



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION



CIDEDEC
COMPARATIVE, INTERNATIONAL
& DEVELOPMENT EDUCATION CENTRE

CIDEDEC Annual Report

May 1st, 2018 – June 30th, 2020

This report is available in full on the CIDEDEC website:
<http://www.oise.utoronto.ca/cidec>

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DIRECTOR'S MESSAGE

Warm greetings. I am writing this Annual Report during an unusually troubling period of global pandemic. The COVID-19 virus and the associated health-protection restrictions have spread across our connected world, changing our societies, economies, educational institutions, and personal lives. The harms of the pandemic have made painfully visible—and have exacerbated—global and local inequities including wealth-poverty gaps, racist and (neo-)colonial oppression, militarism and aggressive policing, and gender-based violence. This historical moment makes me especially grateful for the Comparative, International and Development Education Centre community, in which people engage together in studying and caring about our relationships in and with the world.

The Comparative, International and Development Education Centre (CIDEDEC) is a research centre at the Ontario Institute for Studies in Education (OISE), University of Toronto that promotes excellence, collaboration, and innovation in comparative international education research, and contributes to transnational scholarship and education at OISE. CIDEDEC is the institutional anchor for OISE's popular collaborative graduate studies specialization in Comparative, International and Development Education (CIDE), which draws students and faculty from six graduate programs in three departments at OISE. The current report reflects CIDEDEC activities from May 1st, 2018 to June 30, 2020, emphasizing the recent year. In 2019, in lieu of an annual report, CIDEDEC completed a (7-year) Centre self-study report. The CIDEDEC community includes over 40 affiliated faculty members, three adjunct or sessional faculty, and four visiting scholars. At this time, approximately 255 graduate student scholars with an interest in transnational issues and comparative methodologies are affiliated with the Centre.

CIDEDEC is an interdisciplinary research centre that welcomes diversity and mutual engagement, including the continued involvement of alumni who work in academia and development organizations within Canada, in Indigenous First Nation communities, and around the world. To illustrate, this Annual Report features recent CIDEDEC research and seminar presenters on timely themes such as the Abidjan Principles on enacting the right to education, China's expanding university system and liberal arts education, multilingual education in Cambodia and Senegal, school reform in Sweden, service learning and the revolution's effects in Egypt, the benefits of early childhood education in low- and middle-income countries, higher education reform in the Arab world, the REACH global learning experience for University of Toronto university students, field consultants' experiences in international development education projects, migrant children's and mothers' experiences crossing borders, south-south migration and education, plurilingualism and teacher education in Kazakhstan, and more. Skill-building workshops have included "All you need to know about applying for and attending conferences." This year, the Centre has launched books written and co-edited by CIDEDEC faculty including *Globalization on the Margins: Education and Post-Socialist Transformations in Central Asia* (2nd Edition 2020), *Interrogating and Innovating Comparative and International Education Research* (2019), and *Transnational Perspectives on Democracy, Citizenship, Human Rights and Peace Education* (2018). Every February, CIDEDEC hosts the full-day Joseph P. Farrell Student Research Symposium, which showcases 12 CIDE students' excellent work from across OISE graduate degree programs.

CIDEC students and faculty are active in the leadership, committees, and journal editorial boards associated with various comparative and international education scholarly organizations, including the Comparative International Education Society of Canada, the Comparative and International Education Society (USA), and the World Congress of Comparative Education Societies. Highlights of CIDEC activities are the social networking events, films, music and poetry nights, and special interest groups organized with the CIDE Students Association. Students Association representatives, along with faculty from all affiliated departments, also participate in CIDEC's Steering Committee governance.

CIDEC has continued to welcome new faculty (newly hired, or newly involved in the CIDE collaborative specialization): in 2019-20, these include Vannina Sztainbok in Social Justice Education and Fikile Nxumalo in Curriculum Teaching and Learning. In 2018, CIDEC welcomed Claudia Diaz Rios in Leadership, Higher and Adult Education. New and continuing faculty continue to develop new courses, including CTL 5310 The Education of Students of Refugee Background in Canada and Beyond, created by Emmanuelle Le Pichon and Antoinette Gagne (Language and Literacies Education program), CTL 5050 Decolonial Approaches to Environmental Education, created by Fikile Nxumalo (Curriculum and Pedagogy program), CTL 5041 Educational Research and Knowledge Production in Comparative International and Development Contexts, created by Sarfaroz Niyozov (Curriculum and Pedagogy program), LHA 5006 Comparative Politics of Educational Policy, created by Claudia Diaz-Rios (Educational Leadership and Policy program), and LHA 1846 Internationalization in Comparative Perspective, created by Elizabeth Buckner (Higher Education program). This Annual Report presents further information about key activities, recent publications, and other indicators of the scholarly vibrancy of the Comparative, International and Development Education Centre community.

I believe you will find this report comprehensive and informative regarding the broad scope of CIDEC activities and its significant contributions to the field of comparative and international education, and to the development of new scholars in this field.



A handwritten signature in black ink that reads "Kathy Bickmore". The signature is written in a cursive, flowing style.

Kathy Bickmore, Ph.D.
Professor, Department of Curriculum, Teaching & Learning
Director, Comparative International and Development Education Centre and Specialization

CIDEC FACULTY AND STAFF

CIDE Director and Staff

Kathy Bickmore, CIDEC Director, Professor, CTL (June 2017 – June 2021)

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

Sazna Aliyar, Acting CIDE/CIDEC Program Assistant

Joanne Bacon, CIDE/CIDEC Program Administrator (On Leave)

CIDE/CIDEC Faculty

*Steering Committee

Stephen Anderson, Professor Emeritus, LHAE

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

Nina Bascia, Professor, LHAE

Policy analysis; teachers' organizations.

Jeff Bale*, Associate Professor, CTL

Language diversity; second language learning.

Kathy Bickmore*, Professor, CTL –

Curriculum & Pedagogy Education for democracy; peacebuilding, and conflict resolution in comparative perspective.

Megan Boler, Professor, SJE

Philosophy of technology; post-structuralism.

Elizabeth Buckner*, Assistant Professor, LHAE

Globalization and neoliberalism effects on higher education and citizenship.

Anna (Katyn) Chmielewski*, Assistant Professor, LHAE

National educational and social policies and income inequality.

George J. Sefa Dei, Professor, SJE

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

Claudia Diaz Rios*, Assistant Professor, LHAE – Educational Policy and Leadership

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

Antoinette Gagné*, Associate Professor, CTL

ESL issues; teaching strategies for diversity.

Ruben Gaztambide-Fernandez, Associate Professor, CTL

Arts education; curriculum.

Diane Gérin-Lajoie, Professor Emerita, CTL

Teacher and student identity; teaching in minority settings.

Wanja Gitari, Associate Professor, CTL

Indigenous cultures; science learning and equity.

Ruth E. S. Hayhoe*, Professor, LHAE

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

Monica Heller, Professor, SJE

Franco-Ontario studies; social inequality.

Eunice Jang, Associate Professor, CTL

Educational assessment and measurement.

Glen Jones, Professor, LHAE

Policy and politics of higher education.

Reva Joshee, Associate Professor, LHAE

Democratic approaches to policy; diversity and social justice policies.

Julie Kerekes*, Associate Professor, CTL

Second language acquisition; linguistics.

Jane Knight, Adjunct Professor, LHAE

Internationalization of higher education
Normand Labrie, Professor, CTL
 Des langues, des politiques linguistiques et des minorités linguistiques, notamment francophones
Emmanuelle Le Pichon-Vorstman*, Assistant Professor, CTL – Language and Literacies Education
 Multilingual education, inclusion of minority (migrant & indigenous) pupils
Caroline (Carly) Manion*, Lecturer, LHAE/CIDEC Sociology of education; equity; gender; faith-based schooling; governance; policy analysis.
Vandra Masemann, Adjunct Associate Professor, CIDEC Comparative and international education; anthropology of education; critical ethnography.
Lance T. McCready, Associate Professor Education, health and well-being of gay Black urban youth; access to higher education.
Kiran Mirchandani, Professor, LHAE Transnational service work.
Gavin Moodie, Adjunct Professor, LHAE Access to higher ed; structures of tertiary, vocational and higher education
Cecilia Morgan, Professor, CTL Gender; colonialism; imperialism.
Shahzad Mojab, Professor, LHAE Globalization; feminism and women’s education; women and war in Middle East.
Karen Mundy*, Professor, LHAE Educational policy and reform in Sub-Saharan Africa; the role of civil society organizations in educational change.
Sarfaro Niyozov*, Associate Professor, CTL

Global education; international and comparative curriculum studies/education.
Fikile Nxumalo, Assistant Professor, CTL C&P
 Place-based and environmental education; Black feminism; Black and children’s geographies
Enrica Piccardo, Associate Professor, CTL French as a second and foreign language; teacher development, evaluation.
John Portelli, Professor, SJE Democratic values; student engagement.
Creso Sá, Professor, LHAE Higher education; public policy.
Peter Sawchuk, Professor, LHAE Adult Learning Theory; Labour Studies Social Movement Studies.
Sandra Styres, Assistant Professor, CTL Indigenous language, literacy and education, land centred approaches to language.
Vannina Sztainbok, Assistant Professor, SJE
 Anti-racist feminism, Afro-Latin American race and gender studies, psychoanalysis, race and space
Miglena 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.
Njoki Wane, Professor, SJE Gender, colonialism and development; anti-racism education.
Leesa Wheelahan Professor, LHAE Social justice and education outcomes; vocational education

VISITING SCHOLARS 2018-2020



Kara Janigan- Visiting Scholar, Dates of Appointment: September 1st, 2019 to August 31st, 2020. Kara Janigan holds a doctorate in the Comparative, International and Development Education Program and Department of Curriculum, Teaching, and Learning at OISE/UT. Her Ph.D. thesis is titled "Factors affecting girls' secondary schooling in rural Tajikistan: What difference did the Girls' Education Project make?" Kara is an international education consultant and an Adjunct Professor at the Middlebury Institute of International Affairs at Monterey (MIIS). She recently completed research on gender and learning in primary grades in Tanzania. Her 2020 publications include [Gender and Education in Tajikistan in the Pre-Soviet, Soviet, and Post-Soviet Eras](#) and [Efforts to Overcome Barriers to Girls' Secondary Schooling in Rural Tajikistan](#)



Dr. Stephen A. Bahry - Visiting Scholar, Dates of Appointment: January 2011 – Present. 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. His current work is on ecology of languages and literacies and education in Central Asia, Western China and Toronto. He has recently taught short-term graduate courses in Plurilingualism and Education and Multilingual Curriculum Development and Assessment in the MA program in Multilingual Education at Nazarbayev University, Kazakhstan as well as CTL 1037, Teacher Development: Comparative and Cross-Cultural Perspectives at OISE.



Gabrielle Oliveira- Visiting scholar March 2019. Gabrielle Oliveira is an internationally recognized scholar. Dr. Oliveira is an assistant professor of foundations of education at the Lynch School of Education and Human Development at Boston College. Her research focuses on immigration and mobility—on how people move, adapt, and parent across borders. She is the author of *Motherhood Across Borders: Immigrants and Their Children in Mexico and New York* (2018, NYU Press), winner of the Inaugural Outstanding Book Award in Ethnography at the Penn Ethnography Forum and the Council of Anthropology and Education Book of the Year Award in 2019. Gabrielle received her bachelor's degree in her native Brazil and her master's and doctoral degrees from Columbia University and Teachers College. She is the co-

founder of the group Colectiva Infancias, a Latin America group of women scholars who study migration of children across the Americas, recently awarded a grant by National Geographic Foundation to assemble an online mosaic of migrant children's experiences. Gabrielle was a Postdoc Fellow with the National Academy of Education/Spencer Foundation in 2019.

Sarvenaz Parish- Visiting Scholar 2018. Sarvenaz Parish- holds a Ph.D. in art research from Alzahra University, Iran and another PhD in art history from Frei Universitat Berlin. She has studied such matters as the illustration of children's books on environmental education in Iran, the role of visualization in scientific education, a comparison of 1940s and 1980s surrealist art and literature illustration in Iran, and an investigation of the Sign-Semantics of the Illustration of the Divan of Hafez in comparison with the Divan of Eastern-Western Gnosticism of Goethe.

Ezinwanne Roseline Raymond- Visiting student June to August 2018. Ezinwanne Roseline Raymond is a lawyer with legal and human rights training and expertise in Nigeria, UK and Germany. Ms. Raymond was studying for a master's degree in human rights at the University of Erlangen, Germany. Her general interest is in the subject of human rights and feminism as regarding fairness, equality and more recently social work. Her 2018 research, *A Critical analysis of the European Court of Human Rights (ECtHR) Case Law on Human Trafficking, from a gender perspective*, attempts to answer the question, 'to what degree does the Court (ECtHR) take into account a gender perspective in order to address, interpret and adjudicate cases of human trafficking that specially affect women? As the selected cases for this research involve immigrants, she came to CIDE to research the internal workings of the immigration and employment structures and mechanisms in Canada set to detect trafficking suspicions especially for women and girls before, during and after the immigration application process. Secondly, the social question of why and what propels people, especially women, to migrate in search for jobs is worth scrutiny and deserves the intervention of human rights actors including the courts. Therefore, she also researched cases of trafficking adjudicated at Canadian national courts, to find out how the court integrates this question in its jurisprudence

CIDEC GRADUATE ASSISTANTS 2018-2020



Ramesh Pokharel served as CIDE GA from September 2017 to April 2019. 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 and 2018 newsletters, as well as planning and organization of the annual *Joseph P. Farrell Student Research Symposium* (February 2018 and 2019).



Tatiana Feitosa de Britto served as CIDEC GA from September 2019 to April 2020. Among her activities, Tatiana engaged in the analysis of student practicum reports and assisted the development of information material about this CIDE-related activity. She also contributed to the promotion of research dissemination initiatives, having co-chaired the Joseph P. Farrell Student Research Symposium and co-edited the Fall and Spring editions of the CIDE/C newsletter, along with Dr. Carly Manion

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

CIDEC RESEARCH GRANTS AND PROJECTS 2018-2020

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 Bucker 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?

2016-2020 The Academic and Social Integration of Syrian Refugees in Canadian Schools

Project staff: Antoinette Gagné (Principal investigator), Melissa Beauregard, Mozy Nah Nofal (GAs), Nadeen AlHashimi, 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 Adobe 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 Networkbuilding and Review Project (2016-2019) Project Lead: Mark Evans, CTL

This project ended in 2019. It has brought 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 was very active in its three years, undertaking academic seminars, writing, and events involving a range of contributors (University of York, 2016; University of Toronto, 2017).

<https://www.york.ac.uk/education/research/cresj/researchthemes/citizenshipeducation/leverhulmeypouthactivism/>

NEW AND CONTINUING EXTERNAL COLLABORATIONS 2018-2020

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



Carly Manion is our institutional representative on the UNGEI GAC, with PhD Candidate, Norin Taj as the “alternate”. The UNGEI GAC meets twice annually to review, identify, discuss and strategize priority issues and future programming. Carly has participated in a series of conference call meetings about UNGEI policy and advocacy work, and particularly as part of CIDEDEC'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. In 2018, Carly attended the annual 3-day in-person meeting in Ottawa. A phone meeting replaced the in-person meeting in 2019.

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

B) 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 and OISE, through CIDEDEC as the international partner. Carol Campbell and Santiago Rincón Gallardo joined Flessa and Anderson initial members of the OISE team for the successful proposal. The Centro was launched in 2016 with headquarters in Valparaíso, Chile. CIDEDEC signed a memorandum of agreement for the OISE partnership in the Centro for five years, subsequently renewed. Professors Flessa and Anderson have made several trips to Chile since 2016 to collaborate in different streams of the Centro's activity. This has included the delivery of multiple keynote addresses at regional seminars and collaboration in leadership development activities. Professors Bascia and Bickmore traveled to Chile in separate trips in 2019 for several partnership networking meetings, leadership trainings, and keynote addresses.

