

CIDEC Annual Report **July1, 2020 – June 30, 2021**

This report is available in full on the CIDEC website:

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

For more information, contact:

CIDEC: Comparative, International and Development Education Centre,

Ontario Institute for Studies in Education,

University of Toronto

Room 7-107

252 Bloor Street West

Toronto, Ontario

Canada

M5S 1V6

Telephone: 416-978-0892

Email: cidec.oise@utoronto.ca

Permission is hereby given for any person to reproduce this document for educational purposes and on a non-profit basis.

# TABLE OF CONTENTS

Table of Contents

[TABLE OF CONTENTS 3](#_Toc74740203)

[DIRECTOR’S MESSAGE 5](#_Toc74740204)

[CIDE/CIDEC Faculty and Staff 7](#_Toc74740205)

[CIDE Director and Staff 7](#_Toc74740206)

[CIDE Participating Degree Programs 7](#_Toc74740207)

[CIDE/CIDEC Faculty 7](#_Toc74740208)

[CIDE Sessional Faculty (While Teaching in CIDE) 10](#_Toc74740209)

[VISITING SCHOLARS 2020 - 2021 11](#_Toc74740210)

[CIDEC GRADUATE ASSISTANT 2020 - 2021 12](#_Toc74740212)

[CIDEC RESEARCH GRANTS AND PROJECTS 2020 - 2021 13](#_Toc74740213)

[NEW AND CONTINUING EXTERNAL COLLABORATIONS 2020-2021 18](#_Toc74740215)

[CIDEC SEMINAR SERIES 2020-2021 20](#_Toc74740216)

[Spring Seminars (May 2021) 20](#_Toc74740217)

[Winter Seminars (January - April 2021) 20](#_Toc74740220)

[Fall Seminars 2021 (September - December 2021) 21](#_Toc74740226)

[CIDEC Special Interest Groups 23](#_Toc74740227)

[Teachers InCIDE 23](#_Toc74740228)

[CIDE Interest Group: East Asia Interest Group 23](#_Toc74740229)

[CIDE Interest Group: South Asian Interest Group 23](#_Toc74740230)

[The Education, Conflict and Peacebuilding (ECP) Interest Group 24](#_Toc74740231)

[Latin América Study Group (GELO-Grupo de Estudio Latinoamericano de OISE) 24](#_Toc74740232)

[Immigration and Refugee Education Research Group 25](#_Toc74740233)

[Eurasia Education Research Group 25](#_Toc74740234)

[CIDEC PRESENTS: THE JOSEPH P. FARRELL STUDENT RESEARCH SYMPOSIUM 27](#_Toc74740235)

[CIDEC FACULTY, POST-DOCTORAL FELLOWS & VISITING SCHOLAR PUBLICATIONS 29](#_Toc74740236)

[Publications & Other (Book Reviews, Book Prefaces/Forwards, Articles) 29](#_Toc74740237)

[Faculty, Post-Doctoral Fellow, and Visiting Scholar Presentations & Other (Conference Proceedings, Peer-reviewed Academic Presentations, Reports, Professional Activities, etc.) 35](#_Toc74740238)

[CIDE STUDENT AND RECENT ALUMNI PUBLICATIONS AND PRESENTATIONS 2020-2021 42](#_Toc74740239)

[Publications: 42](#_Toc74740240)

[Students and Recent Alumni Presentations & Other (Conference, Peer-reviewed Academic Presentations, Reports, Newsletters etc.) 44](#_Toc74740241)

[SELECTED CIDE STUDENT AND ALUMNI AWARDS & PROJECTS 2020-2021 48](#_Toc74740242)

[Student/Alumni Awards/Grants/Fellowships/Funded Projects 48](#_Toc74740243)

[CIDEStudents 2020-2021 49](#_Toc74740244)

[2020-2021 CIDE Students Overview 49](#_Toc74740245)

[2020-2021 New CIDE Students, by Degree and Full/Part Time Status 49](#_Toc74740246)

[2020-2021 New CIDE Students, by Department, Program, and Degree 49](#_Toc74740247)

[CIDE 2020-2021 MA AND PhD/EdD GRADUATES’ THESIS TITLES 52](#_Toc74740248)

[2020-2021 MA and PhD/EdD Graduates’ Thesis Titles 52](#_Toc74740249)

[CIDE COURSES 2020-2021 53](#_Toc74740250)

[Courses offered Spring/Summer 2021 53](#_Toc74740251)

[Courses offered Winter 2021 53](#_Toc74740252)

[Courses offered Fall 2020 55](#_Toc74740253)

[Courses offered Spring/Summer 2020 55](#_Toc74740254)

[CIDESTUDENT ASSOCIATION 2020-2021 57](#_Toc74740255)

[CIDE Student Association (CIDESA) Overview 2020-2021 57](#_Toc74740256)

[CIDE Student Association (CIDESA) Members 2020-2021 57](#_Toc74740257)

[CIDE Student Association (CIDESA) Key Events 2020-2021 60](#_Toc74740258)

# DIRECTOR’S MESSAGE

Welcome to the 2020-21 Annual Report of the **Comparative, International, and Development Education Centre** at the Ontario Institute for Studies in Education (OISE), University of Toronto. CIDEC promotes collaboration, excellence and innovation in comparative, international, and development education research, transnational scholarship and education at OISE. CIDEC 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. CIDEC welcomes diversity and mutual engagement, including continuing involvement of alumni who work in academia and development organizations within Canada, in Indigenous First Nation communities, and around the world.

