Education, and Professor Yunfeng Tang teaches in the College of Language and is a Ph. D. Candidate. The group is involved in research on second language education, including Chinese for Academic Purposes for speakers of minority languages at higher education institutions and research on bilingualism and bilingual education in K-12 programs,

particularly as these affect minority language communities in northwest China. Their research interests are in policy and practices in similar areas in Ontario, and in particular in preparing a comparative study of Xinjiang’s bilingual education programs and Ontario’s French immersion programmes. For more information on this group’s visit [click here](#).



Pictured above: Wu Xiangrong (Beijing Normal), Yunfeng Wang (Xinjiang Normal), Julia Pan (OISE), Steve Anderson (OISE), Ashu Wang (Xinjiang Normal), Steve Bahry (OISE) Jianmei Zhao (Xinjiang Normal), and students Xiang Sun, Chao-lin Lilian Teng, and Meng Xiao who so generously supplied interpreting services and support to the Professors during their visit.

CIDEC GRADUATE ASSISTANTS 2017-2018



Over the past year CIDEC has engaged three Graduate Assistants. First, Norin Taj was hired to provide support for a number of CIDE/CIDEC-related activities, including, the production of the Spring 2017 newsletter, 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* (February 2017), as well as assisting in the organization and chairing of several CIDE seminars.



Second, Ramesh Pokharel served as CIDE GA from September 2017 to April 2018. As part of his work, Ramesh contributed to a literature review as part of a research project with Carly Manion on education and development consultants. He also contributed to the production of the Fall 2017 newsletter, as well as planning and organization of the annual *Joseph P. Farrell Student Research Symposium* (February 2018).



Third, 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. From January-March 2017, Wesley provided important support for the production of the final report and executive summary.

We sincerely appreciate the valuable contributions made by all of our GAs.

CIDEC RESEARCH GRANTS AND PROJECTS 2017-2018

Research Grants and Projects 2017-2018

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) sponsored the Strengthening Education Systems in East Africa (SESEA) project, a five-year primary education improvement initiative in East Africa (Kenya, Tanzania, and Uganda) from 2012-2017. A team of CIDEC 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 was delivered in June 2017 at a series of dissemination events to participants in the study and to local education authorities in Mombasa by Drs. Manion and Drinkwater. Presentations of findings followed at the International Congress for School Effectiveness and Improvement in Singapore (January 2018) and at the Annual Conference of the Comparative and International Education Society in Mexico City (March, 2018).

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

CIDEC is proud to have a formal Memorandum of Understanding and an annual Service Contract as an International Partner with *Líderes Educativos: Centro de Liderazgo para La Mejora Escolar*, one of two national educational leadership centres funded by the Chilean government based at the *Pontificia Universidad Católica de Valparaíso*. 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 in professional development activities for principals from schools linked to the *Centro* in June 2017, and in collaborated in presentations with faculty from the *Centro* at research conferences in Chile in August and December 2017. Dr. Campbell was invited by the *Centro* as a keynote speaker for the August conference. Dr. Anderson participated in the delivery of a new professional development program developed at the *Centro* targeting future leaders of new structure of de-municipalized local education services that will be phased in over the coming five years in the Chilean public education sector. Drs. Anderson, Flessa and Rincón-Gallardo are collaborating in the planning of education leadership research on school-level leadership, intermediate level leadership, and school networks with researchers from the *Pontificia Universidad de Valparaíso* and the *Universidad de Chile*, who are key partners in the *Centro de Liderazgo*.

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 serves on the International Advisory Board as well. Our panel presentation on the partnership, presented at the Comparative International Education Society's Annual Meeting in Atlanta Georgia in March of 2017, resulted in a special issue of *Frontiers of Education in China*, Vol. 12, No 2, published in June of 2017, and available in the library or on the [Springer website](#) with papers by Dr. Leo Xuefeng Huang (an OISE doctoral graduate), Ms Yishin Khoo (who will defend her doctoral thesis in April 2018), Ms Qian Yang (a doctoral student at ECNU in Shanghai, and Ms Adrienne Rigler, a teacher who has been a key participant in the project. The next Partnership conference will be at Northeast Normal University in Changchun, China, May 18-22, 2018.

Partners for Development or Privatizing the Public Good? The Role of Private Higher Education in the Global Knowledge Society, SSHRC Insight Grant (\$251,178, Elizabeth Buckner as PI and Ruth Hayhoe as Co-I, March 2018 to March 2022)

What is the role of non-state institutions, including civil society, business, and religious organizations, in promoting inclusive national development for the global knowledge society? What should their role be? This project tackles this broader question by examining the growth of private higher education (HE) around the world. It will create a unique cross-national longitudinal dataset spanning 1960-2015, to empirically examine the link between private HE expansion, access to HE, and wealth-based inequalities in HE enrollment rates. It will also examine various models of new private HEIs to understand how private HEIs can support, rather than undermine, the goal of inclusive development, through a comparative case study of the role of new private higher education institutions (HEIs) in four distinct national contexts: Canada, China, Morocco and the UAE. Concretely, it answers the following questions:

1. To what extent does private HE expand access to HE? And, to what extent does the expansion of private HE affect disparities in access to HE?
2. What nation-level factors moderate the relationship between private HE expansion and access?
3. What national and sub-national government policies and institutional practices, encourage the development of private HEIs that support, rather than undermine, the goal of inclusive development?

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

The CIDE 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. CIDE professor, Dr. Sarfarozi 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 Sarfarozi 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 CIDE-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, CIDE alumna, 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 The Academic and Social Integration of Syrian Refugees in Canadian Schools

Project staff: Antoinette Gagné (Principal investigator), Melissa Beauregard, Mozyah Nofal (GAs), Nadeen Al-Hashimi, Sumaya Bakbak, Ghada Chahrour, Michelle Little, Morgan Lowen, Anoop Sidhu, Dania Wattar (MT Research Pathways Program Participants), Zehra Palta and Liza Palendar (Volunteer GAs)

Funding: We submitted a proposal for a SSHRC Insight Development Grant in February 2017 and heard in May that we were not successful. However, we moved ahead with a pilot study funded by a small-scale SSHRC Institutional Grant (SIG \$3,485) that fed into the submission of a proposal for the SSHRC Insight Grant in October 2017.

Focus: The arrival of nearly 50,000 Syrian refugees in less than 2 years has created critical opportunities and challenges for Canadian schools, which are at the forefront of educational policies and programs designed to ensure the successful integration of these newcomers. Several European countries have experienced a similar situation with the arrival of hundreds of thousands of Syrian refugees since 2014. This research will consider the educational integration of the various waves of Syrian refugees over the past 3 years from a standpoint of complex, nuanced, and intersecting factors that impact their success in schools. Promising programs and practices that support the social and academic integration of refugee children and youth at different stages and across various contexts will be also documented.

A survey of educators in Ontario and at least four European countries will provide multiple perspectives on the social and academic integration of Syrian children and youth as well as the programming to support them across diverse urban, suburban and rural contexts. An embedded case study of Syrian refugees in the Greater Toronto Area will be carried out in two school districts where a large number of refugees attend school as well as in three NGOs working to meet the needs of Syrian families. The study participants will include Syrian children and youth, their parents or caregivers and the English as a second/additional language teachers and consultants as well as settlement workers who have been mobilized to coordinate programming at the level of schools and host communities.

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), Katie Brubacher, Wales Wong, Mama Adobea Nii Owoo, (GAs) and Shakina Rajendram (RA)

Funding and Duration: SSHRC Insight Grant 2017-2020 - \$154,973. Our second application for a SSHRC Insight Grant was successful.

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.

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 does education in school respond to the actual life experiences of young people suffering from violence in marginalized communities? This six-year research project, funded by the Social Sciences and Humanities Research Council of Canada, is examining how teaching and learning activities across the curriculum in schools intersect with or contradict the lived concerns and social participation experiences of young people and the peace-building citizenship implications of these learning opportunities. 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 elicited (age 10-15) young people’s experiential understandings of social conflict and violence problems, their causes, and what they thought individuals, communities and social institutions could 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 have participated in a series of additional focus group discussions to generate pedagogical ideas 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. CIDE student research team members A. Salehin Kaderi and Ángela Guerra-Sua are completing related doctoral theses on the Bangladesh and Colombia cases, respectively.