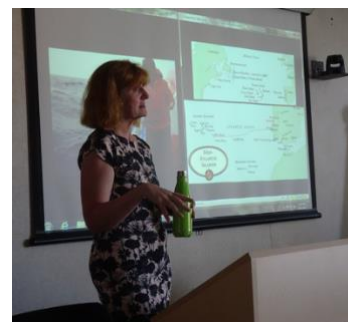
c) CIDEDEC collaboration with Midaynta Community Services

Since 2014, several CIDEDEC directors (Sarfaro Niyozov, Stephen Anderson, Carly Manion, and Kathy Bickmore), faculty and students have been collaborating with Midaynta Community Services, particularly through Midaynta's Executive Director, Mahad Yusuf. Midaynta's work and the collaborative activities between the organization and CIDEDEC have focused on inquiry, dialogue, and tangible response to the many challenges facing marginalized immigrant communities, in particular those who arrived in Canada fleeing violent conflict.

The CIDEDEC-Midaynta collaboration has achieved a number of important accomplishments. A series of two-day conferences were held in 2015 at OISE, beginning with *Youth "Radicalization" Policy and Education*, designed to bring together multiple stakeholders from the community, community organisations, education, security, government and academic researchers and others. Dr. Stephen Bahry (former coordinator of the CIDEDEC-Midaynta collaboration), Mahad Yusuf and Midaynta staff had productive discussions with several CIDEDEC/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 CIDEDEC/OISE, has held follow up "Youth Radicalization" conferences in 2016, 2018, and 2019. CIDEDEC faculty and students have participated in each of these conferences, as presenters (e.g., Drs. Bickmore and Manion), discussants (e.g., Dr. Manion), interns, and audience members. Seven CIDEDEC graduate students have completed a CIDEDEC practicum at Midaynta (all with Dr. Manion as faculty supervisor for each), where they were responsible for transcribing, analyzing and summarizing the proceedings from each conference and producing a report. The students have been speakers at the formal launches of these conference reports, at OISE.

CIDEC SEMINAR SERIES 2018 - 2020

CIDE alumnus, Dr. Alison Neilson (Centro de Estudo Sociais, CES Universidade de Coimbra, Portugal) kicked off the 2018-19 CIDE seminar series with her talk entitled, "Working Across Cultures and Language for Environmental Justice and Informal Education Related to Small Scale Fisheries Within Global Policy Contexts".



Date	Presenter	Presentation Title
Thursday May 3 rd 2018	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
Monday April 15 th 2019	Professor Uwe Schulze, Goethe University Frankfurt	Spatial Citizenship, Service Learning, and Geography Teacher Education
Wednesday April 24 th 2019	Sarfarozi Niyozov, CTL, CIDE, OISE	Leading a Private International Education Institution in a Global South Context (the Case of AKU -IED): Living CIDE Possibilities and Impossibilities
Wednesday May 1 st 2019	Dolores Dickson, Executive Director, CAMFED Canada and Global Programs	CAMFED Learner Guides: Alumnae Transforming Young People's Prospects
Wednesday September 18 th 2019	Joseph Wong	Reaching The Hard To Reach: A Global Learning Experience With Purpose
Monday September 23 rd 2019	Vandra Masemann- Subbed by Carly Manion	All you need to know about applying for and attending conferences – CIES and CIESC in particular
Monday September 23 rd 2019	Vandra Masemann- Subbed by Carly Manion	All you need to know about applying for and attending conferences – CIES and CIESC in particular
Wednesday October 2 nd 2019	Xie Weihe Co Sponsor: CSEP	China's Double First-Class Initiative: The Context and the Effect of the Current Status Quo
Monday October 7 th 2019	Prachi Srivastava, Karen Mundy, Sarah French	Abidjan Principles: The Right to Education
Thursday October 10 th 2019	Carol Benson	The power of L1-based multilingual education in Cambodia and Senegal: Lessons to share
Friday October 18 th 2019	Najeeb Shafiq	Are There Long-Term Benefits from Early Childhood Education in Low- and Middle-Income Countries?

Friday October 25 th 2019	Mary Drinkwater Kathy Bickmore Reva Joshee Sarfarozi Niyozov & other chapter authors	Transnational Perspectives on Democracy, Citizenship, Human Rights and Peace Education
Tuesday November 12 th 2019	Elizabeth Buckner	Reconsidering Higher Education Reform in the Arab World
Wednesday November 20 th 2019	Stephen Bahry	Plurilingualism and Education in Eurasia: Teacher Preparation for Kazakhstan's Trilingual Education Program
Thursday November 28 th 2019	Neivin Shalabi	The Effects of the 2011 Egyptian Revolution on Community Engagement among University Students: Implications for Comparative and International Education
Thursday January 16 th 2020	Kara Janigan Spogami Akseer Carly Manion	Consulting within the field of Comparative, International and Development Education
Monday February 24 th 2020	Claudia Diaz Rios Sana Abuleil Gisele Cuglievan Mindreau	South-South Migration and Education: What Do We Know About It?
Friday February 21 st 2020	CIDEC	The Joseph P. Farrell Student Research Symposium (JPFSRS)
Thursday March 5 th 2020	Dr. Gabrielle Oliveira	Transnational Care Constellations: (Im)Migrant Children, Belonging and the Nation-State in U.S. Schools
Wednesday May 6 th 2020	Sarfarozi Niyozov (Co-Editor) & Iveta Silova (Co-Editor) Elise S. Ahn, Stephen Bahry, Stephen P. Heyneman, Dilrabo Jonbekova, Aliya Kuzhabekova, Izza Tahir, Kara Janigan, Rakhat Zholdoshalieva	Globalization on the Margins: Education and Post-Socialist Transformations in Central Asia (2nd Edition)
Tuesday June 9 th 2020	Editors: Caroline (Carly) Manion, Emily Anderson, Supriya Baily, Meagan Call-Cummings, Radhika Iyengar, Payal P. Shah, and Matthew A. Witenstein	Interrogating and Innovating Comparative and International Education Research (Fall, 2019, Brill)
Thursday July 2 nd 2020	Christian Noumi Pamelia Khaled	Comparing the Role of National Actors in Higher Education Policymaking in Senegal and Ghana - Christian Noumi Peace And Conflict Resolution Through Science Pedagogy In Bangladesh: Religious And Secular Students' Perspectives - Pamelia Khaled

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

CIDEC Special Interest 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.

CIDE Interest Group: South Asian Interest Group

Website address: www.southasiainterestgroup.org

It was the 2018 annual social event of CIDE when the Director Dr, Kathy Bickmore encouraged Neelofar Ahmed to develop an interest group under CIDE. The South Asia Interest Group was initiated by Neelofar Ahmed at the Joseph P. Farrell Student Research Symposium in 2019 with the ambition to develop collaboration between researchers, scholars, faculty, and students whose research scholarship focuses on education and educational context in South Asian countries. The membership of the group is free and open to everyone. Currently, SAIG has more than thirty members from OISE, UofT as well as from different parts of the world. In a short span, SAIG has become an active platform of academic engagement and has paired scholars of likewise interests for collaborative work. The group members has made panel presentations at national and international conferences such as Congress (the [Federation for the Humanities and Social Sciences](#)), CIES (Comparative and International Education Society), and CASID (The Canadian Association for the Study of International Development). SAIG has also organized a mini conference within the 10th International Labour and Employment Relations Association, Regional Congress for the Americas (ILERA).

Throughout the year, SAIG organized numerous meetings and writing sessions for its members to prepare collaborative conference proposals.

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.

CIDEC PRESENTS: THE JOSEPH P. FARRELL STUDENT RESEARCH SYMPOSIUM

CIDEC presents:

[The Joseph P. Farrell Student Research Symposium February 22, 2019](#)

[The Joseph P. Farrell Student Research Symposium February 21, 2020](#)



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

[The Joseph P. Farrell Student Research Symposium February 22, 2019](#)

9:00am-10:45 am: Session 1: Exploring Student Mobility, Engagement and Labour Market Integration In Canada [Chair: Carly Manion]

Exploring Outbound Student Mobility as a Public Policy Issue in Ontario [Diane Barbaric, PhD Candidate, LHAE]

I Don't Look and Sound Like the Regular 'Canadian': The Labour Market Integration of Student Migrants in Canada [Everton G. Ellis, PhD Candidate, LHAE]

Student Engagement: Chinese International Student Experience in Canadian Graduate Study [Meng Xiao, EDD Candidate, SJE]

Examining the Academic Experiences of Korean Immigrant Students at Universities in Toronto [Eun Gi (Cathy) Kim, MA Student, LHAE]

10:45am-12:15pm: Session 2: Change and Continuity In Higher Education: Experiences In Central And Eastern Europe, Soviet Union, And Chile [Chair: Vandra Masemann]

Universities in Central and Eastern Europe: Organizational Responses to Global Norms of Research Excellence: Research Design and Preliminary Findings [Nadiia Kachynska, PhD Candidate, LHAE]

We have Kept our Traditions: Durability in Former Soviet Higher Education Systems [Emma Sabzalieva, PhD Candidate, LHAE]

South-South Development Cooperation in Higher Education: A Case Study of the Chilean Agency of International Cooperation for Development (AGCID) and its Impact on the Internationalization of Higher Education Institutions [Scott Clerk, PhD Student, LHAE]

1:15pm-2:45pm: Session 3: Education and Power: Institutional Responses To Changing Contexts And Needs [Chair: Kathy Bickmore]

Critical Media Literacy: How Baltic Nations Confront the Challenge of Truth Decay [Kate (Jackson) Reyes, PhD Student, CTL]

What is the Impact of the American Liberal Arts University in Post-Conflict Society? [Hayfa Jafar, PhD Candidate, LHAE]

The Impact of Global University Rankings on Institutional Strategies, Decision-Making, and Policy Choice through the experiences of Four Canadian Research Universities [Edmund Adam, PhD Student, LHAE]

3:00pm-4:30pm: Session 4 – Exploring Issues in Health & Physical Education, Academic Decision-Making & Translanguaging: Experiences In Canada & Malaysia [Chair: Ramesh Pokharel]

Philosophizing the Future of Health and Physical Education in Canada: A Comparative Critical Analysis of Alternative and Conventional Approaches to Health Construction in the Classroom [Danielle Denichaud, MA Student, SJE]

High School Course Selection: A Missing Piece in Access and Transition to Higher Education [Ceara Khoramshahi, MA Student, LHAE]

“Our Country has Gained Independence, but we haven’t”: The Affordances of Translanguaging in an English-only Context [Shakina Rajendram, PhD Candidate, CTL]

[The Joseph P. Farrell Student Research Symposium February 21, 2020](#)

9:00am-10:30am: Session 1: Power, Learning and Justice [Chair: Carly Manion]

Death Triumvirātus: Neocoloniality of power in English language teaching [Yecid Ortega, PhD Candidate, CTL, Language and Literacies]

Learning to become an English language teacher: what does it really mean? [Danielle Freitas, PhD Candidate, CTL, Language and Literacies]

Under Surveillance: A Study of the Securitization of Somali Men in Canada [Shukri Hilowle, PhD Candidate, SJE, Social Justice Education]

10:40am-12:10pm: Session 2: Student Engagement, Community Ownership and Inclusive Education [Chair: Vandra Masemann]

Building Community Ownership for Education in the Central African Republic [Elena Toukan, PhD Candidate, CTL, Curriculum and Pedagogy]

Policy Options for Enhancing Learning Outcomes for Children with Specific Learning Disabilities in India [Payal Khazanchi, MEd, LHAE, Adult Education & Community Development]

Deconstructing and Reconstructing: Chinese International Student Engagement in Canadian Graduate Schools [Meng Xiao, EdD. Candidate, SJE, Social Justice Education]

1:10pm-2:40pm: Session 3 – Higher Education and Internationalization [Chair: Tatiana Feitosa de Britto]

Cultivating Whole Persons with Liberal Arts Education: Case Study of Three Universities in Mainland China, Hong Kong, and Taiwan [Leping Mou, PhD Candidate, LHAE, Higher Education]

Would the internationalization of higher education put Iraq back on the map? [Hayfa Jafar, PhD Candidate, LHAE, Higher Education]

Intercultural Online Co-Creation for Peacebuilding - A Higher Education Pedagogy [Rim Fathallah, PhD Student, CTL, Curriculum & Pedagogy]

2:50pm-3:50pm: Session 4 – International Students and Teacher Development [Chair: Kathy Bickmore]

A Critical Evaluation of the Traditional Domestic/International Student Division and its Relevance in Higher Education Today [Anett Trifonov, MEd Student, LHAE, Higher Education]

Social Constructivism in India: A Pre-service Teacher Development Framework [Prerana Bhatnagar, MEd Student, CTL, Curriculum & Pedagogy]

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

CIDEC FACULTY, POST-DOC & VISITING SCHOLAR PUBLICATIONS

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

This list is selective of scholarly publications submitted by CIDEC 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.

Publications

- Anderson, S., Manion, C., Drinkwater, M., Chande, R. and Galt, W. (2019). Looking for Learning in Professional Learning Networks in Kenya. *Journal of Professional Capital and Community*, 4(2), 124-146.
- Anderson, S.E., Manion, C., Drinkwater, M. & Galt, W. (2019). Looking for learning in teacher learning networks in Kenya. *Journal of Professional Capital and Community*. 4(2), 124-126. .
- 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.
- Antonowicz, D., Cantwell, B., Froumin, I., Jones, G. A., Marginson, S. & Pinheiro, R. (2018). Horizontal diversity. In B. Cantwell, S. Marginson & A. Smolentseva (eds.) *High participation systems of higher education* (pp. 94-124). Oxford, UK: Oxford University Press.
- 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>
- Austin, I, & Jones, G. A. (2018). Emerging trends in higher education governance: Reflecting on performance, accountability and transparency. In Hazelkorn, E. Coates, H., and McCormick, A. C. (eds.), *Research handbook on auality, performance and accountability in higher education* (pp. 536-547). Cheltenham, UK: Edward Elgar.
- Bahry, S. (in press, 2020). Global mobility and linguistic hybridity. In E. Piccardo & G. Lawrence (Eds.), *The handbook of plurilingual education*. Routledge.
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- Bale, J., Gagné, A., & Kerekes, J. (2019). Teacher educators' perspectives on preparing mainstream teacher candidates for linguistically diverse classrooms. In J. Mueller and J. Nickel (Eds.), *Globalization and Diversity in Education: What Does It Mean for Canadian Teacher Education?* (pp. 238–267). Ottawa, ON: Canadian Association for Teacher Education.
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- Bickmore, Kathy (2019). Education for Democratic Peacebuilding amid Gendered Violence: Youth Experience and Schooling in Mexico, Bangladesh and Canada. Chapter 13 in Drinkwater, M., Rizvi, F., & Edge, K. (Eds.), *Transnational perspectives on Democracy, Citizenship, Human Rights and Peace Education*. Bloomsbury, UK.
- 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 & *Ahmed Salehin Kaderi (Forthcoming 2020). Teachers' Citizenship Curricula in México, Bangladesh and Canada: Comprehensive vs. Narrow Values Education for Peace. In Carter, C. (Ed.) *Teaching and Learning for Comprehensive Citizenship: Global Perspectives on Peace Education*.
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- Hayhoe, Ruth, "Reflections," scheduled to come out in 2020 in a special issue of *China Quarterly*, entitled "Higher Education and the State in Greater China," edited by Terry Bodenhorn, John Burns and Michael Palmer.
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- Morgan, C. "Leaving Ladies: Canadian Actresses on International Stages," exhibit, curated with Theatre Museum Canada, opened 16 April 2018, Macdonald-Heaslip Walkway, Hart House Theatre, University of Toronto. <http://www.theatremuseumcanada.ca/>
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- Morgan, C. Alan Gordon, *Time Travel: Tourism and the Rise of the Living History Museum in Mid-Twentieth Century Canada*. *University of Toronto Quarterly*, 87, 3 (Summer 2018): 392-394.
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- Niyozov, S., & Lalani, M. (2019). Peace education in Pakistan; Challenges and Opportunities. In Drinkwater, M., et al. (Ed.). *Transnational Perspectives on Education, Democracy and Human Rights*. Sense Publishers.
- Niyozov, S., & Wendy, H. (2019, June 4). Problems with PISA: Why Canadians should be skeptical of the global test. *The Conversation: Academic Rigour, Journalist Flair* On line at: <http://theconversation.com/problems-with-pisa-why-canadians-should-be-skeptical-of-the-global-test-118096>
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- Parker, Christina & Kathy Bickmore (Forthcoming 2020). Classroom peace circles: Teachers' professional learning and implementation of restorative dialogue. *Teaching and Teacher Education*.
- Qiang Zha, Hantian Wu & Ruth Hayhoe, "Why Chinese Universities Embrace Internationalization: An Exploration with Two Case Studies," in *Higher Education: The International Journal of Higher Education Research*, Vol, 78, No. 3, 2019, pp. 669-686.
- Radar, E. & Le Pichon, E. (2019). ¿Une langue 'tordue'? Réappropriations identitaires par les récits de vie: pratiques translangagières et agentivité en contexte migratoire. *Langage & Société*, CAIRN International, 168, (3).
- Saint-Orens, L., & Nxumalo, F. (2018). Engaging with living waters: An inquiry into children's relations with a local Austin creek. *Journal of Childhood Studies*, 43(1), 68-72.
- Salmela-Aro, Katariina and Anna K. Chmielewski. 2019. "Socioeconomic Inequality and Student Outcomes in Finnish Schools." Ch. 9 (pp. 153-168) in *Socioeconomic Inequality and Student Outcomes: National Trends, Policies, and Practices*, edited by L. Volante, S. Schnepf, J. Jerrim, and D. Klinger. Springer Press.
- Shin, J.C., Kehm, B. M. & Jones, G. A. (Eds.) (2018). *Doctoral education for the knowledge society – Convergence or divergence in national approaches?* Cham, Switzerland: Springer.
- Shin, J.C., Kehm, Barbara M. & Jones, Glen A. (2018). The increasing importance, growth and evolution of doctoral training. In J.C. Shin, B. M. Kehm & G. A. Jones (eds.), *Doctoral education for the knowledge society – Convergence or divergence in national approaches?* (pp. 1-10). Cham, Switzerland: Springer.
- Silova, I., & Niyozov, S. (2020). (Eds.). *Globalization in the Margins: Education Reforms in the post-Soviet Context*. Charlotte, NC: Information Age Publishing (630 pages).

- Sivasubramaniam, Malini and Ruth Hayhoe (eds.) *Religion and Education: Comparative and International Perspectives* (Oxford Studies in Comparative Education, Oxford: Symposium Books, 2018).
- Wang, S., & Jones, G. A. (2020). Competing institutional logics of academic personnel system reforms in leading Chinese universities. *Journal of Higher Education Policy and Management*. <https://doi.org/10.1080/1360080X.2020.1747958>
- Wang, W., & Bale, J. (2019). Mentoring for new K-12 Chinese language teachers in the United States. *System*, 84, 53–63. <https://doi.org/10.1016/j.system.2019.05.002>
- 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. 226257. Article first published online: September 18, 2017. DOI: 10.1177/1741143217728083
- Young, S. J., Piché, P. G. & Jones, G. A. (2020): Student pathways and differentiation policies in Ontario: Are they compatible? *Policy Reviews in Higher Education*, 4, 25-44.

Faculty, Post-Doctoral Fellow, and Visiting Scholar Presentations & Other (Conference Proceedings, Peer-reviewed Academic Presentations, Book Reviews, Reports, Professional Activities, etc.)

- Angouri, Jo, Kerekes, Julie, and Suni, Minna (2020). *Migrants in working life: Language and global (im)mobilities*. Co-organized symposium for the 19th AILA World Congress of Applied Linguistics (Association Internationale de Linguistique Appliquée), University of Groningen, Netherlands. Postponed to 2021 due to COVID-19 pandemic.
- 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
- Bale, Jeff, Gagné, Antoinette, and Kerekes, Julie (2018). *More than “Just Good Teaching”*: Preparing all teacher candidates for linguistically diverse classrooms in Ontario, Canada. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New York, April 13-17.
- Bale, Jeff, Gagné, Antoinette, and Kerekes, Julie (2020). *Learning to support English learners in Ontario: A comparative analysis of teacher-education programs*. Paper to have been presented at the 19th AILA World Congress of Applied Linguistics (Association Internationale de Linguistique Appliquée), University of Groningen, Netherlands. Postponed to 2021 due to COVID-19 pandemic.
- Bale, Jeff, Gagné, Antoinette, Kerekes, Julie, Brubacher, Katherine*, Nii Owoo, Mama Adobea*, Rajendram, Shakina*, and Wong, Wales* (2018). *What do all teachers really need to know about supporting ELLs?* Workshop presented at the Celebrating Linguistic Diversity Annual Conference, OISE/University of Toronto, April 26-27.
- Bale, Jeff, Gagné, Antoinette, Kerekes, Julie, Rajendram, Shakina*, Brubacher, Katie*, Burton, Jennifer*, Collura, Daniella*, Larson, Jeannie*, Nii Owoo, Mama Adobea*, Wong, Wales*, and Zhang, Yiran* (2020). *Mainstream teacher education and linguistically responsive teaching: Critical perspectives on teacher-candidate learning about supporting English learners*. Symposium to have been presented at 48th CSSE Conference. Canceled due to COVID-19 pandemic.
- Bickmore, K. 2019 (x2) “Democracia y Paz Duradera en los Centros Escolares.” Guest lectures at Universidad Diego Portales (August 12) and Pontificia Universidad Católica de Valparaíso (August 19), Chile.
- 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).
- 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.

- 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.
- Díaz Ríos, C., & Urbano, N. (2018). Effects and Operation of Publicly Subsidized Private School in Colombia (Efectos y Operación de las Escuelas Contratadas en Colombia). Informe Final. Bogotá: ICFES - Universidad del Rosario.
- Gérin-Lajoie, D. 2019 and M. Jacquet. *School Inclusion Policies for Francophone Minorities in Canada: The Case of Ontario*, 20th International Annual Conference on Social Sciences, Zurich, September 6.
- Gérin-Lajoie, D. 2019. *Éducation des minorités au Canada, enseignement en milieu francophone minoritaire, rapport à l'identité*, Annual conference of the International Association of Language Commissioners, Toronto, June 26.
- Gérin-Lajoie, D. 2019. *Identity and belonging in English minority language schools in Québec*, QUESCREN's Researcher Workshop on Education and English-speaking Quebec, Concordia University, Montréal, December 5.
- Gérin-Lajoie, D. 2019. *L'état des relations entre francophones et anglophones du Canada*, Officiellement 50 ans ! - Une conférence marquant cinquante ans de dualité linguistique et d'éducation au Canada, conference organized by the Office of the Commissioner of Official Languages, the Association for Canadian Studies and Canadian Parents for French, Gatineau, November 23.
- Gérin-Lajoie, D. and M. Jacquet. 2019. *L'école de langue française et la sauvegarde la langue minorée en milieu minoritaire francophone au Canada*, Congrès international de l'ARIC, Genève, June 19.
- Gérin-Lajoie, D. and M. Jacquet. 2019. *The Discourse of Immigrant Youth on their Experience in French Minority Language Schools in Canada*, Canadian Sociological Association (CSA-SCS) Conference, Vancouver, June 3
- Gérin-Lajoie, D. and M. Jacquet. 2020. *Trajectoires de vie de jeunes immigrants diplômés en contexte scolaire francophone minoritaire*. Conference, Association mondiale de recherche en éducation, April 26 (posponed to 2021).
- Gitari, W. (2019, March 25). STEM education: Issues and concerns presented at the African Women Diplomatic Forum (AWDF) on African and Canadian Women in STEM "Challenges and Opportunities", in Ottawa, Ontario.
- Gitari, W. (January 2020). Concept note accepted for Working-Group participation at the University of Toronto's Sustainable Goals event organized by Research & Innovation, and Strategic Initiatives
- Hayhoe, Ruth (2018). July 3, Lecture on Canada-China Academic Relations for a Visiting Group of Faculty from the China University of Finance and Economics, at York University.
- Hayhoe, Ruth (2018). May 16, "The Gifts of Indian Learning and China's Higher Education Roots," Invited lecture for the Higher Education Research Institute at Xiamen University.
- Hayhoe, Ruth (2018). May 22, "The Story of the Education University of Hong Kong," Invited Lecture for the School of Education, Northeast Normal University, Changchun.
- Hayhoe, Ruth (2018). May 23, "From Isolation to Globalization," Invited Lecture for International Students at Northeast Normal University, Changchun.
- Hayhoe, Ruth (2018). May 24, "Religion and Education: Comparative and International Perspectives," Invited Lecture for International Studies at Northeast Normal University, Changchun.
- Hayhoe, Ruth (2018). May 26, "Dialogue with Professor Gu Mingyuan on Forty Years of Educational Development since the Reform and Opening Up of 1978, facilitated by Yang Rui, with Liu Baocun as commentator.
- Hayhoe, Ruth (2018). November 10, Guest Lecture on Comparative and International Higher Education for 1803, Recurrent Issues in Postsecondary Education, taught by Katharine Janzen
- Hayhoe, Ruth (2018). November 17, Guest Lecture on Comparative and International Higher Education for 1803, Recurrent Issues in Postsecondary Education for the Leadership Cohort, taught by Katharine Janzen
- Hayhoe, Ruth (2018). November 19, Guest Lecture on Comparative and International Higher Education for 1803, Recurrent Issues in Postsecondary Education, taught by Leesa Wheelahan
- Hayhoe, Ruth. Review of *John Leighton Stuart's missionary-educator's career in China* by Ping Hao. Abingdon, England & New York, NY: Routledge, 2018. In *Frontiers of Education in China*, Vol. 14, No. 2, 2019, pp. 333-335.

- Hayhoe, Ruth. (2018). May 12, "The Gift of Asian Higher Learning Traditions to the Global Research University, keynote address for the Biennial meeting of the Comparative Education Society of Asia, at Siem Reap, Cambodia, May 11-14.
- Hayhoe, Ruth. (2018). May 18, "Highlights in the Transformation of China's Universities: An Eyewitness Account of Critical Turning Points from Isolation to Globalization" Keynote address for the Conference celebrating 40 Years of Higher Education Research at Xiamen University in Xiamen, China.
- Hayhoe, Ruth. (2018). May 21, "Asian Higher Learning Traditions: What do they mean for teachers?" Keynote address for the Conference on Reciprocal Learning between Eastern and Western Education, at Northeast Normal University in Changchun, China
- Hayhoe, Ruth. (2018). May 25, "What will China's Education Give back to the World?" Keynote address at Beijing Foreign Studies University on the occasion of celebrating the Inauguration of the International School of Education.
- Hayhoe, Ruth. (2018). May 7, "The Idea of a University of Education: Implications for a Confucian Pedagogy, presented at the *International Symposium on Education Synergy and Collaboration*, May 7-8, 2018, at the Education University of Hong Kong
- Hayhoe, Ruth. (2019). May 13, Lecture at Shanghai Normal University on "The Idea of a Normal University in the 21st century."
- Hayhoe, Ruth. (2019). May 14 – Lunchtime seminar at Fudan University's Higher Education Research Institute with Professor Lin Rongri, colleagues and graduate students.
- Hayhoe, Ruth. (2019). May 15 – Lunch-time seminar with Professor Ding Gang at East China Normal University, followed by a lecture for ECNU's Higher Education Research Institute on "The Gift of Indian Higher Learning Traditions to the Global Research University."
- Hayhoe, Ruth. (2019). May 17 – Lecture for the Higher Education Research Institute at Zhejiang University in Hangzhou, on "The Gift of Indian Higher Learning Traditions to the Global Research University."
- Hayhoe, Ruth. (2019). May 8, Master class with Doctoral students from the University of Sydney and MacQuarie University.
- Hayhoe, Ruth. (2019). May 8, Lecture on Asian Learning traditions and what they can contribute to the Global research university, at the University of Sydney.
- Hayhoe, Ruth. (2019). May 9, Huddle – with faculty members from several universities in Sydney on the topic of "Nationalism and Education."
- Hayhoe, Ruth. (2019). November 10, 5-8 PM Guest Lecture on Comparative and International Higher Education for 1803, Recurring Issues in Postsecondary Education, taught by Leesa Wheelahan
- Hayhoe, Ruth. (2019). November 22, 2-4 PM Guest Lecture on Comparative and International Higher Education for 1803, Recurring Issues in Postsecondary Education for the Leadership Cohort, taught by Katharine Janzen
- Hayhoe, Ruth. (2019). October 23, 5-8 PM Guest Lecture on Comparative and International Higher Education for 1803, Recurring Issues in Postsecondary Education, taught by Gavin Moodie
- Hayhoe, Ruth. (2019). May 7, "Invited Presentation" at a well-attended Public Forum entitled "Sydney Ideas" at the University of Sydney. It commemorated the 100th Anniversary of China's May 4th Movement and the Role of Student Activism in Democratic Development. This was open to the public with about 1000 in a large auditorium.
- Hayhoe, Ruth. Review of Liu Ye, *Higher education, meritocracy and inequality in China*. Ye LIU. Singapore, Singapore: Springer, 2016. 221pp., in *Frontiers of Education in China*, Vol 13, No. 1, March 2018, pp.157-159.
- Jun, Justine*, Zhang, Yiran*, and Kerekes, Julie (2020). *Gauging the success of a nonremedial EAP intervention for graduate students*. Paper to have been presented at the American Association of Applied Linguistics Annual Meeting, Denver, Colorado, USA, March 28-31. Canceled due to COVID-19 pandemic.
- Kerekes, Julie A., Nii Owoo, Mama Adobebe *, and Rajendram, S*. (2019). Supporting English learners: Teachers' perspectives. Paper presented at the Celebrating Linguistic Diversity Annual Conference (CLD), OISE/University of Toronto, May 2-3.

- Kerekes, Julie A., Nii Owoo, Mama Adobebe *, and Rajendram, S*. (2019). *Teachers' take on the needs of their English learners*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Toronto, April 5-9.
- Kerekes, Julie, Jun, Justine*, and Zhang, Yiran* (2020). *An action research approach to academic English for international graduate students*. Paper to have been presented at the 9th International Conference on Second Language Pedagogies (SLPC9), Concordia University, Canada, May 8-9. Canceled due to COVID-19 pandemic.
- Knight, J. (2018) *Knowledge Diplomacy- A bridge linking international higher education and research with international relations*. A discussion paper. The British Council, United Kingdom <https://www.britishcouncil.org/sites/default/files/kno.pdf>
- Knight, J. (2019) *International Program and Provider Mobility in Selected Africa Countries: A Mapping Study of National Policies, Regulations and Activities* The British Council. United Kingdom https://www.britishcouncil.org/sites/default/files/k003_ippm_africa_report_a4_final_web_1.pdf
- Knight, J. (2019) *Knowledge Diplomacy in Action*. A discussion paper. The British Council, United Kingdom. <https://www.britishcouncil.org/sites/default/files/research-knowledge-diplomacy-in-action.pdf>
- Knight, J. February 2019. Tokyo, Japan. International Program and Provider Mobility: New Developments and Challenges. Keynote at International Higher Education in Asia. Toyo University
- Knight, J. January 2018. San Juan, Puerto Rico. Magisterial Lecture at the Inter-American University, Puerto Rico.
- Knight, J. June 2019, Toronto, Canada. Higher Education Programs and Providers Crossing Borders: Modes, Trends and Challenges. Keynote at Shaping Sustainable Future for Internationalization in Higher Education.
- Knight, J. March 2018, Tokyo, Japan International Program and Provider Mobility: A Classification Framework. Seminar at University of Tokyo.
- Knight, J. May 2019. Berlin Germany. Knowledge Diplomacy in Action Keynote at Going Global Conference.
- Knight, J. November 2018. Johannesburg, South Africa. Internationalization of Higher Education Scrutinized: Insights, Issues, and Imperatives. Public Lecture.
- Knight, J. November 2019, Johannesburg, South Africa. The Role of International Higher Education in International Relations: Knowledge Diplomacy vs Soft Power. Eric Molobi Memorial Lecture, University of Johannesburg
- 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
- Manion, C. (2018): "A feminist approach to international assistance: Putting the education of women and girls first". Invited discussant for Global Affairs Canada panel presentation at the Comparative and International Education Society (CIES) Annual Conference, Mexico City, Mexico.
- Manion, C. (2018): "Exploring the Intersection and Implications of Gender, Race and Class in Educational Development Consulting". Invited speaker at the Global Education Colloquium, Drexel University, School of Education, Philadelphia, USA.
- Manion, C. (2018): "Gender and Primary Education: Exploring Issues, Policy and Practice in International and Comparative Perspective". Invited speaker at Xia Shan Primary School, Baotou, Inner Mongolia, China.
- Manion, C. (2018). Review of Improving Education Together. G. Marietta, C. d'Entremont and E. Murphy Kaur (eds.). *Teachers College Record*. <http://www.tcrecord.org> ID Number: 22336.
- Manion, C. (2019). *Micro- and macro-level opportunities for and barriers to girls' education: Practitioner perspectives on achieving Sustainable Development Goals 4 and 5*. Discussant on Global Affairs Canada panel at Comparative and International Education Society (CIES) Annual Conference, San Francisco, USA.
- Manion, C. (2019). Promoting the right to education: Comparing the effectiveness and legitimacy of UNESCO and UNICEF. Presenter in a session, entitled, *The New Institutional Architecture of International Aid to Education*, at the American Educational Research Association (AERA) Annual Meeting, Toronto.
- Manion, C. (2019). *Reflections on the past, present and future of the CIES Gender and Education Standing Committee*. Panelist at Comparative and International Education Society (CIES) Annual Conference, San Francisco, USA.