‘Youth activism, engagement and the development of new civic learning spaces’ Six-nation International Network-building and Review Project (2016-2019) Project Lead: Mark Evans, CTL

This project, entering its third year, brings together an international network of university faculty to explore ‘Youth activism, engagement and the development of new civic learning spaces’ across key locations (Australia; Canada; China; Hungary; Lebanon; Singapore). The Network has been very active in its first two years, undertaking academic seminars, writing, and events involving a range of contributors (University of York, 2016; University of Toronto, 2017). In addition to a variety of online meetings and email communications, there is ongoing project work, including upcoming literature reviews, publications, conference presentations, network building, and knowledge mobilization planning.

For further information: <https://www.york.ac.uk/education/research/cresj/researchthemes/citizenship-education/leverhulmeyouthactivism/>

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

NEW AND CONTINUING EXTERNAL COLLABORATIONS 2017-2018

New and External Collaborations with the Centre

One of the aims the Centre (CIDE) is to develop and strengthen collaboration with external agencies involved in comparative and international education research and development. Launched with New Initiatives Funding from OISE, over the past year we have continued working collaboration with the United Nations Girls' Initiative (UNGEI), Pontificia Universidad Católica de Valparaíso (PUCV), and with Midaynta Community Services.

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, and particularly as part of CIDEC's role on a smaller planning taskforce that drafted UNGEI's new strategic plan of action. In October 2017, Carly attended UNGEI's annual face-to-face meeting in New York City over the course of three full days.

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) CIDEC collaboration with Midaynta Community Services

Mahad Yusuf, CIDEC Co-director Sarfaroz Niyozov, CIDE faculty member Carly Manion and Visiting Scholar Stephen Bahry (project liaison for CIDE) have collaborated since 2014 in dealing with the many challenges facing marginalized immigrant communities, in particular those who arrived in Canada fleeing violent conflict. A series of two-day conferences, beginning with *Youth "Radicalization" Policy and Education*, at OISE in February, 2015, have been designed to bring together multiple stakeholders from the community, community organisations, education, security, government and academic researchers and others. Dr. Bahry, Mahad Yusuf and Midaynta staff have had productive discussions with several CIDE/OISE faculty concerning applications of their research to Midaynta's activities, which include in settlement services, youth outreach work, and implementation of two projects in northwest Toronto funded by Ministry of Children and Youth Services: *Rites of Passage Youth Mentorship Program*, aimed at supporting the positive development and success of African Canadian youth ages 12-16, who face multiple barriers to success; and, *Project Turn Around*, a holistic community-based gang prevention and intervention program serving youth ages 12-20 and their families. More recently, Midaynta with the support of CIDE/OISE/UT has held follow up conferences, *Youth Radicalization: New and Emerging Challenges* in November 2016 and May 2018 at Munk School of Global Affairs at University of Toronto. Three CIDE graduate students, Shirleen Datt, Joel Mukwedeya, and Amna Sheikh, completed a CIDE practicum at Midaynta (Dr. Manion was the faculty supervisor for each), where they were responsible for transcribing, analyzing and summarizing 2016 conference proceedings and other materials for the conference report issued in April 2017.

On May 7-8 2018 the "Youth Resiliency, Hate, Racism and Radicalization Conference" took place at the University of Toronto with CIDE participation before and during the conference; in addition, two CIDE students will be completing a similar practicum in which they will participate in the production of the final report.

CIDEC SEMINAR SERIES 2017-2018

Date	Presenter	Presentation Title
May 11 (Thursday)	Mark Evans – 6 panellists (see below)	Youth Civic Activism and Engagement in Schools
May 24 (Wednesday)	Tammy Farjado-Dack, PhD Candidate OISE	The Implementation and Development of a Community of Practice focused on Critical Action Research in an Ecuadorian University
May 31 st (Wednesday)	Romee Lee, PhD, Yonsei U, South Korea	The Marginalized Adult Learners in Korean Lifelong Learning Policy and Practice: A Feminist Reading
June 7 th (Wednesday)	Hermína Gunnþórsdóttir, Akureyri, Iceland	Immigrants in education: a new challenge. Parents and educators' perspectives in Akureyri, Iceland
September 20 th (Wednesday)	Vandra Masemann, Adjunct Professor, CIDEC/OISE	``All you need to know about applying for and attending conferences- CIES and CIESC in particular.``
September 25 th (Monday)	CERLL Teatime Research Circle/ CIDE Seminar Chinese Visiting Scholars	Bilingual Education as a Response to Challenges of Education of Minority Nationalities in Xinjiang, Northwest China
October 4 th (Wednesday)	Carol Mullen, Professor, Educational Leadership, Virginia Tech, USA	Undergraduate Creativity in a Chinese Preservice Teacher Program: A U.S. Fulbright Study
October 18 th (Wednesday)	Stephen Anderson. Mary Drinkwater and Carly Manion	Professional Learning Networks in Action: Lessons from East Africa
November 8 th (Wednesday)	Emily Hastings-Speck, OISE	Fog on the Mountains: Special Education in Rural Nepal.
November 15 (Wednesday)	Professor Stuart Brand – Birmingham City University & Jordan Kirkwood –Aston University	MEASURING LEARNING GAIN: CAN IT ENHANCE STUDENT ENGAGEMENT?
November 21 st (Wednesday)	Elizabeth Buckner, Asst Prof, ELP, OISE	The Internationalization of Higher Education: Global Citizenship or Neo-Colonization?
December 5 th (Tuesday)	Diego Nieto, PhD Candidate CTL, OISE	Bringing Peace Pedagogies into School in the Midst of Post -Conflict: Educational Governance and Peace Curricula in Colombia's Pacific South

January 23 (Tuesday)	Phillipe Losego, Haute Ecole Pédagogique de Lausanne (Switzerland), visiting scholar at CREFO (OISE).	Distinction, meritocracy and evaluation : three periods in the history of the secondary curriculum (1870-2015)
February 23 rd (Friday)	CIDEC Presents: Joseph P Farrell Student Research Symposium	MA, EDD and PhD Students present their research for the CIDE community. Lunch provided.
March 2 nd (Friday)	Dr. Kassim-Lakha, AKDND, Kyrgyz Republic	Education at the Root of the World – the story of the University of Central Asia
March 2 st (Friday)	Stephen Bahry, EDD, OISE, Visiting Scholar CIDEC	Comparative Approaches to Space, Place and Ecology of Language and Literacies: Educational Quality in Complex Multilingual Contexts
March 5 th (Monday)	CIDE/CIHE Joint Seminar: Student presentations for Comparative & International Education Society Annual Conference	Presenters to be confirmed: the presentations will have a focus on higher education. However, the themes and questions explored should be of interest to the broader OISE community.
March 8 th (Thursday)	Annette Ford, Leping Mou, Saewan Koh, Aiman Jafar, Leesa Wheelahan, and Gavin Moodie.	"Social Justice through Technical and Vocational Education and Training: Insights from World Case Studies."
April 11 th (Wednesday) CIDE/CSEP	Aaron Benavot, School of Education, SUNY	Will global learning metrics solve the 'global learning crisis'? Historical debates, current proposals, possible consequences
May 3 (Thursday)	Marie Agnes Detourbe, MCF d'anglais Laboratoire Culture Education Sociétés, Toulouse	Inclusion through Access to Higher Education: Exploring the dynamics between access to higher education, immigration and languages



Youth activism, engagement and the development of new civic learning spaces:
 Mark Evans, OISE; Márta Fülöp, Institute of Cognitive Neuroscience and Psychology, Hungarian Academy of Sciences and Eötvös Loránd University, Hungary; Rosemary Evans, University of Toronto Schools; Andrew Peterson, University of South Australia; Dina Kiwan, American University of Beirut, Lebanon; Ian Davies, University of York, UK; Not in attendance: Jasmine Sim, National Institute of Education, Singapore

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

CIES SYMPOSIUM 2017

CIES Symposium 2017 - INTERROGATING AND INNOVATING COMPARATIVE AND INTERNATIONAL EDUCATION RESEARCH

With support from the Dean's Office and CIDE, Dr. Carly Manion co-organized (with representatives from the Center for International Education at George Mason University (GMU), the CIES Gender and Education Committee, and the CIES South Asia SIG) a CIES symposium, held on October 26-27, 2017 at the Arlington campus of GMU. The theme of the symposium was *Interrogating and Innovating CIE Research*, and the event brought together over 200 renowned scholars, researchers and practitioners for two days of provocative and inspiring plenary panel discussions, small-group activities, concurrent paper sessions, and dialogue. In the lead-up to the symposium, four of plenary speakers were featured on Will Brehem's FreshEd [podcast series](https://cehd.gmu.edu/2017symposium/podcasts-videos) [https://cehd.gmu.edu/2017symposium/podcasts-videos].