- Manion, C. (2019). *Wellness and Balance in Academia*. Invited speaker at New Scholars Committee workshop at the Comparative and International Education Society (CIES) Annual Conference, San Francisco, USA.
- Manion, C. and Kelly, K. (2019). *Gender Experts and Expertise: Connecting Education Theory and Praxis*. Pre-Conference Workshop offered at the Comparative and International Education Society (CIES) Annual Conference, San Francisco.
- Morgan, C. "'Let us look at the bright side always': Mother and Son Correspondence Across Borders in the 1850s: William Jarvis Hamilton and Hannah Jarvis Hamilton," Canadian Historical Association, University of British Columbia, 4 June 2019.
- Morgan, C. "'My Dear Miss Anglin, My Dear Mrs. Fiske" Creativity and Conflict in 1920s American Theatre," Society for the History of Emotions, Université d'Ottawa, 3 Oct. 2019.
- Morgan, C. "A Scottish World? Family Networks, Atlantic Crossings, and the Hamiltons of Upper Canada, 1780s-1820s," *Identities, Networks, and Culture: Second Annual Colloquium of the St. Andrew's Society/McEuen Scholarship Foundation Chair in Canadian-Scottish Studies*, McGill University, 3 May 2019.
- Morgan, C. "Actresses and Transnational Celebrity in the Interwar Decades: Beatrice Lillie and Margaret Bannerman," American Historical Association, New York, 6 Jan. 2020.
- Morgan, C. Consultant, BBC series, "Who Do You Think You Are?" for their program on evangelical ministers in British North America. Fall 2018.
- Morgan, C. Interview given to the BBC-TV Series, *Hidden Histories of the British Empire*, 18 Oct. 2019, host Michael Portillo. The topic of the interview was Canada's relationship to the British Empire, 1770s-1900s.
- Morgan, C. Interview given to the *National Post*, 15 May 2018. The topic of the interview was Laura Secord and national symbols in Canada.
- Morgan, C. Roundtable, "*Indigenizing" British Studies?* North American Conference on *British Studies*, Vancouver, 16 Nov. 2019.
- Morgan, C., "Imperial Encounters," excerpts from *Travellers Through Empire: Indigenous Voyages From Early Canada in Canada's History* Feb.-Mar. 2018, 52-4.
- Mundy, K. 20 October. 2019. "Learning Event: Making Evaluations Work for SDG 4.5 – Equity and Inclusion in Education." Presentation to the World Food Program Board of Directors. Italy, Rome. <https://docs.wfp.org/api/documents/f77936ad1f994db7bdce4c464ef150ca/download/>
- Mundy, K. 2020. "Book Essay Review: The Binti Series and the Marrow Thieves." *Comparative Education Review*. 64:1, 139-142
- Mundy, K. February 14, 2019. "Trends and Priorities in International Education Policy Evaluation" Special Lecture, Faculty of Education. Loyola University, Chicago.
- Mundy, K. January 2020. "Education Futures" Video Presentation from the International Commission on the Futures of Education. Paris: UNESCO. <https://www.youtube.com/watch?v=c3s9nzUzo0Y>
- Mundy, K. January 27, 2019. "More Money Matters: New Work on Financing Education Development." <https://karenmundy.com/2019/01/27/more-money-matters-new-work-on-financing-education-development/>
- Mundy, K. (2019). "Innovations and Challenges in the Aid Architecture for Education" April 8, 2019. American Education Research Association (AERA). Toronto Ontario: International Committee Session.
- Mundy, K. (2019). "Rethinking Evaluation in International Development Education" September 19, 2019. UKFIET Conference on International Education, Oxford: Oxford University.
- Mundy, K. 2019. "Book Essay Review: Facing Forward, Looking Back? The World Bank's New Report on Basic Education in Sub-Saharan Africa." *Comparative Education Review*, 63:2, 281-287.
- Mundy, K. 31 October 2019. "Making Evaluations work in Education" Keynote Presentation at the NORAD (Norwegian Agency for International Development). Oslo, Norway.
- Mundy, K. December 2019. "Who are the key advocates and allies for improving education systems in developing countries: A stakeholder mapping." Working Paper prepared for RISE: Research on Improving Systems of Education Program. Oxford: RISE. <https://www.riseprogramme.org/>. 18 pp.
- Mundy, K. December 9, 2019. "Investing in Advocacy for Learning Equity". <https://karenmundy.com/2019/12/09/investing-in-advocacy-for-learning-equity/>

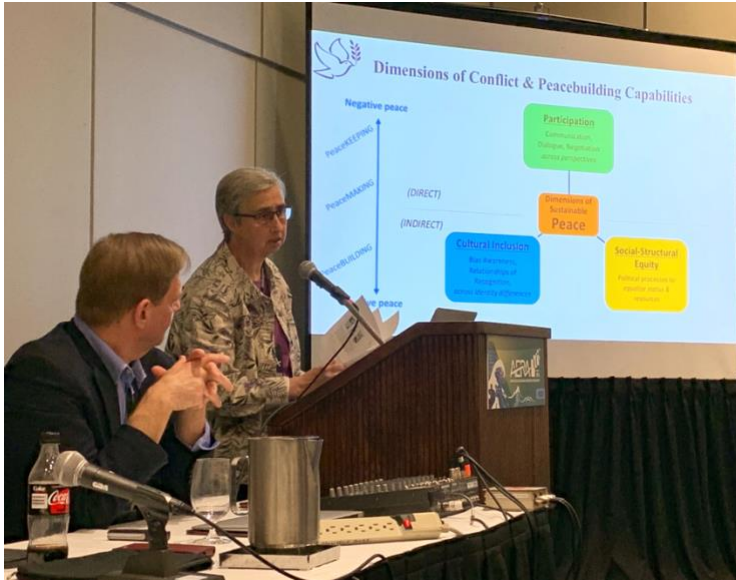
- Mundy, K. July 15, 2019 Making Evaluation Work for SDG 4.5: Equity and Inclusion in Education.” United Nations High Level Political Forum, United Nations, New York.
- Mundy, K. May 21, 2019. “ Global Governance and Educational Change” Keynote address, Harvard Graduate School of Education, Chen Yidan Global Education Fellowship.
- Mundy, K. Oct. 20,2019. “The New Learning Targets Redux” <https://karenmundy.com/2019/10/20/the-new-learning-targets-redux/>
- Mundy, K. September 19, 2020. “Making Evaluation Work for Education Equity and Inclusion,” UNESCO Global Education Monitoring Report Blog”. <https://gemreportunesco.wordpress.com/2019/09/19/making-evaluations-work-for-education-equality-and-inclusion/>
- Mundy, K. September 20, 2019. “Global Governance and the International Architecture for Education.” Keynote Lecture GLOBED, Annual Research Conference. Barcelona: Autonomous University of Barcelona. <http://globed.eu/globed-conference/>
- Mundy, K. with S. Hares. April 16, 2020. “Equity Focused Approaches to Learning Loss During COVID-19.” Washington DC: Center for Global Development. <https://www.cgdev.org/blog/equity-focused-approaches-learning-loss-during-covid-19>
- Mundy, K. with S. Hares. March 23, 2020. “Managing Education Systems During COVID-19: An Open Letter to a Minister of Education.” <https://www.cgdev.org/blog/managing-education-systems-during-covid-19-open-letter-minister-education>
- Mundy, K., Proulx, K., Manion, C. (2019). *Making evaluation work for the achievement of SDG 4 Target 5: Equality and inclusion in education*. Paris: UNESCO IOS Evaluation Office.
- Niyozov, S. (2019, May). Review of the *Trends in Education about Islam* from the *Continuing Education Programme* at the Institute of Ismaili Studies (IIS). A report for the Department of the Community Relations of the Institute of Ismaili Studies. London, UK
- Niyozov, S. (2019, October). Educational Research and Knowledge Development in Central Asia: A Step in Shifting Central Asia from Soviet Periphery to Global Center. An Open lecture at the Kyrgyz Academy of Education. June 11, 2020.
- Niyozov, S. (2019, October). Educational Research and Knowledge Development in Central Asia. Implications for Muslim Philanthropy. *International Symposium on Muslim Philanthropy and Education*. Indiana University, October 4-6, 2019.
- Niyozov, S. (2019). Education Research, Knowledge Production and Policy Making in Tajikistan. A Report for Hyman Dynamics Project of the European Union. Toronto, January 2020
- Niyozov, S. (2020- May -June). A qualitative analysis of the Survey on Evidence -based Policy Making and Research Capacity Development in Tajikistan. A Report for Human Dynamics, EU. June 2020.
- Niyozov, S. (2020, March), *Teachers Matter: Educational Philosophy and Authentic Learning* By Yusuf Wagid and Nuuran Davids. For Lexington Books. USA. Review for Endorsement
- Nxumalo, F. (2018, June). Transdisciplinary feminist practices in early childhood education: listening to water with Black and Indigenous feminisms. Panel paper presented at Critical Ethnic Studies Association (CESA) Conference, Vancouver, BC.
- Nxumalo, F. (2019, December) Conceptualizing Black space in environmental education contexts. In panel titled: Grappling with the ‘more-than human’ in anti-colonial education (panel organizer). 10th Annual New Materialisms Conference, Cape Town, S. Africa.
- Nxumalo, F. (2019, November). Unsettling anti-blackness and settler colonialism in STEM education. Panel presentation at American Studies Association Annual Meeting, Honolulu, HI.
- Nxumalo, F. (2020, April). Discussant for: Sites unseen: Reimagining literacy sites for just and equitable futures. SIG-Writing and Literacies Symposium Session. AERA Annual Meeting. (Conference canceled)
- Nxumalo, F. (2020, January) Discussant for panel: Science fiction, childhood, and the future of environmentalism: disrupting narratives of innocence. panel presented at: Responding to Ecological Challenges with/in Contemporary Childhoods: An Interdisciplinary Colloquium on Climate Pedagogies. London, ON.
- Nxumalo, F. & Ross, k.m. (2019, April). Envisioning black space in environmental education for young children. In Division G Symposium Session titled: Disrupting ‘Truth’: Theorizing the Cultural Politics of STEM Education through a Plurality of Perspectives. AERA Annual Meeting, Toronto, ON.

- Nxumalo, F. & *Nelson, N. (2018, October). Rethinking nature-based early childhood education: Common worlding pedagogies. North American Association for Environmental Education (NAAEE) Annual Research Conference, Spokane, Washington.
- Nxumalo, F. & *Odim, N. (2020, April). Decolonizing water pedagogies: Learning with Indigenous presencing and relationality. In Division G Vice Presidential Invited Session titled: Inhabiting the tensions and potentials of de-centering the human in anti-colonial educational research (Session Organizer). AERA Annual Meeting. (Conference canceled)
- Nxumalo, F. & Montes, P. (2018, October). Panelist in: Environmental Precarity and Climate Change Justice: Situated Dialogues on Activisms, Education and Policy. Race, Ethnicity, and Place (REP) IXth Conference. UT Austin, Emma S. Barrientos Mexican American Cultural Center.
- Nxumalo, F. & ross, k.m. (2020, June). Refiguring absences in Canadian environmental education. paper presented at: The Futures of Black Studies in Canada, 2020 Congress of the Humanities and Social Sciences, London, ON (Conference canceled)
- Nxumalo, F. & Rotas, N. (2019, April). Unsettling coloniality in early childhood transdisciplinary research practices. In Qualitative Research SIG Structured Poster Session titled: Common worlding methods: (Im)Possibilities of postqualitative research. AERA Annual Meeting, Toronto, ON.
- Nxumalo, F., *del Rocio Valdivia, F., *Fernandez, D., *Montes, P., *Omogun, L., Pyle, A. Sanchez Flores, J.L. (2019, April). Towards justice-oriented encounters with human/more-than-human relationalities in critical place inquiry. In Division G Symposium Session titled: Inhabiting the tensions and potentials of de-centering the human in anti-colonial educational research (Symposium Organizer). AERA Annual Meeting, Toronto, ON.
- Nxumalo, F., *Montes, P. & *Smith, A. (2020, June) Re-storying water with young children: Towards an ethos of radical relationality. In Panel: What Relates? Early Childhood Education Research and the “Pendulum of Humanism” Canadian Society for the Study of Education Annual Conference, London, ON (Conference canceled)
- Nxumalo, F., *Montes, P., *Smith, A. & *Odim, N. (2020, March). Texas water stories: Unsettling coloniality with more-than-human pedagogies. [Paper presentation canceled] at Comparative & International Education Society annual conference.
- Nxumalo, F., *Odim, N. & *Montes, P. (2019, October). Decolonial Water Stories: Intergenerational Pedagogies at an Indigenous Summer Camp in Austin, Texas. Paper presented at Reconceptualizing Early Childhood Education (RECE) Conference, Las Cruces, NM.
- Nxumalo, F., *Villanueva, M., & *Montes, P. (2019, April). Texas water stories: Children’s everyday encounters with an Austin creek. In Environmental Education SIG Structured Poster Session titled: Children’s common worlds in times of climate change and ‘post truths. AERA Annual Meeting, Toronto, ON.
- Nxumalo, F., Nelson, N. & Vintimilla, C.D. (2019, April). Ethical and political engagements with emergent curriculum in early childhood education. Critical Perspectives on Early Childhood Education SIG Workshop session. AERA Annual Meeting, Toronto, ON.
- Nxumalo, F., Nelson, N. & Vintimilla, C.D. (2019, June). Problematizing the concept of emergence in early childhood curriculum: Ethical and political considerations. Paper presentation at Canadian Society for the Study of Education Annual Conference, Vancouver, BC.
- S. Carvalho, S. Hares and K. Mundy. April 21, 2020. “How Are International Donors Responding to Education Needs during the COVID Pandemic?” <https://www.cgdev.org/blog/how-are-international-donors-responding-education-needs-during-covid-pandemic>
- Stephen Anderson, Mario Uribe & J.P. Valenzuela (2020). *Context in local implementation of systemic reform: The creation of Local Education Services in Chile*. Paper presented at Annual Conference of the International Congress for School Effectiveness and Improvement. Marrakesh, Morocco, January 2020.
- Stephen Anderson, S., Cuglievan-Mindreau, G. Valenzuela, J.P. & Uribe, M. *Creation of Local Education Services: System-wide reform for the future of public schools in Chile*. Paper presented at the American Educational Research Association Conference. Toronto, Canada, April 2019.
- Uribe, M., Valenzuela, J. P., Anderson, S., Cuglievan, G., Núñez, I. and Hernández, C. (2019). *A monitoring and systematization study of critical processes in the transition of public education management from Local*

Government to Local Public Education Services (LPES): Executive Summary. Universidad de Chile Instituto de Estudios Avanzados en Educación, (Santiago) con Líderes Educativos: Centro de Liderazgo para la Mejora Escolar, Universidad Pontificia Católica de Valparaíso.