Distinguished guest speakers were drawn from within and beyond the field of CIE, and included, Anjali Adukia, Lesley Barlett, Emily Bent, Gerardo Blanco Ramírez, Peter Demerath, Ameena Ghaffar-Kucher, Shenila Khooja-Moolji, Huma Kidwai, Shabnam Koirala-Azad, Patricia Parker, Leigh Patel, Oren Pizmony-Levy Drezner, Lilliana Saldana, Riyad Shahjahan, Fran Vavrus, and Dan Wagner. In bringing together a diverse group of plenary speakers, the organizers aimed to provide a space for new questions, knowledges, and practices to be shared toward the goal of disrupting Eurocentric, hegemonic and neo-colonial research processes long associated with CIE, that fail to fully reflect principles of inclusion, equity and justice. The 16 plenary speakers

were grouped into four panels with the themes: a) Interrogating and Innovating CIE Research b) Decolonizing Methodology by Invoking Local Voices c) Destabilizing Power and Authority: Taking Intersectionality Seriously d) Implications for Methodology: Towards More Equitable Futures. Structured small-group activities were utilized in each plenary panel, and throughout the sessions, participants in the audience were invited to interactively contribute questions and comments for further discussion and elaboration.

Over 30 papers were also presented and several panel discussions organized as part of our concurrent sessions on days one and two of the symposium.

To build on the work accomplished at the symposium, a co-edited book is being produced and will be published by Sense in early 2019, entitled, *Interrogating and Innovating Comparative and International Education: Decolonizing Practices for Inclusive, Safe Spaces*. Symposium organizers (Carly Manion (Lead Co-Editor), Emily Anderson, Supriya Baily, Meagan Call-Cummings, Radhika Iyengar, Payal Shah and Matt Witenstein) will be co-editing the volume, with Halla Holmarsdottir editing the series, *New Research-New Voices* that it will be a part of. Chapters are expected from symposium participants as well as international scholarly and practitioner communities more broadly.



Other CIDECE Activities 2017-2018 –

CIDECE/OISE Co-Sponsors Conference on Education, Youth, and Peacebuilding



(Left to right) Sara Taylor (Balsillie School of International Affairs), Kathy Bickmore (OISE), Diego Nieto Sachica (Universidad Icesi, Colombia and OISE), Laura Quaynor (Lewis University, Illinois). Photo credit: Rim Fathallah (OISE)

On November 30-December 17, 2017, OISE's [Comparative, International & Development Education Centre \(CIDECE\)](#) collaborated with other Ontario Universities to co-sponsor a lively and engaging conference on Education, Youth, and Peacebuilding in Conflict-Affected Contexts at Wilfrid Laurier University. Notably, this conference drew connections between scholarship and practice within and outside of schools.

[Kathy Bickmore](#), Professor in the Department of Curriculum Teaching and Learning (CTL) and Director of CIDECE, co-organized and co-directed the conference along with Timothy Donais, Professor at Wilfrid Laurier University, and graduate student organizers Sara Taylor and Karolina Werner from the Balsillie School of International Affairs.

OISE graduate students were well-represented among panel Chairs, Discussants, and session Rapporteurs as well as conference attendees. Five presenters represented CIDECE: Elizabeth Buckner (faculty LHAE), Sarfaroz Niyozov (online from Pakistan – faculty CTL), Kathy Bickmore (faculty CTL), and Diego Nieto Sachica (doctoral candidate CTL), along with former CIDE postdoctoral associate Sarah Dryden-Peterson (Harvard); eleven current or former CIDE graduate students served as chair-discussants or rapporteurs: A. Salehin Kaderi, Ángela Guerra-Sua, Mona Ghali (OISE PhD), Yomna Awad, Elena Toukan, Christina Parker (OISE PhD), Yecid Ortega Paez, Rim Fathallah, Neil Orłowsky (OISE PhD), Najmeh Kishani (online from Iran), and Emily Dunlop (OISE MA, online from NY). Other CIDE-OISE students participated in the audience.

In addition to seven panels on various topics, the conference featured a public forum on Education, Youth, and Peacebuilding as well as a networking and open discussion session. In both topic and approach, the conference facilitated connections with international scholars on the topic of Education and Peacebuilding and provided inspiration for new directions for research.

CIDECE Study Groups

Teachers InCIDE

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

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

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

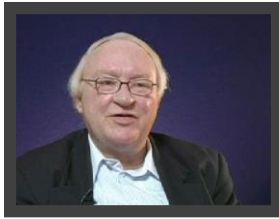
This is a group of faculty and students who have both scholarly and practical experience and interest in education in the Latin American context. The group meets periodically during the regular academic year every three weeks to read and discuss articles (journal articles, technical reports, media reports,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



CIDE students and faculty at CIES 2018 Mexico City, Mexico

CIDEC presents:

[The Joseph P. Farrell Student Research Symposium February 23, 2018](#)



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

9:00am-10:30am: Session 1 - Internationalizing Higher Education: Experiences in Pakistan, Kuwait and Vietnam [Chair: Carly Manion]

Understanding External Policy Influences in Pakistani Higher Education [Aamir Taiyeb, PhD Candidate, LHAE]

Higher Education Students' Experiences of Internationalization in Kuwait: The Case of Arab Open University [Amal Berrwin, PhD Candidate, CTL]

International Joint Universities: Towards New Models in Global Higher Education? Insights from Vietnam [Diane Simpson, PhD Student, LHAE]

10:45am-12:15pm: Session 2 – Issues of Relevance, Inclusivity and Indigenous Knowledges in Higher Education [Chair: Vandra Masemann]

The Liberal Arts Curriculum in China's Christian Universities and Its Relevance to China's Universities Today [Leping Mou, MA Student, LHAE]

Voices from Teachers: How Much Can Teachers of Japanese as a Second Language Learn from the Ontario Experience with TESOL? [Yoshie Tate, MEd Student, CTL]

Assessing the Ways Clinicians Working in Conflict-Affected Countries Integrate Indigenous Knowledges into their Practice of Social Work [Hoda Samater, PhD Student, SJE]

1:15pm-2:45pm: Racism, Social Development, and Labour Market Opportunities for Immigrants: Perspectives from Canada and Nepal [Chair: Carly Manion]

Pedagogies of Archives: Tracing the (Re)production of Race and Racism in Canadian Archives [Muna-Udbi Abdulkadir Ali - PhD Candidate, CTL] No recording

Road Building: Social Relations, Learning, and Ideologies [Pushpa Hamal, PhD Candidate, LHAE]

Completing the Puzzle: Exploring the Factors behind Career-Compromise of South Asian Skilled Immigrant Women in Toronto [Rozalina Omar, PhD student, LHAE]

3:00pm-4:30pm: Session 4: Bilingualism, Active-Learning Pedagogies, and Politics of Second Language Teaching [Chair: Kathy Bickmore]

Korean-Canadian Children's Bilingual Development Through a Church-Based Korean Language School [Soon Young Jang, PhD Candidate, CTL]

The Commodification of English as Development: An Examination of Short-Term English Language Teaching Voluntourism Organizations [Melissa Beauregard, MA Student, CTL]

Innovative Pedagogies: Active-Learning Pedagogies in Northern, Rural Tanzania [Munira Tayabali, MA Student, CTL]

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

62th Annual Conference of the Comparative International Education Society (CIES) in Mexico City, Mexico March 25-29, 2018.



The 2018 Conference Theme was, **Re-Mapping Global Education: South-North Dialogue**. 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 over 85 individuals from OISE participating at CIES 2018. While 60 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 Cristina Jaimungal, chair of

the Cultural Contexts of Education and Human Potential SIG; Stephen Bahry, unit planner for the Languages SIG; Carly Manion, co-chair of the Gender and Education Standing Committee; Mary Drinkwater, program chair for the Africa SIG; Norin Taj, secretary for the South Asia SIG and Gender and Education Standing Committee. We also congratulate Norin (PhD Candidate) on her election to serve as Student Representative on the CIES Board of Directors.



Roundtable discussion at CIES 2018 facilitated by CIDE faculty and LHAE Department Chair Nina Bascia. (Photo Credit: K. Bickmore)

Patricia Carbajal. Based on her recently completed doctoral thesis work, Patricia Carbajal is participating in a *School Convivencia* Assessment Project, sponsored by the *Instituto Nacional para la Evaluación de la Educación* (National Education Assessment Institution) and two universities: the *Universidad Autónoma de Baja California* (UABC) and the *Universidad Iberoamericana León* in her native Mexico, developing a framework for designing and applying national *convivencia* assessments in Mexican high schools.

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, Ruth Hayhoe, Caroline Manion, Karen Mundy & *Robyn Read (Editors, 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)]
- Gérin-Lajoie, D. (in preparation – to be published in the Fall 2018). *Le rapport à l'identité des jeunes des écoles de langue minoritaire anglaise au Québec*. Quebec City: Les Presses de l'Université Laval, Collection sur les Minorités de langue officielle au Canada.
- Morgan, Cecilia. *Travellers Through Empire: Indigenous Voyages From Early Canada* Montreal and Kingston: McGill-Queen's University Press, 2017.
- Sivasubramaniam, Malini and Ruth Hayhoe (eds.) *Religion and Education: Comparative and International Perspectives* (Oxford Studies in Comparative Education, Oxford: Symposium Books, 2018).

Book Chapters

- Anderson, S.E. & Sivasubramaniam, M. (2017). Comparative perspectives on school improvement. In Kathy Bickmore, Ruth Hayhoe, Caroline Manion, Karen Mundy & Robyn Read (Eds). *Comparative and International Education: Issues for Teachers (2nd Edition)*, Ch 5, pp. 119-154. Toronto, CA: Canadian Scholars.
- Anderson, S.E. (2017). Prólogo. In Agencia de Calidad de la Educación. *Panorama de la Gestión Escolar: Como Avanzamos en Calidad*. Santiago, Chile.
- Anderson, S.E. (2017). Prologue. In Takbir Ali & Sarfaroz Niyozov (Eds). *Lessons for Implementation of Educational Reform in Pakistan: Implications for Policy and Practice*. Oxford University Press.
- Anderson, S.E. (2018). *Capacidades para el mejoramiento escolar en el nivel intermedio*. In J. Weinstein (Ed). *Mejoramiento y Liderazgo en la Escuela. Once Miradas*. Santiago, Chile: Centro de Desarrollo de Liderazgo Educativo (CEDLE), Universidad Diego Portales.
- 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.
- Bickmore, Kathy (forthcoming 2018). Education for Democratic Peacebuilding amid Gendered Violence: Youth Experience and Schooling in Mexico, Bangladesh and Canada. In Drinkwater, M., Rizvi, F., & Edge, K. (Eds.) (Book Proposal accepted, January 2017). *Transnational perspectives on Democracy, Citizenship, Human Rights and Peace Education*. Bloomsbury, UK.
- Bickmore, Kathy (2017). Conflict, Peace-building, and Education: Rethinking Pedagogies in Divided Societies, Latin America, and around the World. Chapter 10 in Kathy Bickmore, Ruth Hayhoe, Caroline Manion, Karen Mundy & Robyn Read (Editors), *Comparative and International Education: Issues for Teachers, 2nd edition* (pp. 268-299). Toronto: Canadian Scholars Press.
- Chmielewski, Anna K. 2017. "Social Inequality in Educational Transitions under Different Types of Secondary School Curricular Differentiation." Ch. 1.2 (pp. 51-72) in *Pathways to Adulthood: Educational Opportunities, Motivation and Attainment in Times of Social Change*, edited by Ingrid Schoon and Rainer Silbereisen. London: UCL IoE Press.
- Evans, M. & Kiwan, D. (2017). Comparing global citizenship education in schools: Evolving understandings, constructing practices. In Bickmore, K., Hayhoe, R., Manion, C., Mundy, K., & Read R. (Eds.). *Comparative and international education: Issues for teachers* (pp. 234-267). Toronto: Canadian Scholars Press.

- Gagné, A., Herath, S. & Valencia, M. (2017). Autobiographical creation: A powerful professional development strategy for teachers. *Creative Dimensions of Teaching and Learning in the 21st Century* edited by Jill B. Cummings and Mary L. Blatherwick. Rotterdam, The Netherlands: Sense Publishers. 117-130.
- Gagné, A., Herath, S. & Valencia, M. (2017). Strategies to engage and transform teacher learners in an online course. *Creative Dimensions of Teaching and Learning in the 21st Century* edited by Jill B. Cummings and Mary L. Blatherwick. Rotterdam, The Netherlands: Sense Publishers. 331-344.
- Gérin-Lajoie, D. (accepted). Language and Power: Bill 101 and English Minority Language Education in Québec, in B. Lewis (ed), Title to be determined. Montréal: Concordia University Press.
- Gérin-Lajoie, D. (accepted). Minorisation linguistique: le cas des minorités de langue officielle au Canada. In: Editors and title to be determined. Berlin: Collection « Sprache, Identität, Kultur » Peter Lang.
- Gérin-Lajoie, D. (accepted – on invitation). 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.
- Hayhoe, Ruth. "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* (Oxford Series of Comparative Education, Oxford: Symposium Books, 2018, pp. 131-150.
- Morgan, Cecilia. "English-Canadian Actresses and the Multiple Networks of the Urban Atlantic, 1890s-1920s," Leonard von Morzé, ed., *Cities and the Circulation of Culture in the Atlantic World: From the Early Modern to Modernism* New York: Palgrave Macmillan, 2017. 207-30.
- Parker, Philip D., John Jerrim, Anna K. Chmielewski, and Herbert W. Marsh. 2017. "Machine Learning Approaches to Developmental Transition: Illustrating Penalized Regression and Decision Tree Models of University Entry." Ch. 1.4 (pp. 92-110) in *Pathways to Adulthood: Educational Opportunities, Motivation and Attainment in Times of Social Change*, edited by Ingrid Schoon and Rainer Silbereisen. London: UCL IoE Press. Zhang, Muchu with Ruth Hayhoe, "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, 2017, pp. 15-42.

Articles

- Anderson, Stephen E. (translator Xuefeng Huang, Ju Huang) (2017). School district role in educational change. *Journal of Teacher Education* (Jiaoshi Jiaoyu Xuebao), 4(4). Southwest University, Chongqing, China. DOI:10.13718/j.cnkij.sjy.2017.04.00
- Arnold, Christine, Wheelahan, Leesa, Moodie, Gavin, Beaulieu, Jacqueline, & Taylor-Cline, Jean-Claude. (2018). Mapping the typology of transition systems in a liberal market economy: the case of Canada. *Journal of Education and Work*, Early online. doi:<https://doi.org/10.1080/13639080.2017.1414941>
- Bickmore, Kathy (2017). Listening to Children in Dialogue. A Response to "State Your Defense! Children Negotiate Analytic Frames in the Context of Deliberative Dialogue." *Democracy and Education* 25(2). <http://democracyeducationjournal.org/home/vol25/iss1/1>
- Bickmore, Kathy, *Ahmed Salehin Kaderi & *Ángela Guerra-Sua (2017). Creating Capacities for Peace-Building Citizenship: History and Social Studies Curricula in Bangladesh, Canada, Colombia, and México. *Journal of Peace Education* 14(3), 282-309. <http://www.tandfonline.com.myaccess.library.utoronto.ca/doi/full/10.1080/17400201.2017.1365698>
- Bickmore, Kathy, *Yomna Awad & *Angelica Radjenovic. (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, 26-45 (presented at CIES 2016). <http://journals.sagepub.com.myaccess.library.utoronto.ca/doi/10.1177/1745499917699046>
- Davies I., Evans M., Fulop M., Kiwan D., Peterson A., Sim J. (2017). Youth activism, engagement and the development of new civic learning spaces. *Teaching Citizenship*, 1(45), 45-47.

- *Nieto, Diego, & Bickmore, Kathy. (2017). Immigration and emigration: Canadian and Mexican youth making sense of a globalized conflict. *Curriculum Inquiry*, 47(1), 36-49. <http://www.tandfonline.com.myaccess.library.utoronto.ca/doi/full/10.1080/03626784.2016.1255934>
- Cecilia Morgan, "Confederation and Commemoration: Teaching About National Myths and Settler Memories," *Rapport: Journal of the Ontario History and Social Sciences Teachers' Association* Nov. 2017, 7-9.
- Flessa, J. & Weinstein, J. (2018). School leadership in Latin America: New research from an emerging field of study. *Educational Management Administration & Leadership*, Vol. 46, Issue 2, Special Issue on Latin America, pp. 179-181. Article first published online January 18, 2018. DOI: [10.1177/1741143217751728](https://doi.org/10.1177/1741143217751728)
- Flessa, J., Bramwell, D., Fernandez, M., & Weinstein, J. (2018). School Leadership in Latin America 2000-2016. *Educational Management Administration & Leadership*. Vol. 46, Issue 2, Special Issue on Latin America, pp. 182-206. Article first published online: July 21, 2017. DOI: <https://doi.org/10.1177/1741143217717277>
- Gagné, A., Schmidt, C. and Markus, P. (2017). Teaching about Refugees: Developing Culturally Responsive Educators in Contexts of Politicized Transnationalism. Special issue of *Intercultural Education* on Teaching About Refugees. 28(5), 429-446.
- Hayhoe, Ruth. "The Ideas of Ma Xiangbo and their Relevance for China and for Global Understanding Today," *World Voices Nexus*, Vol. 2 No. 1, Article 3.
- Jones, Glen A. (2017). Welcome Address. In Alain L. Fymat and Joachim Kapalanga (eds.), *Science Research and Education in Africa: Proceedings of a Conference on Science Advancement* (pp. 13-16). Newcastle: Cambridge Scholars Publishing.
- Pinheiro, Romulo, Charles, David & Jones, Glen A. (Eds of Special Journal Issue.). (2017). Multi-Campus Systems. *Tertiary Education and Management*, 23 (1).
- Pinheiro, Romulo, Charles, David & Jones, Glen (2017). Translating strategy, values and identities in higher education: the case of multi-campus systems. *Tertiary Education and Management*, 23 (1), 1-4.
- Weinstein, J., Azar, A., & Flessa, J. (2018). An ineffective preparation? The scarce effect in primary school principals' practices of school leadership preparation and training in seven countries in Latin America. *Educational Management Administration & Leadership*. Vol. 46, Issue 2, Special Issue on Latin America pp. 226-257. Article first published online: September 18, 2017. DOI: 10.1177/1741143217728083