Zhang, Yiran*, Jun, Justine*, and Kerekes, Julie (2020). *Applying SLA theories to selfstudy: A course in academic discourse for international graduate students.* Paper to have been presented at the annual conference of the Canadian Association of Applied Linguistics (ACLA), Western University, London, Ontario, Canada, June 1-3. Canceled due to COVID-19 pandemic.

Note: This list is based on submissions received from CIDE faculty/post-doctoral fellow/visiting scholars by June 30th 2020 for this report and does not represent the full extent of CIDE faculty/post-doctoral fellow/visiting scholars publications/presentations.



CIDE STUDENT/RECENT ALUMNI PUBLICATIONS AND 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 2018-2020.

Publications:

- Adam, E. (2019). New ranking to look at universities' contributions to sustainable development. University Affairs (Feb 14). <https://www.universityaffairs.ca/opinion/in-my-opinion/new-ranking-to-look-at-universities-contributions-to-sustainable-development/>
- Adam, E. (2020). 'Governments base performance-based funding on global rankings indicators': A global trend in higher education finance or a global rankings literature fiction? A comparative analysis of four performance-based funding programs. *International Journal of Educational Development* 76. ISSN 0738-0593, <https://doi.org/10.1016/j.ijedudev.2020.102197>. Performance-Based funding; Higher education; Rankings; Austria; Denmark; Finland; Sweden
- Adam, E. (2020). The tale of two pandemics: What the history of pandemics can tell university leaders about the aftermath of COVID-19. University Affairs (April 29). <https://www.universityaffairs.ca/features/feature-article/the-tale-of-two-pandemics/>
- Ahmed, N. (2018). Cross-Cultural Educational Partnerships to Prepare Global Leaders: Training Teachers, Teacher's Candidate and School Principals to Teach Students in Multi-Cultural Classroom. *The Journal of Education and Self Development*, 13(4), 32-40.
- Ahmed, N. (2018). School Leadership Challenges in Supporting Students affected by War and Terrorism. In Jan-e-Alam Khaki, Gulab Khan, Mola Dad Shafa and Sadruddin Qutoshi (Eds.), *Educational Leadership Policies and Practices: Voices from the Developing Countries*. Oxford University Press.
- Ashraf, T, Krabtree, K. (May, 2020). Two Stories of International Study in the COVID-19 Pandemic by Katie Crabtree and Tanjin Ashraf. *American Journal for Education Forum*. <http://www.ajeforum.com/pandemic-series-two-stories-of-international-study-in-the-covid-19-pandemic-by-katie-crabtree-and-tanjin-ashraf>
- Ashraf, T. (2019) (Unpublished). The Voices of Teachers on Mandated Changes in Math Curriculum and Policy. Unpublished Master's thesis, University of Toronto, Canada.
- Ashraf, T. (2019). Experiences and impact: The voices of teachers on math education reform in Ontario, Canada. *BCES Conference Books*, 17 (pp.101-107).
- Ahmed, N. (in press). School Leadership Challenges in Supporting Students affected by War and Terrorism. In Jan-e-Alam Khaki, Gulab Khan, Mola Dad Shafa and Sadruddin Qutoshi (Eds.), *Educational Leadership Policies and Practices: Voices from the Developing Countries*. Oxford University Press.
- 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.

- Lumb, P., Razack, Y., Arman, S., & Wugalter, T. (2019). Innovating Curriculum: Integrating Global Citizenship and Equity Outcomes for Student Success. In P. Blessinger, J. Hoffman, & M. Makhanya (Eds.), *International Perspectives in Higher Education: Strategies for Fostering Inclusive Classrooms Innovations in Higher Education Teaching and Learning* (Vol 3). New York, NY: Emerald Group Publishing.
- Moodie, G., Skolnik, M., Wheelahan, L., Liu, Q., Simpson, D., & Adam, E. G. (2018). How are ‘applied degrees’ applied in Ontario colleges of applied arts and technology? In J. Gallacher & F. Reeve (Eds), *New frontiers for college education: International perspectives*. Routledge.
- Mou, L. (2019). Liberal Arts Education in East Asian Context: Internationalization or Localization. *CIHE Perspectives* Vol. 14. 27-30. Boston, MA, USA <https://www.bc.edu/content/dam/bc1/schools/lsoc/sites/cihe/pdf/Perspectives%20No%2014%20WES-CIHE.pdf>
- Mou, L. (2020). The Liberal Arts Curriculum in China’s Former Christian Universities. *International Journal of Chinese Education.*, 9, 25-46.
- Mou, L., O’Shea, M., and Zhang, Y. A. (forthcoming). Game of Chess: International Students’ Motivations and Decisions to do a PhD in Canada. *CHIE Perspectives*. Boston, MA, USA. (equal co-authorship)
- Nieto, D. (2018) “Citizenship education discourses in Latin America: multilateral institutions and the decolonial challenge”, *Compare: A Journal of Comparative and International Education*, 48:3, 432-450.
- Nieto, Diego (2019) “Genealogías del multiculturalismo y la territorialidad rural en el Cauca: el Resguardo indígena, el Cuerpo negro, y la Frontera Campesina”, en: Nieto, Diego y Valencia, Inge (2019) *Conflictos multiculturales y convergencias interculturales. Una mirada al suroccidente colombiano*. Cali, Colombia: Universidad Icesi.
- Nieto, Diego (2019) “Gobernando la diversidad en el suroccidente colombiano. Conflictos étnicos, neoliberalismo multicultural e interculturalidad”, en: Nieto, Diego y Valencia, Inge (2019) *Conflictos multiculturales y convergencias interculturales. Una mirada al suroccidente colombiano*. Cali, Colombia: Universidad Icesi.
- Obradović-Ratković, S., Kovačević, D., Ahmed, N., & Ellis, C. (in press). Educating refugee students in Canada: Towards a pedagogy of healing. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
- Ramjewan, N. T. & Toukan, E. V. (2019) Editorial: Multiple resonances of curriculum as lived. *Curriculum Inquiry*, 48(5), 407–414. <https://doi.org/10.1080/03626784.2018.1533073>
- Ratković, S., Ahmed, N., Doyran, F., Afrikaner, C., Kaldi, S., Winters, K. L., Woloshyn, V., & Govaris, S. (in press). *Educating Refugee Children: Global Perspectives and Priorities*. Rotterdam, Netherlands: Sense Publishers.’
- 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.
- Sabzalieva, Emma, [Shaping the idea of the world-class university from outside the global “core”](#). *Europe of Knowledge*, February 2018. [9417/2017/2280](https://doi.org/10.1080/03626784.2018.1533073)
- Skolnik, M., Wheelahan, L., Moodie, G., Liu, Q., Adam, E. G., & Simpson, D. (2018). Exploring the potential contribution of college bachelor’s degree programs in Ontario to reducing social inequality. *Policy Reviews in Higher Education*, 2(2): 176 197. DOI: 10.1080/23322969.2018.1455532
- Taj, N. (2020). Female Immigrant Students’ Sense-Making in Toronto Public Schools. *International Journal of Student Voice*. Special Issue- Centering Girls' Voices in Education Policy, Practice, and Activism
- 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. Humanitarians of Tinder: Constructing Whiteness and Consuming the Other, *Critical Ethnic Studies Journal*
- 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. Roots of Myanmar Rohingya crisis lie in global economy, Opinion Editorial, *The Hill Times*
- Toukan, E. (In Press, 2020). Why do we know what we know about development? Knowledge production in Canadian academic-civil society research partnerships. *Canadian Journal of Development Studies*. DOI:10.1080/02255189.2020.1776689

- Toukan, E., Gaztambide-Fernández, R. Anwarrudin, S. (Editors). (In Press, 2020). *The Curriculum of Global Migration and Transnationalism*. Taylor and Francis, Ltd.
- VanderDussen Toukan, E. (2018). Educating citizens of “The Global”: Mapping textual constructs of UNESCO’S global citizenship education 2012-2015. *Education, Citizenship and Social Justice*. 13(1), pp. 51–64. <http://dx.doi.org/10.1177/1746197917700909> .
- VanderDussen Toukan, E. (2019). Refugee youth in settlement, schooling, and social action: Reviewing current research through a transnational lens. *Journal of Peace Education*, 16(1), 1–20. <https://doi.org/10.1080/17400201.2018.1481020>
- Xiao, M (2020). Student Engagement in Practice- Chinese International Student Engagement Handbook. Available on: https://www.amazon.ca/Student-Engagement-Practice-International-Handbook-ebook/dp/B0891M4J5G/ref=sr_1_1?dchild=1&keywords=Student+Engagement+in+Practice-+Chinese+International+Student+Engagement+Handbook&qid=1593735667&sr=8-1
- Zhu, Q. L. (2018). An Exploration into the Cooperative Professional Development among Foreign Language Teachers in Chinese Universities, *Elementary and Middle Schools*. *New Education*, 376, 28-31. (This article is published in Chinese.)
- Zhu, Q. L. & Wang, M. J. (2019). Team-based mobile learning supported by an intelligent system: Case study of STEM students. *Interactive Learning Environments*, DOI: 10.1080/10494820.2019.1696838.
- Zhu, Q. L. & Zou, P. (2018). An interpretation of belt and road initiative from the perspective of Canadian mainstream media: Content analysis of the relevant reports in the Globe and Mail from September 2013 to July 2017. *Journal of Shanghai University of International Business and Economics*, 238, 81-88. (This article is published in Chinese.)
- Zhu, Q. L., Wang, M. J., Zou, P. & Marquez, A. (2019). Team-based mobile learning: A framework for supporting interactive learning. In Andrés Muñoz, Sofia Ouhbi, Wolfgang Minker, Loubna Echabbi, Miguel Navarro-Cía (Eds), *Intelligence and Environments 2019*, 239-247. *IOS Press*.

Students and Recent Alumni Presentations & Other (Conference, Peer-reviewed Academic Presentations, Reports, Newsletters etc.)

- Adam, E. (2019). Performance-based funding: A global trend, national forms, complex politics. A four-system analysis. Paper presented at Education, Society and Reform Research (EDUSREF) Conference 2019: Questioning Change in Education: Looking for Priorities in Education. Ankara, Turkey, June 28-29, 2019.
- Adam, E. (2019). The impact of global university rankings on institutional strategies: The case of four Canadian research-intensive universities. Paper presented in The Joseph P. Farrell Student Research Symposium 2019, Toronto, Ontario February 22, 2019.
- Adam, E. (2019). The influence of global university rankings on performance funding. Paper presented at the conference of The Comparative and International Education Society (CIES) 2019 San Francisco: Education for Sustainability. Californian, San Francisco April 14-18, 2019.
- Adam, E., Wheelahan, L., Hounsell, J., & Ford, A. (2018). Accreditation processes and educational pathways in nursing in Canada. Paper presentation at the Canadian Society for the Study of Higher Education (CSSHE) conference, Regina, Saskatchewan May 28, 2018.
- Ahmed, N. (2019, July). *Developing Learning Communities in the Multicultural World: A Proposal to Develop Cross-Cultural Educational Partnerships using Bronfenbrenner Model*. Paper presentation at the International Study Association on Teachers and Teaching conference, Sibiu, Romania
- Ahmed, N. (2019, June 3). *Exploring the role of School Leadership in Ontario*. Paper presentation at the Canadian Society for the Study of Higher Education, Vancouver, British Columbia, Canada.
- Ahmed, N. & Pluchino, Jo-Anna (2019, July 2). *The Ed.D: What’s so Special About It?* Paper presentation at the International Study Association on Teachers and Teaching conference, Sibiu, Romania
- Ahmed, N. & Pluchino, Jo-Anna, Montgomery, J., & Chuttooragoon, D. (conference Cancelled due to COVID-19). *Reporting Refugees in PISA and EQAO: The Right to be Represented*. Paper accepted for presentation at AERA, San Francisco, USA.

- Ahmed, N., (June 17, 2020). *The need to Prioritize the Quality and Access to Education for the Indigenous, Marginalized, and Refugee in South Asia: A Case Study of Pakistan*. Panel Presentation at the Canadian Association for the Study of International Development (CASID) Student Research Symposium Program
- Ahmed, N., & Pluchino, J. (2019). The Doctor of Education: What's so special about it? *Conference Proceedings of the International Study Association on Teachers and Teaching 19*, 202-205. doi: http://www.isatt2019.org/ISATT2019_conference_proceedings.pdf
- Ahmed, N., Alam, S., Baloch, J., Bhuttani, A., Bhatnagar, P., Islam, M., K., Shahrman (June 24-27, 2020). *Learning and Work in South Asia: Perspectives and Challenges*. Mini Conference at the 10th International Labour and Employment Relations Association, Regional Congress for the Americas, Ryerson University, Canada
- Ahmed, N., Alam, S., Baloch, J., Bhuttani, A., Bhatnagar, P., Islam, M., K., Shahrman (June 24-27, 2020). *Learning and Work in South Asia: Perspectives and Challenges*. Mini Conference at the 10th International Labour and Employment Relations Association, Regional Congress for the Americas, Ryerson University, Canada
- Ahmed, N., Alam, S., Bhuttani, A., Bhatnagar, P., Islam, M., Noor, N., (June 17, 2020). *Prospects and Challenges of Equitable and Inclusive Education Among Indigenous, Marginalized, and Refugees and Across South Asia*. Panel Presentation at the Canadian Association for the Study of International Development (CASID) Student Research Symposium Program
- Ahmed, N., Bhatnagar, P., Alam, S., Islam, S. M. (June 17, 2020). Education for Social Change and Development. *Panel presentation at the Canadian Association for the Study of International Development (CASID) Student Research Symposium Program, Western University*.
- Ashraf, T. 2019. Experiences and Impact: The Voices of Teachers on Math Education Reform in Ontario, Canada. Paper presented at the Bulgarian Comparative Education Societies Conference, Pomorie, Bulgaria. Part of paper session: School Education: Policies, Innovations, Practices, Entrepreneurship. Organizer and Chair: Gillian L.S. Hilton, United Kingdom.
- Ashraf, T. 2019. The Voices of Teachers on Mandated Changes to Math Curriculum and Policy. Paper presented at the OISE Graduate Students Research Conference, Toronto, Canada. Part of roundtable session: Teacher Development and Professional Development.
- Ashraf, T. 2020. (accepted). Contingence on Congruence: Aligning Education Reform Processes with Teachers' Voice and Representation. Paper accepted for American Educational Research Association (AERA) Meeting, San Francisco, California. Not presented due to cancellation for COVID-19 pandemic. Part of roundtable session: Teachers' Work and Policy.
- Bascia, N. & Ashraf, T. 2019. "Real School" and the Changing Realities of Toronto's Alternative High Schools. Paper presented at American Educational Research Association (AERA) Meeting, Toronto, Canada. Part of paper session: Aspects of Teacher's Work and Learning in Canadian Schools. Organizer and Chair: Rupert Clive Collister, OISE/University of Toronto, Canada. Discussant: Denisha Jones, Trinity Washington University, United States.
- Bhatnagar, P. (February 21, 2020). Social Constructivism in India: A Pre-service Teacher Development Framework. Paper presentation at the *Joseph P. Farrell Student Research Symposium, Ontario Institute for Studies in Education, University of Toronto*
- Bhatnagar, P. (June 17, 2020). Social Development Through Dance Education in India. Paper presentation at the *Canadian Association for the Study of International Development (CASID) Student Research Symposium Program, Western University*
- Bhatnagar, P. (March 26, 2020). Education Through Dialogue and The Arts: A Pedagogy of Resilience as Resistance for India's *Dalits* ('lowest caste'). Paper presentation at the Comparative & International Education Society (CIES)
- Bhatnagar, P., Muff, V., Trinidad, L. (November 23, 2018). Dance Integration Strategies for the Generalist Teacher in the Ontario Curriculum. Workshop presentation at the *Arts for Education Conference, Ontario Institute for Studies in Education, University of Toronto*
- Duong, K., Mou, L., Nguyen, I., & Uthayakumaran, N. (2020). The Understanding of Intercultural Competence: A Case Study at the University of Toronto. AERA 2020 Annual Meeting. San Francisco, USA. (online form_iPresentation) (equal co-authorship)

- Ford, A., Moodie, G., Wheelahan, L., Jafar, A., Mou, L., & Koh, S. (2018). Technical and vocational education in Argentina, Cote d'Ivoire, and Taiwan: A Consideration of productive capabilities. Comparative and International Education Society (CIES). Co-presenter. Mexico City, Mexico.
- Guthrie, C., Ramjewan, N., Toukan, E., Brennan, J., Scott, J., El Sherif, L. (2018, April). *Writing for publication as a graduate student*. Invited workshop presented to the annual Graduate Student Research Conference at the Ontario Institute for Studies in Education, Toronto, ON.
- Holloway, J. & Ashraf, T. 2020 (accepted). Who is the Teacher Expert? Defining the Structural and Epistemic Dimensions of Discretion. Paper accepted for Comparative and International Education Society (CIES), Miami, United States of America. Not presented due to cancellation for COVID-19 pandemic. Part of symposium: The Global Spread of Performance-based Accountability Reforms (Panel 2): Effects on the Teaching Profession. Organizers and Chair: Antoni Verger, Universitat Autònoma de Barcelona, Spain. Discussant: Melanie Ehren, Free University of Amsterdam.
- Khazanchi, P. (2020). Panel Session: *Challenging Dominant Narratives on Education in South Asia: Imagining Collective Futures*. (Virtual Presentation) 64th Annual Conference of the Comparative and International Education Society, CIES 2020, Miami, USA
- Khazanchi, P. (2020). Panel Session: *Education for Social Change and Development in South and Central Asia: Overcoming the Inequalities*. (Accepted, but not presented) The Canadian Association for the Study of International Development Conference, CASID 2020, Western University, Canada
- Khazanchi, P. (2020). *Policy options for students with Learning Disabilities in India*. Joseph P. Farrell Student Research Symposium, OISE, University of Toronto, Canada
- Lumb, P. (2019, June) Religious Literacy & Intercultural Communication [Workshop session]. Shaping Sustainable Futures for Internationalization in Higher Education, OISE, University of Toronto
- Moodie, G., Skolnik, M. L., Wheelahan, L., Liu, Q., Simpson, D., & Adam, E. (2018). 'Applied' degrees in the European and North American models of higher education. European Education Research Association (EERA) European Conference on Educational Research (ECER). Bolzano, Italy 3-7, September 2018.
- Moodie, G., Skolnik, M. L., Wheelahan, L., Liu, Q., Simpson, D. & Adam, E. G. (2018, July) How applied are applied degrees? Association for Research in Post-Compulsory Education, Oxford, UK.
- Mou, L. (2018). A Century's Quest for Liberal Arts Curriculum in Asian Society: Case Study of Universities in Mainland China, Taiwan, and Japan. The Asian Conference on Education (ACE 2018). Tokyo, Japan.
- Mou, L. (2018). Contributing to the Diversification of Vocational Education Models: A Case Study of Taiwan. Canadian Society for the Study of Higher Education (CSSHE) within Congress of the Humanities and Social Sciences 2018. Regina, Canada.
- Mou, L. (2018). The Liberal Arts Curriculum in China's Christian Universities and Its Relevance Today. Conference on "Modern Education in China and Its Impacts: A Historical and Philosophical Investigation". Hong Kong, China.
- Mou, L. (2018). The Liberal Arts Curriculum in China's Christian Universities and Its Relevance to China's Universities Today. The Joseph P. Farrell Student Research Symposium 2018. OISE. Toronto, Canada.
- Mou, L. (2018). The Liberal Arts Education in China's Former Christian Universities. Comparative and International Education Society (CIES). Mexico City, Mexico.
- Mou, L. (2019). Capabilities and Social Justice through Technical and Vocational Education in Taiwan: Goals, Achievements and Future Challenges. Comparative and International Education Society (CIES). San Francisco, USA.
- Mou, L. (2019). Exploring Value and Model of Liberal Arts Education in the Age of Globalization: Capabilities for Sustainability. Comparative and International Education Society (CIES). San Francisco, USA.
- Mou, L. (2019). Exploring Whole Person Education in East Asian Context: Case Studies of Universities in Greater China (Taiwan, Hong Kong, and Mainland China). Hong Kong Baptist University, Hong Kong, China.
- Mou, L. (2019). Liberal Arts Curriculum in East Asian Context: Inclusion and Internationalization. 2019 WES-CIHE Summer Institute. Boston, USA.
- Mou, L. (2019). Liberal Arts Education in East Asian Context: A Multiple-Case Study of Universities in Mainland China, Hong Kong, and Taiwan. The Asian Conference on the Liberal Arts (ACLA2019) Lingnan University, Hong Kong, China.

- Mou, L. (2019). Liberal Arts Education in East Asian Context: Internationalization and Localization. Shaping Sustainable Futures for Internationalization in Higher Education 2019. Toronto, Canada.
- Mou, L. (2019). Strengths and Challenges of TVET in Taiwan under the Influence of Confucian Traditions. Canadian Society for the Study of Higher Education (CSSHE) within Congress of the Humanities and Social Sciences 2019. Vancouver, Canada.
- Mou, L. (2019). The Liberal Arts Curriculum in China's Christian Universities and Its Relevance Today. Conference on Christian University Research in China. Central China Normal University. Wuhan, China.
- Mou, L. (2020). Liberal Arts Education in the Chinese Context: A Case Study of Three Institutions in Hong Kong, Taiwan, and Mainland China. The 9th Doctoral Student Forum within the 4th Tsinghua International Conference on Future Education. 2020. Beijing, China. (online)
- Mou, L. & Rostamian, A. (2019). TVET in Taiwan: Investigating Goals, Achievements, Resources, and Challenges. Canadian Society for the Study of Higher Education (CSSHE) within Congress of the Humanities and Social Sciences 2019. Vancouver, Canada.
- Mou, L., Lavigne, E., Childs, R., Moodie, G., & Wheelahan, L. (2019). Whole-Person and Research-Focused Career and Technical Education in Taiwan: Students' and Teachers' Perceptions. AERA 2019 Annual Meeting. Toronto, Canada.
- Mou, L., Lavigne, E., Rostamian, A., Moodie, G., & Wheelahan, L. (2018). TVET in Taiwan Preliminary Report. Brussels, Belgium: Education International. <https://custom.event.com/52BD3C795FF84592BE320552D36C1DA3/files/Event/38e0552ea92c4620929654e5dc288369/3413217b1faf4740a3d10bfa846db945.pdf>
- Mou, L., O'Shea, M., & Zhang, Y. (2019). Deciding to Study in Canada: Exploring Chinese International Students' Motivation and Decision-making. China and Higher Education (#ChinaHE19) conference. University of Manchester, UK. (equal co-authorship)
- Mou, L., O'Shea, M., & Zhang, Y. (2019). Reflections on Contemporary International Post-Secondary Student Experiences. OISE Graduate Student Research Conference. Toronto, Canada.
- Mou, L., Rostamian, A., Moodie, G., & Wheelahan, L. (2019). Investigating Goals, Achievements, Resources, and Challenges of TVET in Australia, England, and Taiwan: A Quantitative Analysis. 13th JNET Conference. Oxford, UK.
- Mouteot, L., Bocoum, I., Henrikson, K., Toukan, E. Tiessen, R. (2019, September). *Showcasing Research Partnerships in Canada: How to Build Fair and Equitable Collaboration*. Panel presented at the NextGen Symposium: Innovative Research and Knowledge Partnerships in the Canadian Global Development Sector. IDRC, Ottawa, ON.
- Nieto, D. 2018: Becoming citizens in the midst of post-conflict: Urban youth identities and the peace process in Colombia's Pacific South. Comparative International Education Society (CIES), Mexico City, March 25-29.
- Nieto, D. 2019: The Making of Invisible Violence: Troubling Peacebuilding Curricula in Colombian urban schools. Highlighted Session: Expanding Educational Frameworks for Peacebuilding: Evidence from Colombia 2016-2018. Education in Emergencies SIG. Comparative International Education Society (CIES), San Francisco, April 14-18.
- Nieto, D. Casa de la Memoria de Tumaco y el Pacífico Nariñense (forthcoming) "From the Roots. Ethnoeducational and Gender Approaches Toolbox for Peacemakers". Colombia: AECID, Alianza por la solidaridad, Convenio Emprendamos paz.
- Niyozov, S., Ahmed, N., Bhatnagar, P., Bhuttani, A., & Khazanchi., P. (March 26, 2020). Challenging dominant narratives on education in South Asia: Imagining collective futures. *Panel presentation at the Comparative & International Education Society (CIES)*
- Niyozov, S., Ahmed, N., Bhuttani, A., Bhatnagar, P., & Khazanchi., P. (March 26, 2020). *Challenging dominant narratives on education in South Asia: Imagining collective futures*. Panel presentation at the Comparative & International Education Society (CIES)
- Niyozov, S., Ahmed, N., Bhuttani, A., Bhatnagar, P., & Khazanchi., P. (March 26, 2020). *Challenging dominant narratives on education in South Asia: Imagining collective futures*. Panel presentation at the Comparative & International Education Society (CIES)

- Ratković, S., Ahmed, N., Doyran, F., Afrikaner, C., Kaldi, S., & Govaris, S. (2019, July 3). *Educating Refugee Children: Global Perspectives and Priorities*. Symposium at the 19th International Study Association on Teachers and Teaching Sibiu, Romania. July 2019
- Razavi, N., Toukan, E. (2019, January). *Knowledge co-creation: Practices and approaches in research partnerships*. Workshop presented at the WUSC-CECI International Forum: Development in Motion, Ottawa, ON.
- Roman, Sigrig (2018, January). Between Identity and Diversity: Arguments for Intercultural Social Relations in Canadian Schools. Cross-Cultural Communication Conference (CCCC), Barcelona, Spain. Abstract available at <https://cccckbangkok.com/conference-programme/>
- Roman, Sigrig (2018, October). The Future of Canada: Building Citizenship and Belonging in The Ways of Peace. Canadian Ethnic Studies Association's 25th Biennial Conference (CESA-SCEE), Banff, Alberta, Canada. Abstract available at <https://cesa-scee.ca/conferences-2/>
- Roman, Sigrig (2019, April). Reconsidering Curriculum: Educational Responses for Peace-Building in and outside the Classroom', ICPCJ 2019: International Conference on Peace, Conflict and Justice, Venice, Italy. Abstract available at <https://panel.waset.org/conference/2019/04/venice/program>
- Taj, N. (2018). Conference Reflection-A poem. *CIDEC, OISE Newsletter*.
- Taj, N. (2018). *Global Norms and the Role of Parents as Right-Providers for Girls' Education in Pakistan*. Paper presentation at the Comparative and International Education Society Annual Conference (CIES 2018), Mexico City, Mexico.
- Taj, N. (2019). *Global and Local Dynamics of Policy Discourses for Girls' Education: The Case of Pakistan*. Paper presentation at the Nordic Comparative and International Education Society Biannual Conference (NOCIES and Global CIE 2019), Stockholm.
- Taj, N. (2019). *Understanding the rationales of making of concepts and policies in the arena of Girls' Education*. Paper presentation at the Comparative and International Education Society Annual Conference (CIES 2019), San Francisco.
- Taj, N. (2020). *The Perils of the Educated* [Water-colour on paper]. *CIDEC, OISE Newsletter, Spring 2020*. Retrieved from: <https://mailchi.mp/b0804afee5b5/cidec-newsletter-spring-1323229?e=673054da74>
- Taj, N., Hounsell, J., Wheelahan, L., Moodie, G., Childs, R., Ford, A., & Adam, E. (2018, April). *What are the employment pathways? Considering the next set of questions that we need to be asking*. Paper presentation at the Ontario Council on Articulation and Transfer (ONCAT) Student Pathways Conference, Toronto, ON.
- Toukan, E. (2019, April). *Those who stay: Sustaining community schools in the Central African Republic's civil conflict*. Paper presented at the Comparative & International Education Society (CIES) 63rd Annual Conference, San Francisco, CA.
- Toukan, E. (2020, February). *Building Community Ownership for Education in the Central African Republic*. Paper presented at the Joseph P. Farrell Student Research Symposium, Toronto, ON.
- Toukan, E. (2020, June 17; Accepted). *The community as a protagonist: A vertical case study of Canadian and Luxembourgish support of education-for-development projects in Chile and the Central African Republic*. Development Reconnected: A CASID Student Research Symposium. Online conference.
- Toukan, E. (2020, June). *The community as a protagonist: A vertical case study of Canadian and Luxembourgish support of education-for-development projects in Chile and the Central African Republic*. CASID 2020 Conference. Towards: 2030: Challenging "Development" to Bridge Extremes in an Age of Polarization. (Conference canceled due to COVID-19)
- Toukan, E. V. (2018, September). *Partnerships in practice: The political economy of research partnerships between academics and civil society in Canada*. Paper presented at the Canadian Council for International Co-Operation (CCIC) conference, Ottawa, ON.
- VanderDussen Toukan, E. Bascunan, D., Gaztambide-Fernandez, R. (2018, April). *"Through participatory eyes:" Questioning constructions of space and time in educational program evaluation*. Paper presented at the American Educational Research Association (AERA), New York City, NY.
- Xiao, M (2020). Rethinking Chinese international student engagement in Canadian graduate schools: From a comparative analysis. Presented at the 2020 Comparative and International Education Society annual virtual conference

- Xiao, M. (2018). Bring an indigenous eco-justice and social-justice worldview back to reconciliation. Paper presented at 5th International Conference on Reciprocal Learning, Changchun, China.
- Xiao, M. (2018). Environmental education: Bring an indigenous eco-justice and social-justice worldview back to reconciliation. *Advances in Education Research*, 119,p.76-81. Paper presented at the 4th International Conference on Psychology, Management and Social Science, Phuket, Thailand.
- Xiao, M. (2018). Gender in Ballad of Mulan and Disney's Mulan: From a Comparative Analysis. Presented at 2018 Centre for Integrative Anti-Racism Studies (CIARS) Decolonizing Conference, Toronto, Ontario, Canada
- Xiao, M. (2018). How can Social Justice Education and Technology corporate to address environmental and socio-economic issues in the Three-Gorges Project? Paper presented at OISE Graduate Student Research Conference, Toronto, Ontario, Canada.
- Xiao, M. (2018). Indigenous Environment Education: Bring an indigenous eco-justice and social-justice worldview back to reconciliation. Presented at 25th Biennial Canadian Ethnic Study Association (CESA) Conference, Banff, Alberta, Canada
- Xiao, M. (2018). Rethinking Chinese international graduate student engagement in a neoliberal time. Paper presented at 2018 University Prince Edward Island Multidisciplinary Graduate Research Conference, Prince Edward Island, Canada
- Xiao, M. (2019). Gender in Ballad of Mulan and Disney's Mulan. Presented at the 2019 Comparative & International Education Society, San Francisco, US.
- Xiao, M. & McDougall, D. E (2019). (2019). Rethinking Chinese international student engagement in a neoliberal time. Presented at the 5th Asian Conference on Education & International Development (ACEID2019), Tokyo, Japan
- Xiao, M. & McDougall, D. E (2019). Rethinking Chinese bilingual international student engagement in Canadian graduate study: From a comparative analysis. Presented at the 2019 conference on "Acquisition of Chinese: Bilingualism and Multilingualism", University of Cambridge, Cambridge, United Kingdom.
- Xiao, M. & McDougall, D. E (2019). Student Engagement: Chinese international student
- Xiao, M. & McDougall, D. E (2019). Student Engagement: Chinese international student experience in Canadian graduate study. Presented at the 2019 Joseph P. Farrell Student Research Symposium, Toronto, Canada.
- Zhu, Q. L. & Zou, P. (2019). Narrative inquiry and teaching innovation: A Chinese visiting scholars experiences in Canada. Roundtable presentation at *the 19th Annual OISE Graduate Student Research Conference of the University of Toronto*, March 29th to 30th, Toronto, Ontario, Canada.
- Zhu, Q. L. (2020). Embedding critical literacy into computer-assisted teaching model in China's College English Curriculum Requirements 2007. Poster presentation at CERLL of OISE-University of Toronto Two-day Symposium, May 8-9, OISE (Online), Toronto.
- Xiao, M. & McDougall, D. E (2019). Student Engagement: Chinese international student experience in Canadian graduate schools. Presented at the 2019 Canadian Society for the Study of Education Annual Conference, Vancouver, Canada.
- Zhu, Q. L. & Wang, M. J. (2019). Team-based mobile learning supported by an intelligent system: Case study of STEM students. Paper presentation at *The 19th Annual OISE Graduate Student Research Conference of the University of Toronto*, March 29th to 30th, 2019, Toronto, Ontario, Canada.
- Zhu, Q. L. & Zou, P. (2018). An interpretation of belt and road initiative from the perspective of Canadian mainstream media: Content analysis of the relevant reports in the Globe and Mail from September 2013 to July 2017. Paper presentation at the Conference of *the National Foreign Language Education and Reform under the Background of Internationalization in the New Era*, Nov. 10th, Haikou, Hainan province, China.
- Zhu, Q. L. & Zou, P. (2018). Experiences of a Chinese visiting scholar in Canada on teaching Innovation: A narrative Inquiry. Project presentation at *the Fifth International Conference on Foreign Language Teacher Education Innovation and Development*. Oct. 26 to 28, WuHan, HuBei province, China.
- Zhu, Q. L. & Zou, P. (2019). Application of project-based learning in foreign language teaching in China. Project presentation at *Participation in NU360 2019 Faculty Presentations*, Nipissing University, March 27th, North Bay, Ontario, Canada.