Research, technical reports and other publications

- Anderson, S.E., Drinkwater, M., Manion, C., Galt, W., Gioko, M., Iminza, R., & Njagi, I. (2017). Professional learning networks in Action: Lessons from East Africa. A research study funded by the Aga Khan Foundation Canada and Global Affairs Canada through the Strengthening Education Systems in Africa (SESEA) project. http://www.oise.utoronto.ca/cidec/Research/CIDEC_Projects_Research_Reports.html
http://www.oise.utoronto.ca/cidec/Research/PLNA_Project.html
- Arnold, C., Wilson, M., Bridge, J., Lennon, M.C. and N. Fallon (May 1, 2017) Learning outcomes for *transfer – publication project*. Presented to the ONCAT Annual Student Pathways in Higher Education.
- Lennon, M.C., (June 23, 2017) *The varied and various goals of learning outcomes, and how they can be achieved*. Presentation to the Society for Teaching and Learning in Higher Education. Dalhousie University, Halifax, Nova Scotia
- Lennon, M.C., McCutcheon, T., Y. Zhang (June 9, 2017) *The Student Role in Canadian College Quality Assurance Processes*. Presentation to the CDOG/CDAG/HQM Collaborative Conference. Conestoga College; Hamilton, Ontario
- McCutcheon, T., Lennon, M.C., Y. Zhang (June 22, 2017) *Student Roles in Quality Assurance: The Canadian Context*. Presentation to the Society for Teaching and Learning in Higher Education. Dalhousie University, Halifax, Nova Scotia
- McCutcheon, T., Lennon, M.C., Y. Zhang (May 28, 2017) *Benefits, Challenges, Barriers, and Priorities: Canadian College and University Perspectives on the Participation of Students in Quality Assurance*. Presentation to the Canadian Society for Studies in Higher Education Annual Conference. Ryerson University, Toronto, Ontario

Ngwaru, Marriot, Tennant, Geoff & 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).

Selected Presentations

- Bale, J., Gagné, A. & Kerekes, J. (2017). *Meeting the Needs of Plurilingual English Learners in Public Schools: Let's Start with Teacher Education*. CATE Working Conference, Halifax.
- Bickmore, Kathy & *Diana Barrero (2018). Youth Confronting Resource Conflicts in Mexico and Canada: (Foreclosed) Opportunities for Peacebuilding Citizenship Education?. Paper presented at Comparative and International Education Society, Mexico City (Mar 27, 2018).
- Bickmore, Kathy (2017). Education for Democratic Peacebuilding amid Gendered Violence: Youth Experience and Schooling in Mexico, Bangladesh and Canada. Paper presented at Education, Youth and Peacebuilding invitational conference, Balsillie School for International Affairs, Waterloo, Ontario (November 30).
- Bickmore, Kathy, *Diana Barrero & *Ángela Guerra-Sua (2017). Peacebuilding Citizenship Learning in the Real World: Mexican, Colombian and Canadian youths' perspectives on gender and economy-environment conflicts. Paper presented at Comparative and International Education Society of Canada, CSSE, Toronto (May 27, 2017).
- Chmielewski, Anna K. "Global Trends in Socioeconomic Segregation between Schools, 1964-2015". Presented at 2018 CIES Annual Meeting, Mar. 25-29, 2018, Mexico City, Mexico & 2017 ASA Annual Meeting, Aug. 12-15, 2017, Montreal, QC.
- Gagné, A. (2017). Duoethnography in Teacher Education – A Pathway to the Development of a Critical Perspective. In the *Intersectionality in Pre-Service and Graduate Teacher Education: Fostering Critical Lenses in Transnational Contexts Symposium* organized by C. Schmidt. WERA - World Education Research Association Conference, Hong Kong.
- Gagné, A. Schmidt, C. (2017). *Integrating Syrian Refugees in Canadian Schools: Recommendations from the Vanguard in the Language and literacy education for refugee English as an Additional Language learners: A critical perspective Symposium* organized by Hyunjung Shin. Canadian Association of Applied Linguistics Annual Conference, Toronto.
- Gagné, A. Schmidt, C., Freitas, D., Beaugregard, M., Palta, Z. and Palander, L. (2017). *The Social and Academic Integration of Syrian Refugees in Canadian Schools*. Celebrating Linguistic Conference, Toronto.
- Gérin-Lajoie, D. 2017. *Minorisation linguistique : les communautés de langue officielle au Canada*, Colloque international Minorisation linguistique et inégalités sociales, Université de Moncton, Moncton, October.
- Gérin-Lajoie, D. 2017. « *The Othering* » of English Minority Language Youth in Québec, CSA-SCS Annual Conference, Ryerson University, Toronto, May 30.
- Gérin-Lajoie, D. 2017. *La loi 101 et son impact sur l'éducation de langue anglaise au Québec*, ACFAS, Montréal, May 10.
- Masemann, V. "The Lead-up to the Education for All Conference in 1990: Framing the Global Consensus", *Comparative and International Education*, Volume 46, No. 2, 2017.
- Masemann, V. "Gender and Education" with Kara Janigan. In Comparative Education and International Education: Issues for Teachers. Karen Mundy et al (eds.). Toronto: Canadian Scholars' Press, Inc. and Teachers College Press, 2008. Revised and reprinted in the second edition, 2017.
- Masemann, V. Review of Revisiting Insider-Outsider Research in Comparative and International Education, edited by Michael Crossley, Lore Arthur and Elizabeth McNess in International Review of Education, vol. 63, no. 3, 2017.
- *Parker, Christina & Bickmore, Kathy (2017). "Constructive Classroom Dialogue & Peacemaking Circles in Diverse Classrooms: Professional Learning and Implementation." Paper presented at Canadian Association for Curriculum Studies *Provoking Curriculum*, Montreal (February 19) and at Canadian Society for Studies in Education (May 29, 2017).

Invited Academic Lectures and Keynotes

- Anderson, Stephen, Lecture on *Los servicios locales y el mejoramiento escolar*. Module two of *Programa Diplomado de Gestión y Liderazgo Educativos Local for Líderes Educativos: Centro de Liderazgo para la Mejora Escolar*. Santiago, Chile. August 2017.
- Bickmore, K. 2017. "Construcción de una Paz Democrática Duradera por medio del Currículo Cotidiano." Guest lecture at Universidad Iberoamericana, León Guanajuato, México (March 1).
- Chmielewski, Anna K. "Trends and Patterns in Achievement Gaps in an Internationally Comparative Perspective." Workshop on "The Role of Schools in Educational Inequality: Comparative and International Evidence" Berlin Social Science Center (WZB), June 13-14, 2017, Berlin, Germany.
- Flessa, Joseph. Guest editor, Special Issue on Latin America, *Educational Management Administration & Leadership*, Vol. 46, Issue 2, published March 2018.
- Lennon, M.C. (November 27-30, 2017) *Learning outcomes policies for transparency: Impacts and promising practices in European Higher Education Regulation*. Bologna Process Researchers' Conference hosted by the European Union. Bucharest, Romania
- Lennon, M.C., Brijmohan, A. and E. Lavigne (April 5, 2016) *Ontario's Transfer System: Examining PSE Students' Trajectories*. College University Pathways Principles and Framework Consultation. Hosted by the Pathways to Education and Work Group. Toronto, Ontario
- McCutcheon, T., Lennon, M.C., Zhang, Y., and Luttman, J. (May 4, 2017) Student Participation in Higher Education Quality Assurance Processes: The Canadian Context. Presented to the Seneca Academic Forum, Seneca College, Toronto
- McCutcheon, T., Lennon, M.C., Zhang, Y., and Luttman, J. (April 13, 2017) Student Participation in Higher Education Quality Assurance Processes: The Canadian Context. Poster presentation to the Seneca Applied Research and Innovation Showcase, Seneca College, Toronto
- Wilson, M., Arnold, C., Borin, P., Frank, B., Groen, J., Lennon, M.C., Spring, J., and L. Wheelahan (April 21, 2015). *Learning Outcomes: Building Better Pathways or Building Pathways Better?* Panel discussion to Ontario Council for Articulation and Transfer conference. Toronto, Ontario

Book Reviews

- Cecilia Morgan, review of Katie Pickles and Catherine Coleborne, eds., *New Zealand's Empire*. *Australian Historical Studies*, 48, 4 (2017): 611-12.
- Cecilia Morgan, review of Coll Thrush, *Indigenous London: Native Travellers at the Heart of Empire*. *Journal of Tourism History*, 9, 1 (2017): 113-115.