Zhu, Q. L., Wang, M. J., Zou, P. & Marquez, A. (2019). Team-based mobile learning: A framework for supporting interactive learning. Paper presentation at the 15th International Conference on Intelligent Environments, June 24-27, Rabat, Morocco.

Note: This list is based on submissions received from CIDE students/alumni June 30th 2020 for this report and does not represent the full extent of CIDE students/alumni publications/presentations.



Dr. Elizabeth Buckner and then-student (now PhD) Elena Toukan presenting at CIDEC-cosponsored Education, Youth and Peacebuilding conference in Waterloo ON



CIDE doctoral students Rim Fathallah, Yomna Awad (now PhD), Angela Guerra-Sua, and Neil Orlowsky (now EdD) presenting at CIDEC-cosponsored Education, Youth and Peacebuilding conference in Waterloo ON

Then-students (now PhDs) Yomna Awad and Patricia Carbajal at CIES conference in Mexico City



CIDE FACULTY AND STUDENT AWARDS 2018-2020

Faculty Awards, Grants, Distinctions, Appointments

- Anna (Katyn) Chmielewski. 2017-2019. National Academy of Education/Spencer Postdoctoral Fellowship (US\$70,000)
- Bale, J. 2016-2018. Applicant: Peter Ives, University of Winnipeg; co-applicant: Eve Haque, York University. “How States Promote Global English: Shifting Priorities in Education Policy”. SSHRC Insight Grant. \$64,999.
- Bale, J. 2017–2020. Co-Applicants: Antoinette Gagné, Julie Kerekes (OISE). More Than “Just Good Teaching”: Mainstream Teacher Education for Supporting English Language Learners and Teacher Education Policy in Ontario. SSHRC Insight Grant, \$154,973
- Bale, J. 2016-2019. Collaborator: Monika Jezak, University of Ottawa. “Tools Supporting Professional Development of Language for Work Practitioners (conducting parallel study with Jezak on Canadian policies supporting professional development of language educators in workplace settings)”. European Centre for Modern Languages, Council of Europe, Inclusive, plurilingual, and intercultural education in practice. Amount: Travel to Graz, Austria twice during award period to collaborate with Language for Work team
- Bickmore, Kathy. 2013. Continuing (Principal Investigator), “Peace-building Citizenship Learning in Canada and Mexico [*subsequently added Bangladesh and Colombia*]: School Connections with Life Experience.” Insight Grant, Social Sciences and Humanities Research Council of Canada, CAD \$417,901
- Bickmore, Kathy. 2019. New (Co-Investigator with PI Christina Parker, University of Waterloo), “Constructive Classroom Dialogue and Peacemaking Circles in Diverse Classrooms.” SSHRC SIG, CAD \$10,000
- Bickmore, Kathy. 2019. New (Principal Investigator and Evaluator, research and development project), “Sparks of Courage and Understanding: Manitoulin and North Shore Youth Building Bridges and Combating Racism.” Canadian Heritage. Research allocation = 10% of \$162,754, approximately \$16,000.
- Chmielewski, Anna K 2017-2019. National Academy of Education/Spencer Postdoctoral Fellowship
- Chmielewski, Anna K 2018-2020. SSHRC Insight Development Grant
- Diaz Rios, Claudia. 2018. Outstanding Dissertation Award, Latin American SIG CIES (US\$500).
- Diaz Rios, Claudia. 2019-2020. SSHRC Institutional Grant “South-South Migration and Education: What do we know about it?” (CAD\$2,787).
- Diaz Rios, Claudia. 2020. Start-Up Award Universidad del Rosario. “Educational Aspirations of Colombian High School Students” (COL 15,000,000).
- Gérin-Lajoie. 2017-2020. Trajectoires de vie de jeunes immigrantes et immigrants diplômés en contexte scolaire francophone minoritaire.
- Gitari, Wanja. “Enacting endogenous science for capacity building through a community innovation project (VIP) in Kenya”. SSHRC Institutional Grant. (\$2250).
- Hayhoe, Ruth. June 2019. David Wilson Award for Distinguished Service, was to be conferred by the Comparative International Education Society of Canada.
- Hayhoe, Ruth. September 13, 2019. Honorary Doctorate in Humane Letters, Victoria University
- Hayhoe, Ruth. 2013-2020. Reciprocal Learning in teacher education between Canada and China, SSHRCC Partnership Grant, (3 million dollars.), co-directed by Shijing Xu, University of Windsor and Michael Connelly, OISE. I am a co-applicant in the project and participated in the project’s annual conference at University of Windsor in October of 2019. In addition, I have provided supervision to two of the Graduate assistants at OISE working on the project.
- Jones, Glen 2018. Doctor of Letters (honoris causa), University of Manitoba
- Jones, Glen. 2019. CIHE Award for Significant Research in International Higher Education (for *Professorial Pathways: Academic Careers in a Global Perspective*), Council of International Higher Education, Association for the Study of Higher Education (United States)
- Kerekes, Julie. 2020-2023. iSSD@OISE: A Tool for Strengthening the Global Competencies of the OISE International and Domestic Graduate Student Community, Impact Grant, \$300,00.00

- Kerekes, Julie. 2017-2020. More than just good teaching: Mainstream teacher education for supporting English language learners and teacher education policy in Ontario, SSHRC Insight Grant, \$154,973.00
- Knight, Jane .2019. Visiting Researcher at Humboldt University and Free University Berlin April /May 2019
- Knight, Jane. 2017, 2018, 2019. Distinguished Visiting Professor at the Ali Mazrui Centre for Higher Education Studies, University of Johannesburg, South Africa (3 months per year)
- Knight, Jane. 2018. Visiting Scholar at Symbiosis International University, Pune, India Dec, Jan 2018/19
- Mark Evans. 2017-2019. CTL, Appointed for a 2-year term as a member of the Sectoral Commission Education, Canadian Commission for UNESCO (CCUNESCO) <http://en.ccunesco.ca/about-ccunesco/governance/members-directory>
- Mojab, Shahrzad. 2015-2019. Youth in Transition: War, Migration, and ‘Regenerative Possibilities’, SSHRC Insight Grant, \$324,628.
- Morgan, Cecilia. 2018. *Travellers Through Empire: Indigenous Voyages From Early Canada*, shortlisted for the Sir John A. Macdonald prize, Canadian Historical Association.
- Morgan, Cecilia. 2018. *Travellers Through Empire: Indigenous Voyages From Early Canada*, long listed for the L. R. Wilson Institute Prize, McMaster University, in Canadian history.
- Morgan, Cecilia. 2019. Jackman Institute for Humanities, Research Fellowship. \$5,000.00. Winter 2020.
- Morgan, Cecilia. 2019. Small-Scale Research Grant, Dept of CTL OISE/UT, \$1,000.00.
- Morgan, Cecilia. 2019-2023. SSHRC Insight Grant Award. (\$72,000).
- Mundy, Karen. 2019 November- 2020 May. Bill and Melinda Gates Foundation, Supporting Education System Diagnostics: Evaluation of Current Approaches, \$168,480.36
- Mundy, Karen. 2019. Chen Yidan Visiting Global Fellow, Harvard University Graduate School of Education, May 2019. <https://globalfellows.gse.harvard.edu/past-fellows>
- Mundy, Karen. 2019 December- 2022 March. Department for International Development (DFID) and the Education Commission, DeliverEd: Improving Education Service Delivery, \$452,007.07
- Mundy, Karen. Member: UNESCO International Commission on the Futures of Education.
- Nxumalo F. 2020-2022. (PI). Learning with Place: Exploring Environmental Justice with Marginalized Young Children. University of Toronto Connaught New Researcher Award. [Can. \$18,167]
- Nxumalo, F, Adams. P., Alvarez, C.J, Beach, T., Madkins & T. (co-investigators). “Texas Water Stories: Local Narratives of Hydrologic Change and Adaptation”. Internal UT funding received from Planet Texas 2050, a UT Austin Bridging Barriers Research Initiative. [US \$198,000. 2018-2020]
- Pacini-Ketchabaw, V. 2017-2020. (applicant), Nxumalo, F. (co-applicant). Climate Action Network: Exploring Climate Change Pedagogies with Children. SSHRC Partnership Development Grant. I am one of 11 co-applicants on this research partnership development grant. Other co-applicants are located at academic institutions in Canada, Ecuador, the United Kingdom, and Australia. [Can. \$200,000].

Student/Alumni Awards/Fellowships/Funded Projects



Sean Smyth is a CIDE Alum who completed his MED in Leadership & Policy in 2018. In 2019, Smyth landed a fellowship at National Geographic where he secured the role as a National Geographic & Lindblad Expeditions 2019 Grosvenor Teacher Fellow. In his own words, he states the following: “The fellowship is meant to offer a life-changing, field-based experience for K-12 educators. I went on an expedition to the Galapagos in October of 2019 and now am involved with a few leadership initiatives with National Geographic.”- Sean Smyth, 2020. ([Sean Smyth’s Press Release](#))

Countinho, Allan. Ontario Graduate Scholarship.

Countinho, Allan. Young Scholar Awards 2020 - the Social Science Education Consortium Inc.

Edmund, Adam. 2018: Ontario Graduate Scholarship

Edmund, Adam. 2019-2021: SSHRC Doctoral Fellowship

Edmund, Adam. Scholarship, Science Diplomacy and Innovation Diplomacy, Innovation and Science Diplomacy School, University of São Paulo

Payal, Khazanchi. Honoured with 6 Spotlight recognition awards in Holland Bloorview Kids Rehabilitation Hospital

Payal, Khazanchi. Margaret B. Hambly Scholarship, OISE, University of Toronto

Toukan, Elena. 2018-2019. Ontario Graduate Scholarship (OGS): \$15,000 (*recipient declined in order to accept SSHRC*)

Toukan, Elena. 2018–2020. Social Sciences and Humanities Research Council (SSHRC): Doctoral Award \$40,000

Toukan, Elena. 2019. Merit Grant: Comparative & International Education Society (CIES), New Scholars: US\$400

Xio, Meng. 2019. Asian Conference on Education International Development Conference Scholarship, \$2000.

Zhu, Qiongli. 2018-2019. Hainan University Online Course Construction Project Award, “A Brief Introduction to Chinese Culture” (as the principal researcher), RMB 100,000, Haikou, China.

Zhu, Qiongli. Jan to Aug. 2019. Narrative inquiry and teaching innovation: A Chinese visiting scholar’s experiences in Canada, sponsored by Canada-China Scholars’ Exchange Program 2018-2019, under the supervision of Dr. Ping Zou, Nipissing University, CAD 15,400, Toronto, Canada.

Note: This list is based on submissions received from CIDE Faculty/students/alumni by June 30th 2020 for this report and does not represent the full extent of CIDE Faculty/alumni/student awards/fellowships/funded projects.

CIDE Students 2018-2020

2019-2020 CIDE Students

Current year, as of June 30th, 2020:

Total Applications to CIDE (2019-2020)	139
CIDE Offers of Admission	72
CIDE New Student Acceptances	52
CIDE Transfer-In Acceptances (Add- Collaborative)	3
Total Confirmed New Students	55
Total Registered Students in CIDE Collaborative	256
Total Fall 2019 CIDE Graduates	18
Total Spring 2020 CIDE Graduates	26

Total New Students by Department & Program	PHD	PHD Flex	MED	EDD	MA	TOTAL	Full-Time	Part-Time
CTL								
C&P	4		5			9	9	
LLE	2				1	3	3	
LHAE								
AECD			5			5	4	1
ELP	2	1	10			13	11	2
HE	1	2	5		1	9	5	4
IELP				3		3	3	
SJE								
SJE	1	1	7	3	1	13	12	1
TOTAL (2020)	10	4	32	6	3	55	47	8

Previous year, 2018-2019 CIDE Students

Total Applications to CIDE (2018)	167
CIDE Offers of Admission	71
CIDE New Student Acceptances	48
CIDE Transfer-In Acceptances (Add- Collaborative)	2
Total Confirmed New Students	50
Total Registered Students in CIDE Program	211
Total Fall 2018 CIDE Graduates	21
Total Spring 2019 CIDE Graduates	18

Total New Students by Department & Program	PHD	PHD Flex	MED	EDD	MA	TOTAL	Full-Time	Part-Time
CTL								
CSTD	2		8		1	11	10	1
LLE	1		3			4	4	
LHAE								
AECD			4		1	5	3	2
ELP	3	1	10	2		16	12	4
HE	2	1	3			6	4	2
SJE								
SJE		2	3	2	1	8	8	
TOTAL (2019)	8	4	31	4	3	50	41	9

CIDE 2018-2020 MA AND PHD/EDD GRADUATES' THESIS TITLES

2018 MA and PHD/EDD Graduates' Thesis 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.
Beauregard, Melissa	LLE	MA	The Commodification of English as Development: An Examination of English Language Teaching VolunTourism Programs
Xiao, Meng	SJE	EDD	Chinese International Student Experiences in Canadian Graduate Schools.

2019 MA and PHD/EDD Graduates' Thesis Titles

Name	Dept	Degree	Thesis Title
2019			
Kim, Eun Gi	HE	MA	Listening to Student Persistence: Examining the Academic Experiences of the Korean Immigrant Students at Universities in Toronto

Khoramshahi, Ceara	HE	MA	Student Perspectives on Course Choice in Ontario Secondary Schools
Ellis, Everton	HE	PHD	‘Seamless’ transition to Citizenship? International Student Graduates, Race, and Structural Inequalities in Canada (Im)migration Labour Market Nexus
Jang, Soon young	LLE	PHD	Bilingualism of Korean-Canadian Children: A Multigenerational Ethnic Church In the Greater Toronto Area.
Rajendram, Shakina	LLE	PHD	Translanguaging as an Agentive, Collaborative and Socioculturally Responsive Pedagogy for Multilingual Learners
Taiyeb, Amir	HE	PHD	Understanding External Policy Influences in Pakistani Higher Education

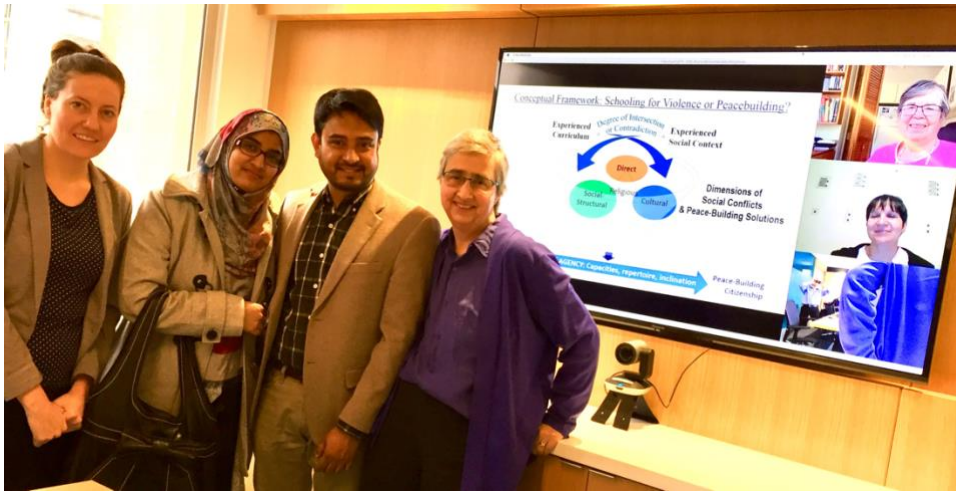
2020 MA and PHD/EDD Graduates’ Thesis Titles

Name	Dept	Degree	Thesis Title
2020			
Denichaud, Danielle	SJE	MA	In Support of Pedagogical Salutogenesis: Exploring Holistic, Traditional and Indigenous Health Methodologies Toward an Ethic of (Self/School) Care
Sabzasieva, Emma	HE	PHD	Responding to Major Institutional Change: The Fall of the Soviet Union and Higher Education in Central Asia
Ubdi Ali, Muna	CTL	PHD	"Welfare-For-Weapons": Race, Criminality, and Somali Arrival in Neoliberal Times
Tayabali, Munira Muzaffer	LLE	MA	Innovative Pedagogies? Enactment of Active-Learning Pedagogies and Policies in Northern, Rural, Tanzania
Ahmad, Muhammad Waqar	SJE	EDD	Pakistani Transgender Lives in Perspective: Reflexive Autoethnography

Suraweera, Dulani Pradeepa	AECD	PHD	Towards Integrating Antiracism into Teaching English as a Second Language Programs in Canada
Toukan, Elena Lynn	CSTD	PHD	Building Community Ownership for Education in the Central African Republic
Hwang, Christina	HE	PHD	World Mission and Higher Education Internationalization: A Comparative Study of Christian Universities In South Korea and Canada



CIDE PhD graduates Yomna Awad and Amal Berwyn with Dr. Nina Bascia



Doctoral examiner Dr. Elizabeth Buckner, Dr. Ruth Hayhoe (on screen), and supervisor Dr. Kathy Bickmore after Ahmed Salehin Kaderi’s successful PhD defense.

Note: This list is based on submissions received from thesis students by June 30th, 2020 for this report and does not represent the full extent of CIDE thesis students.

CIDE COURSES 2018-2020

Courses offered 2018-2019

† **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 (Offered 2018-2019)	Course Title	Course Instructor
CIE1001HFV	Introduction to Comparative, International and Development Education	Buckner
CIE1001HS	Introduction to Comparative, International and Development Education	Mundy
CIE1002H	Practicum in Comparative, International and Development Education	Read Guidelines; Practicum Form
CIE1006HSV	Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization	Niyozov
CTL1037HS	Teacher Development: Comparative and Cross-cultural Perspectives	Niyozov
CTL1060HF	Education and Social Development	Drinkwater
CTL1330HF	Education for Democratic Peacebuilding in Conflict Zones, International Comparative Perspectives	Bickmore

CTL3015HF TBC	Language and Literacies Education in Multicultural Contexts	ONLY IF TAUGHT BY CIDE FACULTY
LHA1826HF	Comparative Higher Education	Buckner/Hayhoe
LHA3180HS	Global Governance and Educational Change	Mundy
LHA5005HF†	Sp Top: Comparative and International Education: Issues for Teachers	Manion
ELECTIVE COURSES Course Code (Offered 2018-2019)	Course Title	Course Instructor
APD3202HS	A Foundation of Program Evaluation in Social Sciences	Jang
APD3228HF	Mixed Methods Research Design in Social Sciences	Jang
LHA1047HF	Managing Changes in Classroom Practice	Anderson
LHA1102HF	Community Development: Innovation Models	Quarter
LHA1102HS	Community Development: Innovation Models	Ryan
LHA1115H S	Learning for the Global Economy	Mirchandani

LHA1142HF	Young Adulthood in Crisis: Learning, Transitions and Activism	McCready
LHA1147HS	Women, Migration and Work	Mojab
LHA1181HF	Embodied Learning and Alternative Approaches to Community Wellness	Magnusson
LHA1184HF	Indigenous Knowledge: Implications for Education	Wemigwans
LHA1803HF	Recurring Issues in Postsecondary Education	Wheelahan
LHA3041HS	Administrative Theory and Educational Problems II: Doctoral Seminar on Policy issues in Education	Joshee
LHA5105HF	Black Men and Masculinities	McCready
LHA5807HF†	SpTop: Globalization, Lifelong Learning, Professional and Vocational Education	Wheelahan
LHA6004HS†	Sp Top in ELP: Comparative and International Education: Issues for teachers	Manion
JOI3048HS NEW	Intermediate Statistics in Educational Research: Multiple Regression Analysis (RM)	Chmielewski
CTL1321HS	Aboriginal Civilization: Language, Culture and Identity N	Styres
CTL3000HF	Foundations of Bilingual and Multicultural Education	Le PichonVorstman

CTL3007HF	Analyse de discours	Labrie
CTL3008HS	Critical Pedagogy, Language And Cultural Diversity	Gagné
CTL3024HF	Language Teacher Education	Bale
CTL30855HS	Multilingualism and Pluralism	Piccardo
CTL6300HF†	Special Topics in Second Language Education: Proseminar in Language and Literacies Education	Gagne
SJE1926HS	Race, Space and Citizenship: Issues for Educators	Tuck
SJE1976HS NEW	Critical Media Literacy Education	Todorova
SJE3914HF	Anticolonial Thought and Pedagogical Challenges	Dei
SJE3915HS	Franz Fanon and Education	Dei
SJE3933HS	Globalization and Transnationality: Feminist Perspectives	Todorova

Courses offered 2019-2020

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

CORE COURSES Course Code (Offered 2019-2020)	Course Title	Course Instructor
CIE1001HF	Introduction to Comparative, International and Development Education	Niyozov
CIE1001HS	Introduction to Comparative, International and Development Education	Mundy
CIE1002H	Practicum in Comparative, International and Development Education	Read Guidelines; Practicum Form
CTL1312HS	Democratic Citizenship Education	Bickmore
CTL1319HF	Religious Education: Comparative and International Perspectives	Niyozov
CLT5041HS	Educational Research and Knowledge Production in Comparative, International and Development Contexts: Issues and Opportunities	Niyozov
LHA1065HF	Educational Equity and Excellence in International Comparison	Chmielewski

LHA1066H	Comparative and International Perspectives on Gender and Education Policy and Practice	Manion
LHA1806HS	Systems of Higher Education	Buckner
LHA3180HS	Global Governance and Educational Change (pre-requisite is CIE1001)	Mundy
LHA3810HF	International Academic Relations	Hayhoe
LHA5005HF†	Comparative and International Education: Issues for Teachers	Manion
LHA5006HS	Comparative Politics of Educational Policy	Diaz Rios

ELECTIVE COURSES Course Code (Offered 2019-2020)	Course Title	Course Instructor
LHA1020H	Teachers and Educational Change	Bascia
LHA1047HF	Managing Changes in Classroom Practice	Patten

LHA1102HF	Community Development: Innovation Models	Ryan
LHA1115HS	Learning for the Global Economy	Mirchandani
LHA1142HF	Young Adulthood in Crisis: Learning, Transitions and Activism	McCready
LHA1147HF	Women, Migration and Work	Mojab
LHA1180HS	Indigenous World Views: Implications for Learning	Wemigwans
LHA1184HF	Indigenous Knowledge: Implications for Education	Wemigwans
LHA1803HF	Recurring Issues in Postsecondary Education (Masters Level)	TBA
LHA3803HF	Recurring Issues in Postsecondary Education (Doctoral Level)	Wheelahan
LHA3041HS	Administrative Theory and Educational Problems II: Doctoral Seminar on Policy issues in Education	Joshee
LHA3055H	Democratic Values, Student Engagement and Democratic Leadership	Portelli

LHA5801H	Critical Policy Perspectives; The International Dimension of Higher Education	Knight
LHA5807HF	SpTop: Globalization, Lifelong Learning, Professional and Vocational Education	Buckner
LHA6002HF	SpTop in ELP: A History of Education Change (Doctoral Level)	Anderson
EDP3045HF	Educational Policy and Program Evaluation	Bascia
JOI3048HS	Intermediate Statistics in Educational Research: Multiple Regression Analysis (RM)	Chmielewski
CTL1031HS	Language, Culture and Identity	Finnessy
CTL1063H	Pedagogies of Solidarity	Gaztambide-Fernandez
CTL1221HS	Education for Human Goals Local and Global: How is Science Education Helping?	Gitari
CTL1318HF	Teaching Conflict and Conflict Resolution	Bickmore
CTL1320HF	Introduction to Aboriginal Land-Centred Education: Historical and Contemporary Perspectives	Styres

CTL1321HS	Aboriginal Civilization: Language, Culture and Identity N	Styres
CTL1406HF	The Origins of Modern Schooling: Issues in the Development of the North American Education System	Troper
CTL1430HF	Gendered Colonialisms, Imperialisms, and Nationalisms in History	Morgan
CTL3000HF	Foundations of Bilingual and Multicultural Education	Le Pichon-Vorstman
CTL3007HF	Analyse de discours	Rehner
CTL3008HS	Critical Pedagogy, Language and Cultural Diversity	Gagné
CTL3015HS	Language and Literacies Education in Multilingual Contexts (Seminar in Second Language Literacy Education)	Le Pichon-Vorstman
CTL3018HF	Language, Planning and Policy	Bale
CTL3025HS	Educational Sociolinguistics	Kerekes
CTL3026HF	Pragmatics in Language Education	Kerekes

CTL3805HF	Multilingualism and Plurilingualism	Piccardo
CTL5310HS	The Education of Students of Refugee Background in Canada and Beyond	Emmanuel
SJE1926HS	Race, Space and Citizenship: Issues for Educators	Sztainbok
SJE3933HS	Globalization and Transnationality: Feminist Perspectives	Todorova
SJE5019H	Narratives of Exile and Migration: Implications for Education	If taught by CIDE Faculty
SJE5010H	Coloniality, Race, and Heteropatriarchy: Perspectives from Latin American Contexts	If taught by CIDE Faculty

CIDE STUDENT ASSOCIATION 2018-2020

CIDE Student Association (CIDESA) Key Events 2018-2019

Event	Date	Event Description
CIDE Potluck	September 13, 2018 4-5pm	A traditional welcome back potluck, introducing CIDEC staff and core members of the Student Association.
Film Night 1: City of Joy	Thursday, October 11th, 2018	Film: City of Joy (Documentary)
Cultural Potluck	Wednesday, December 5, 2018	This event was an opportunity for the community to come together and share through artifacts from their culture.
CIDE SA film night 2: Period. End of Sentence.	Thursday, March 28, 2019	Film: Academy Award winning short documentary called "Period. End of Sentence"
Multilingual Arts Night	Thursday, April 25th, 2019	We hosted an evening of live performances, including poetry and short story recitals, and singing and dancing performances.



CIDESA Team 2018-2019

CIDE Student Association (CIDESA) 2019-2020

The CIDE Student Association (CIDESA) is a student-driven body which aims to provide a space for students to get involved and voice their opinions in planning, organizing and engaging with the CIDE/C community's research and social activities. The association is open to all CIDE students and it is led by a core team of student volunteers.

Besides being present in the Fall Meet & Greet event, CIDESA organized a Documentary and Pizza night in October, when students watched and discussed the movie *Knock Down the House*.



In December, the association co-hosted the traditional end of year CIDEC potluck, organizing cultural activities, such as a world culture *Name the Tune* game and a book swap.

In February 2020, the core team of CIDESA supported the Joseph P. Farrell Student Research Symposium.

Plans for a final co-hosted event in April had to be dropped due to the university closure following the Covid-19 pandemic.



CIDESA Team 2019-2020

CIDE Student Association (CIDESA) 2019-2020 Core Team

In 2019-2020, the core team included Neelofar Ahmed (EdD student, ELP), Aditi Bamal (MEd student, ELP), Prerana Bhatnagar (MEd student, CTL), Tatiana Feitosa de Britto (PhD student, ELP), Nooreen Rahemtullah (MEd student, ELP) and Vania Soepriatna (PhD student, SJE). The team was led by Norin Taj (PhD candidate, ELP) and met regularly in person and online, staying connected through email, Zoom and an active WhatsApp group.



Norin Taj is a doctoral candidate in Educational Leadership and Policy (ELP) at OISE. She received her master's degree in ELP with a specialization in Comparative, International and Development Education. Her research interests are in the global policy discourses on girls' education and its understanding in the South Asian context, particularly in Pakistan. She is currently serving on the Board of Comparative International Education Society (CIES), as a student representative. She is also co-chairing Graduate Student Research Conference 2020 (GSRC-OISE) for this year. When not working, she enjoys painting and writing poetry.



Prerana Bhatnagar is an educator, a lawyer, and an international development practitioner who has recently graduated with a Master of Education (M.Ed.) degree in Curriculum and Pedagogy from OISE, University of Toronto. Alongside, she also pursued a collaborative specialization in Comparative, International, and Development Education (CIDE). Her prior academic qualifications include Bachelors degrees in Commerce (B.Com.) and Law (LLB) from University of Mumbai, India. Her work as an educator and education researcher focuses on the use of equity-centred principles, experiential learning, peace-building education strategies, and arts-based pedagogies within low income public schools that cater to marginalized children and youth in the multicultural contexts of India and Canada. She has contributed to several student and research engagement initiatives by being an active member of the CIDE Student Association and the South Asian Interest Group at OISE. Formerly, a Teach for India Fellow and a Teaching Artist with Artists Striving To End Poverty, Prerana is currently working as a Consultant Instructional Designer and Program Facilitator with an India-based arts and literature start-up called Joy of Anubhava.



Neelofar Ahmed is a full-time doctoral student in LHAE specializing in CIDE. She is a recipient of merit-based UofT (GCDF) 2020 recognition award which was awarded in recognition of her contribution towards enhancing the graduate student's experience. She has served as the VP-Communication, and currently leading the LHAE student association. She is an active CIDE student association member and has been involved in all the events organized between 2018-2020. She is also the founding member of the "South Asia Interest Group," which serves as a strong community of students, faculty, and visiting faculty with a research focus in

South Asian education and research. Her academic contributions include book chapters, journal articles, research reports, policy brief, blog writing and international conference presentations. She has also co-lead to organize cross-cultural collaborative panels, symposium and a mini-conference with in referred international conferences. She serves as a reviewer to several reputed academic journals and conferences including AERA, Congress, etc. She is also a committee member to an international organization which provide education, language, and career support to students in the conflict zones.



Tatiana Feitosa de Britto served as CIDECA GA from September 2019 to April 2020. Also, she was an active member of the CIDESA from 2019-2020. She was an integral member to CIDESA through her contributions with planning, organizing, catering, and hosting many CIDESA events through the academic year.

Thank You to all the CIDESA 2018-2020 core teams for all their hard work: Yecid Ortega, Ashraf Tanjin, Alaa Ahmed, Sunnya Khan, Shukri Hilowle, Ayan Jama, Labib Malik, Sarah Morales, Zohra Lakhani, Ummejuthi Jamila and Wales Wong, Neelofar Ahmed, Aditi Bamal, Prerana Bhatnagar, Tatiana Feitosa de Britto, Nooreen Rahemtullah, and Vania Soepriatna, and Norin Taj.

Note: This list is based on submissions received from CIDESA Members by June 30th, 2020 for this report and does not represent the full extent of CIDESA bios and past teams.