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 & Sarfaroz 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, Ruth. Foreword for *Academics' International Teaching Journeys: Personal Narratives of Transitions in Higher Education* edited by Namrata Rao and Anesa Hosein (London: Bloomsbury Press, 2018)
- Hayhoe, Ruth. Foreword for *Teacher Education in Professional Learning Communities: Lessons from the Reciprocal Learning Project* by Leo Huang Xuefeng (Series on Intercultural Reciprocal Learning in Chinese and Western Education), London: Palgrave MacMillan, 2018.
- Hayhoe, Ruth. Foreword for *Higher Education and China's Global Rise: A Neo-Tributary Perspective* by Suyan Pan and Joe Tin-Yao Lo, Milton Park, Oxfordshire: Routledge, 2018.

- Kerekes, Julie A. (2017). 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* (pp. 11-28). Edinburgh University Press.
- Kerekes, Julie (2018). Language preparation for internationally educated professionals. In B. Vine (Ed.), *The Routledge handbook of language in the workplace* (pp. 413-424). New York: Routledge.

Blogs

- Jones, Glen A. (2017). Trump Tornado Must Not Blow Canadian Reconciliation Off Course. *Times Higher Education* (August 31). Available on-line at: <https://www.timeshighereducation.com/opinion/trump-tornado-must-not-blow-canadian-reconciliation-off-course>
- Jones, Glen A. (2017). A New Tuition Bill Should Land a Bigger Catch. *Times Higher Education* (June 1). Available on-line at: <https://www.timeshighereducation.com/opinion/net-tuition-bill-should-land-bigger-catch>
- Jones, Glen A. (2017) Will Trump's election see more US students and scholars head to Canada? *Times Higher Education* (February 16). Available on-line at: <https://www.timeshighereducation.com/comment/will-trumps-election-see-more-us-students-and-scholars-head-canada>
- Morgan, Cecilia. "Spectacles and So Much More. *Travellers Through Empire: Indigenous Voyages From Early Canada*," blogpost for *Beyond the Spectacle: Native North American Presence in Britain* website, University of Kent, live 7 Dec. 2017. <http://blogs.kent.ac.uk/bts/2017/12/07/spectacles-and-so-much-more/>

Other: Conference Proceedings, Peer-reviewed Academic Presentations, Professional Activities, etc.

- Arnold, C., Wilson, M., Bridge, J., and M.C. Lennon (April 17, 2018) *Learning outcomes for Transfer publication project: Lessons learned*. Presented to the ONCAT Annual Student Pathways in Higher Education Conference, Toronto, Ontario
- Chmielewski, Anna K., (2015-2018). Member of Steering Committee, Workshop Series on Methods and Policy Uses of International Large-Scale Assessments, National Academy of Education.
- Lennon, M.C. (2017) *Learning outcomes policies for transparency: Impacts and promising practices in European Higher Education Regulation*. Bologna Process Researchers' Conference hosted by the European Union. Bucharest, Romania
- Lennon, M.C., Condie, J., Militano, A., and L. Servage (April 16, 2018) *Hopes and Hurdles: Ontario College Degree Graduates in Graduate School*. Presented to the ONCAT Annual Student Pathways in Higher Education Conference, Toronto, Ontario
- Morgan, C., "Imperial Encounters," excerpts from *Travellers Through Empire: Indigenous Voyages From Early Canada in Canada's History* Feb.-Mar. 2018, 52-4.

Note: This list is based on submissions received from CIDE faculty by April 15, 2018 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 2017 and 2018.

What does it mean to be Black and educated?

We congratulate PhD (CIDE) student Chizoba Imoka who delivered the prestigious 2018 [Hancock Lecture](#) to a full house in the Great Hall in January 2018.



CIDE (MA & PhD) student and former team lead of the CIDESA Core Team, Chizoba credits CIDE affiliated faculty George Dei, John Portelli and Njoke Wane for helping her to learn more about herself and change her way of thinking about education. [Read Shree Paradkar's column on Chizoba Imoka in the Toronto Star.](#)

Adam, E. (2017). Wise words: Think for yourself, reject conformism: Are Canadian students up to the task? *University Affairs* (Nov 13). <https://www.universityaffairs.ca/opinion/in-my-opinion/wise-words-think-reject-conformism/>

Ali, M.-U. A. (2017). Un-Mapping Gay Imperialism: A Postcolonial Approach to Sexual Orientation-Based Development. *Reconsidering Development*, 5(1).

Bégin-Caouette, O. (2017). Meeting the Challenges of Globalization While Preserving Institutional Singularity: The Case of Quebec CEGEPs (pp.1-16). In R.L. Raby & E.J. Valeau (Eds.), *Handbook of Comparative Studies on Community Colleges and Global Counterparts*. Springer Publishers. 10.1007/978-3-319-38909-7_25-1.

- Bickmore, Kathy, Ahmed Salehin Kaderi & Ángela Guerra-Sua (2017): Creating capacities for peacebuilding citizenship: history and social studies curricula in Bangladesh, Canada, Colombia, and México, *Journal of Peace Education*, DOI: [10.1080/17400201.2017.1365698](https://doi.org/10.1080/17400201.2017.1365698)
- Flessa, J., Bramwell, D., Fernandez, M., & Weinstein, J. (2018). School Leadership in Latin America 2000-2016. *Educational Management Administration & Leadership*. Vol. 46, Issue 2, Special Issue on Latin America, pp. 182-206. Article first published online: July 21, 2017. DOI: <https://doi.org/10.1177/1741143217717277>
- Huang, X. (2017). How teachers learn and change in reciprocal learning space. *Frontiers of Education in China*, 12(2), 151-179.
- Hwang, C. (2018). "The internationalization of religious higher education: a comparative study of Christian universities in South Korea and Canada". In M. Sivasubramaniam & R. Hayhoe (Eds), *Religion and education: Comparative and international perspectives* (pp. 67-83). Oxford, UK: Symposium Books.
- Khoo, Y. (2017). Regenerating narrative inquiry for teacher growth on a Toronto-Shanghai Sister School partnership landscape. *Frontiers of Education in China*, 12(2), 180-199.
- Nieto, Diego (2017) "Citizenship education discourses in Latin America: multilateral institutions and the decolonial challenge", *Compare: A Journal of Comparative and International Education*. Published Online: <https://doi.org/10.1080/03057925.2017.1408399>
- Orlowsky, N. (2017). Adoptive Witness - The Transmission of Collective Memory and Identity in the Israeli History Curriculum. University of Toronto (Canada), ProQuest Dissertations Publishing.
- Rouf, K. A. (2018). Concepts, theories, and approaches to management practices for sustainable businesses, *International Journal of Research Studies in Management*, Vol. 7(1), pp. 13-36.
- Rouf, K. A. (2017). While poverty is a global problem resulting from global issues, its definition and solution can only be found locally, *International Journal of Research Studies in Management*, Vol.6(2), pp. 39-52
- Rouf, K. A. (2017). Grameen Nabeen Uddugta (NU), new entrepreneur, social business funding education and service in Bangladesh. *International Journal of Research Studies in Management*, Vol. 6 (1)
- Rouf, K. A. (2017). *Green and Social Entrepreneurial Basics*, Dhaka: A. H. Development Publishing House
- Rouf, K. A. (2017). *Green and Social Business Strategies*, Dhaka: Subarna
- Sabzalieva, Emma, [Shaping the idea of the world-class university from outside the global "core"](#). *Europe of Knowledge*, February 2018.
- Sabzalieva, Emma, [Transformations in higher education in Eurasia Webinar for Eurasia Special Interest Group of Comparative & International Education Society](#), January 2018
- Sabzalieva, Emma, [Who are Tajikistan's international students? Higher Education in Russia and Beyond](#), June 2017.
- Toomey, Nisha. Chapter 9: Pedagogical Applications of Toward What Justice. In Tuck, E. & Yang, K. W. (Eds.) *Toward What Justice*. Co-author with Del Vecchio, D. & Spady, S.
- Toomey, Nisha. Roots of Myanmar Rohingya crisis lie in global economy, Opinion Editorial, *The Hill Times*
- Toomey, Nisha. Photography research and refusal: A participatory action research project with migrant youth in the Mid-Hudson Valley, *Critical Questions in Education Journal*, co-author with Del Vecchio, D. & Tuck, E.
- Toomey, Nisha. Humanitarians of Tinder: Constructing Whiteness and Consuming the Other, *Critical Ethnic Studies Journal*
- Toukan, E.V., Gaztambide-Fernández, R. (2017). Editorial: Pedagogies of time, place, and identification. *Curriculum Inquiry*. 47(5). pp. 439–445. doi.org/10.1080/03626784.2017.1398391
- VanderDussen Toukan, E. (2017). "The communities we live in": providing meaningful contexts for the application and generation of knowledge through service in Uganda. *Compare: A Journal of Comparative and International Education*. 19 pp. <http://dx.doi.org/10.1080/03057925.2017.1360763>
- VanderDussen Toukan, E. (2017). Book Review: What kind of citizen? Educating our children for the common good, by Joel Westheimer. *Education as Change*. 21(1) pp. 193–197. <http://dx.doi.org/10.17159/1947-9417/2017/2280>
- Xu, S., & Connelly, F. M. (2017). Reciprocal learning between Canada and China in teacher education and school education: Partnership studies of practice in cultural context. *Frontiers of Education in China*, 12(2), 135-150.

Note: This list is based on submissions received from CIDE students/alumni by April 15, 2018 for this report and does not represent the full extent of CIDE student/alumni publications/presentations.

CIDE FACULTY AND STUDENT AWARDS 2017-2018

Faculty Awards, Grants, Distinctions, Appointments

Anna (Katyn) Chmielewski - 2017-2019 National Academy of Education/Spencer Postdoctoral Fellowship (US\$70,000)

Anna (Katyn) Chmielewski – 2017 Canadian Institute for Advanced Research (CIFAR) Research Workshop (co-applicants: Jane Waldfogel and Liz Washbrook) (CA\$50,000)

Bickmore, K. Social Sciences and Humanities Research Council of Canada (SSHRC) Insight Grants Adjudication Committee (many full days of work, November 2017-March 2018)

Mark Evans, CTL, Appointed for a 2-year term (2017-2019) as a member of the Sectoral Commission Education, Canadian Commission for UNESCO (CCUNESCO) <http://en.ccunesco.ca/about-ccunesco/governance/members-directory>

Mojab, Shahrzad. Youth in Transition: War, Migration, and 'Regenerative Possibilities', SSHRC Insight Grant, \$324,628. (2015-2019).

Gérin-Lajoie, Trajectoires de vie de jeunes immigrantes et immigrants diplômés en contexte scolaire francophone minoritaire. (2017-2020)

Student/Alumni Awards

Angela Guerra-Sua, PhD Candidate CTL, received a Doctoral Completion Award (DCA). The DCA is to support full-time PhD students who are beyond the funded cohort and within time-limit of degree. Criteria include: academic merit, the availability of alternative funding, progress, and, if appropriate, special features of the research program that require more time than usual.



Daniela Bramwell and Emma Sabzalieva are this year's recipients of Vanier Scholarships for research in democratic citizenship in Ecuadorian high schools and higher education in Central Asia.



"We were so proud that two highly selective Vaniers have gone to our department," said Professor Nina Bascia, LHAEC Chair. "Our [CIDE] students are exceptionally strong and promising."

Note: This list is based on submissions received from CIDE students/alumni by April 15, 2018 for this report and does not represent the full extent of CIDE faculty and student awards..

CIDE ADMISSIONS 2018-2019

Admissions

In 2017-2018 the CIDE collaborative program was home to over 160 vibrant, dynamic students from across OISE. In February 2018, the admissions process saw more than 590 applications to the program.

2018-2019 Admissions

Total Applications (as of April 2018):	592
Offers of Admission	70
Total Confirmed Students (as of April 2018)	38
Adult Education Community Development:	4
Curriculum Studies and Teacher Development:	14
Educational Leadership & Policy	7
Higher Education	5
Language and Literacies Ed	10
Social Justice Education	0

Total number of Students to Add the collaborative (May 1, 2017-Apr 30, 2018): 13
Total number of students accepted to date* in 2017-2018: 38

**Some offers still pending confirmation. We expect a minimum of 50-60 admissions in 2018-2019*

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	25
Curriculum Studies and Teacher Development (CSTD)	52	52	42	45	48	53	50	35	24
Language and Literacies Education (LLE)	9	7	10	8	11	17	22	22	30
Sociology in Education (SIE) Post 2012 (SJE)	16	15	12	12	11	15	15	19	26
Educational Administration (EA) Post 2012 (ELP)	7	6	9	10	14	20	17	20	27
Higher Education (HE)	17	18	15	21	17	18	15	13	22
History and Philosophy (H&P)	7	4	3	2	1	0	0	0	0
TOTAL	146	143	114	125	127	139	137	132	154

CIDE Graduates May 1, 2017 - April 30, 2018

PHD	10	EDD	0
MA	2		
MED	20		
TOTAL:	32		

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 2017-2018 MA AND PHD/EDD THESES TITLES

Name	Dept	Degree	Thesis Title
2018			
Arraiz Matute, Alexandra	CTL	PHD	Carino in the Borderlands: Pedagogical Relationships in a culturally and linguistically specific academic support program
Mou, Leping	LHAE	MA	The Liberal Arts Curriculum in China's Universities and It's Relevance to China's Universities Today
Barrero, Diana M,	CTL	MA	Gap Talk: How the discourse of achievement gaps reproduces settler colonial perceptions of race in the Ontario public school system
Martyn, Rebecca	CTL	MA	Identity Investment: Harnessing social media as a platform for an identity text project
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.
2017			
Orlowsky, Neil	CTL	PHD	Adoptive Witness: The transmission of Collective Memory and Identity in Israeli History Curriculum
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
Afridi, Momina	LHAE	PhD	Understanding the work of female teachers in Low Fee private schools in Punjab, Pakistan
Fajardo-Dack, Tammy	CTL	PhD	Creation and Evolution of a Community of Practice focused on Critical Action Research in an Equadorian University
Wu, Hantian	ELP LHAE	EDD	Challenges of China's outward-Oriented Higher Education Internationalization: AN Empirical Inquiry into the Views of International Students
Rizk, Ayman	ELP	PhD	Strategies for enhancing education governance and management in Egypt: international Organizations' Perspectives: A Critical Study
Ishikawa, Wakako	CSTD	PHD	Public Health Education in Timor-Leste
Wong, Wales	CTL LLE	MA	Written Narratives by Adult Chinese Plurilingual Students: Participants' Perceptions of code-switching and the (Re)Shaping of Identity
Zhu, Yidan	LHAE	PHD	Practicing Ideology: Chinese Immigrant Mothers' Learning in Canadian Immigration Settlement Organizations
Dunlop, Margaret A.	CTL	PhD	Maximizing Feedback for Language Learning: English language learners' attention, affect, cognition and usage of computer-delivered feedback from an English language reading proficiency assessment

CIDE COURSES 2017-2018

Courses offered 2017-2018 † Special Topics Courses: Special topics course codes are recurrent. Only the course titles listed below can be counted toward the CIDE requirements in this academic year.

CORE COURSES			
Course Code	Course Title	Course Instructor	Date and Time
CIE1001HFV	Introduction to Comparative, International and Development Education	Buckner	Fall: Mon 5:30-8:30 pm (7-105) see calendar for details
CIE1001HS	Introduction to Comparative, International and Development Education	Manion	Winter: Mon. 5:00-8:00 pm see calendar for details
CIE1002H	Practicum in Comparative, International and Development Education	Read Guidelines; Practicum Form	Note: Based on a practicum course proposal form.
CIE1006HSV	Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization	Drinkwater	Winter: Mon. 1:00-3:00 pm see calendar for details
CIE6000H	Gender, Education and Development: Comparative and International Perspectives	Manion	Summer 1:(2018) Tues and Thurs 5:00-8:00 pm
CTL1037HS	Teacher Development: Comparative and Cross-cultural Perspectives	Drinkwater	Winter: Wed. 5:00-8:00 see calendar for details
CTL1060HF	Education and Social Development	Drinkwater	Fall: Mon. 5:00-8:00 pm
CTL1312HS	Democratic Citizenship Education	Bickmore	Winter: Mon. 5:00-8:00 pm
CTL1318HF	Teaching and Conflict Resolution	Bickmore	Fall: Wed. 5:00-8:00 pm
LHA1825HF	Comparative Education Theory and Methodology	Hayhoe	Fall: Tues:1:00-4:00 pm
LHA3810HF	International Academic Relations	Hayhoe	Fall: Thurs. 5:00-8:00 pm
ELECTIVE COURSES			
Course Code	Course Title	Course Instructor	Date and Time
APD3202HF	A FOUNDATION OF PROGRAM EVALUATION IN SOCIAL SCIENCES	Jang	Fall: Tues. 1:00-4:00 pm
SJE1921HYY	The Principles of Anti-Racism Education	Dei	Fall/Winter: Mon. 5:30-8:30 pm
SJE3933HS	Globalization and Transnationality: Feminist Perspectives	Todorova	Winter: Mon. 5:30-8:30 pm
SJE5000/6000† H	Special Topics in SRE: TBA	TBA	TBA
LHA1041HF	Educational Administration II: Social and Policy Contexts of Schooling	Stewart	Fall: Wed. 5:00-8:00
LHA1041HS	Educational Administration II: Social and Policy Contexts of Schooling	Flessa	Winter: Tues. 5:00-8:00 pm
LHA1047HF	Managing Changes in Classroom Practice	Anderson	Fall: Wed. 5:00-8:00 pm
LHA1102H F	Community Development: Innovation Models	Quarter	Fall: Tues 5:30-8:30 pm
LHA1102H F	Community Development: Innovation Models	Ryan	Fall: Tues 5:30-8:30 pm
LHA1115H S NEW	Learning for the Global Economy	Mirchandani	Winter: Mon. 5:30-8:30 pm

LHA1142HF	Young Adulthood in Crisis: Learning, Transitions and Activism	McCready	Fall: Wed. 5:30-8:30 pm
LHA1180HS	Aboriginal World Views: Implications for Education	TBA	Winter: Wed. 9:00 am -12:00 pm
LHA1181HF	Embodied Learning and Alternative Approaches to Community Wellness	Magnusson	Fall: Mon. 5:30-8:30 pm
LHA1184HF	Indigenous Knowledge: Implications for Education	Ayayqwayaksheelh	Fall: Thurs. 2:00-5:00 pm
LHA1190 HS	Community Healing and Peacebuilding	If taught by CIDE faculty	Summer 2 Tu/Th 5:30-8:30
LHA1803HF	Recurring Issues in Postsecondary Education	Janzen/Wheelahan	Fall: See calendar for details Wheelahan Fall Mon 5-8
LHA1806HS	Systems of Higher Education	Buckner	Winter: Tues. 5:00-8:00 pm
LHA1846HS	Internationalization of Higher Education in a Comparative Perspective	Buckner	Summer 2: Tu/Fr/Sat 9:00-3:00
LHA3041HS	Administrative Theory and Educational Problems II: Doctoral Seminar on Policy issues in Education	Joshee	Winter: Tues. 5:00-8:00
LHA3055HS	Democratic Values, Student Engagement and Democratic Leadership	Portelli	See calendar (flex)
LHA6004	Sp Top in ELP: Comparative and International Education: Issues for teachers	Manion	Winter: Thurs 5:00-8:00 pm
CTL1031H F	Language Culture and Identity: Using the Literary Text in Teacher Development	Feuerverger	Fall: Thurs 5:30-8:30 pm
CTL1031H F	Language Culture and Identity: Using the Literary Text in Teacher Development	Clem Marshall	Summer 2 ONLINE
CTL1063HF	Pedagogies of Solidarity	Gaztambide-Fernandez	Summer 1 Mon & Wed 1:00-4:00
CTL1221HS	Education for Human Goals Local and Global	Gitari	Winter: Thurs. 5:00-8:00 pm
CTL1406HF	The Origins of Modern Schooling	Troper	Fall: Tues. 5:00-8:00 pm
CTL5014HF†	Special Topics in Curriculum: Citizenship, Pedagogy and School Communities	Evans	Fall: Mon. 5:00-8:00 pm
CTL3000HF	Foundations of Bilingual and Multicultural Education	Le Pichon-Vortsman	Fall: Wed.. 5:00-8:00 pm
CTL3007HF	Analyse de discours	Rehner	Fall: Wed. 1:00-4:00 pm
CTL3008HS	CRITICAL PEDAGOGY, LANGUAGE AND CULTURAL DIVERSITY	Gagné	Winter: Mon. 1:00-4:00 pm
CTL3011HF	Cognitive Sociolinguistic and Sociopolitical Orientations in Bilingual Education Research	Le Pichon-Vortsman	Fall: Thurs. 5:00-8:00 pm
CTL3015HS	Language and Literacies Education in Multilingual Contexts	Le Pichon-Vortsman	Winter: Thurs. 1:00-4:00 pm
CTL3018H S	Language Planning and Policy	Bale	Winter: Thurs 5:00-8:00 pm
CTL3025HS	Educational Sociolinguistics	Rehner	TBA
CTL3026HS	Pragmatics in Language Education	Kerekes	Winter: Wed. 1:00-4:00 pm
CTL3031HF	Children's Literature within a Multicultural Context	Feuerverger	Fall: Tues 5:00-8:00 pm
CTL3805HS	Multilingualism and Pluralism	Piccardo	Winter: Wed. 5:00-8:00 pm
CTL6300HF†	Special Topics in Second Language Education: Proseminar in Language and Literacies Education	Gagné	Fall: Tues. 1:00-4:00 pm

CIDESA Report

Our events 2017- 2018 were few, but very engaging.

Film discussion night

We got together to watch *Finland Phenomenon* which was about Finland's education system and how it has consistently ranked among the best in the world for more than a decade. Our CIDE fellow students discussed questions around the differences or similarities of education around the globe. Some of these thought provoking questions were:



- How is Finnish education different from education in Canada?
- Which elements of the education system in Finland would work in other parts of the world, e.g. Canada?
- How about developing countries (would this model work)?
- How does this system enable student mobility?
- How can Finland's educational system work in a multicultural setting?

We concluded that there is not such single model of education that can be copy pasted and/or be imposed on other nations for the sake of development but there is a need to create educational models that are relevant to the communities and solve the problems that allow people to move socially and succumb their struggles.

Winter potluck

At the end of the first half of the academic year we got together for a very informal yet community oriented get together to chat and share experiences with other students. For us is important to strengthen our community not only academically, but also personally.

CIES Mexico

On a warm Sunday afternoon around 50 CIDE related students and faculty got together to eat and share research experiences at a location near the conference site. For the CIDESA it is important not only to share locally but also support each other when we travel abroad. Some students and faculty went to the pyramids, museums or roamed the streets of Mexico City practicing their Spanish language skills and others decided to go out for a night of dancing.



CIDE Students and Alum at CIES 2018: Annette Ford, Yomna Awad, Malini Sivasubramaniam



CIDE Alumni Jack Lee, Meggan Madden and Olivier Bégin-Caouette (Left) at CIES 2018 Mexico City. CIDE faculty and Students represented OISE with over 50 presentations at CIES 2018. (Below) Students Muna Udbi-Ali (CTL/CIDE), Diana Barrero (LHAE/CIDE) and Fiona Cheuk (SJE).



The CIDESA also co-hosted the CIDEC Presents the **Joseph P. Farrell Student Research Symposium** with record attendance this year at all [12 student seminars](#).

Thanks to all the **CIDESA core team** for all their hard work this year: Yecid Ortega, Ashraf Tanjin, Alaa Ahmed, Sunnya Khan, Shukri Hilowle, Ayan Jama, Labib Malik, Sarah Morales, Zohra Lakhani, Ummejuthi Jamila and Wales Wong and many thanks to **Steve Anderson** for his directorship and support. We welcome the new CIDE director, Kathy Bickmore and the 2018-2019 CIDE core team.

Report prepared by Yecid Ortega for the CIDESA.

Thank you to CIDE Director (Term: July 2013-June 2017) Steve Anderson pictured here in Santiago, Chile