This Annual Report features recent CIDEC scholarship and seminars including several sessions on learning through pandemic challenges and changes: teacher leadership in Latin America and Africa, educational quality and access policy solutions around the world; social justice in education, and re-thinking the role of liberal arts in the Chinese university. Seminars on other timely themes included: educational relief and reform in Beirut after the devastating 2020 explosion; public schooling for peace-building amidst violence in Mexico, Bangladesh, and Canada; teacher learning for linguistic diversity in Germany and Austria, and language-friendly schools around the world; communities as protagonists in educational development research; post-socialist transnational studies in education; critical financial literacy education in international contexts; pedagogical responses to educational precarity; and more. Skill-building workshops have included applying for and attending conferences, and tips from experienced international development education consultants about working in the field. CIDE students also regularly present their excellent work, in regular seminars and in the full-day Joseph P. Farrell Student Research Symposium held each February.

You may download copies of newsletters and other material from CIDEC’s website <https://www.oise.utoronto.ca/cidec/> – newly-redesigned in 2020 thanks to wonderful administrator Sazna Aliyar.

CIDEC students and faculty are active in Comparative and International Education Society of Canada, the Comparative and International Education Society, the World Congress of Comparative Education Societies, and many more scholarly, professional, and development education associations. Activity highlights closer to home include social networking events, music and talent nights, and special interest groups organized with the CIDE Students Association (see p. 20, 52). Students Association representatives, along with faculty from all affiliated departments, participate in CIDEC’s Steering Committee.

We are delighted to welcome faculty newly affiliated with the CIDE collaborative specialization: in 2020-21, we welcome Diane Farmer and Abigail Bakan in Social Justice Education, Jennifer Brant, Alexandre Cavalcante in Curriculum and Pedagogy (CTL), Emmanuelle LePichon Vorstman in Language and Literacies Education (CTL), and Jennifer Wemigwans in Adult Education and Community Development (LHAE), in addition to temporary sessional faculty Valerie Damasco, Patrick Finnessy, Mona Ghali, Dejan Ivkovic, Grace Karram Stephenson, Rainos Moyo Mutamba, and Elena Toukan. CIDE faculty teach an impressive range of core and elective courses, cross-listed with participating home departments (see p. 49). This Annual Report presents further information about key activities, recent publications, funded projects, awards, and other indicators of the scholarly vibrancy of the Comparative, International, and Development EducationCentre community.

CIDEC is especially pleased to welcome our incoming Director, beginning July 1, 2021, Professor Carly (Caroline) Manion. Dr. Manion — a scholar and practitioner in equity and gender in education, school improvement, educational multilateralism and governance—has been an important part of the CIDE faculty and leadership for many years. We wish her well in this new leadership role.

The CIDEC community has come through an unusual year, including the COVID-19 pandemic, direct and systemic violence, and strong just-peace-building resistance movements that have demonstrated the essential importance of education and research to support humane and equitable transnational relationships and social transformation. I hope you will enjoy perusing this report regarding the comprehensive scope of CIDEC activities and its significant contributions to the development of new scholars and to the field of comparative and international education.



****

Kathy Bickmore, Ph.D.

Professor, Department of Curriculum, Teaching & Learning

Director, Comparative International and Development Education Centre and Specialization

CIDE/CIDEC Faculty and Staff

## CIDE Director and Staff

**Kathy Bickmore**, CIDEC Director January 2017 – June 2021, Professor, CTL

**Caroline (Carly) Manion**, Assistant Professor Teaching Stream, CIDE Student Liaison, LHAE CIDEC Director Designate, July 2021-

**Sazna Aliyar**, Acting CIDE/CIDEC Program Administrator

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

## CIDE Participating Degree Programs

**Leadership, Higher, and Adult Education (LHAE):**

[Adult Education and Community Development](https://sgs.calendar.utoronto.ca/degree/Leadership,-Higher-and-Adult-Education) (AECD) — MA, MEd, PhD  
[Educational Leadership and Policy](https://sgs.calendar.utoronto.ca/degree/Leadership,-Higher-and-Adult-Education) (ELP) — MA, MEd, EdD, PhD  
[Higher Education](https://sgs.calendar.utoronto.ca/degree/Leadership,-Higher-and-Adult-Education) (HE) — MA, MEd, EdD, PhD

**Curriculum, Teaching and Learning (CTL):**

[Curriculum and Pedagogy](https://sgs.calendar.utoronto.ca/degree/Curriculum,-Teaching-and-Learning) (C&P) — MA, MEd, PhD  
[Language and Literacies Education](https://sgs.calendar.utoronto.ca/degree/Curriculum,-Teaching-and-Learning) (LLE)— MA, MEd, PhD

**Social Justice Education (SJE):**

[Social](https://sgs.calendar.utoronto.ca/degree/Curriculum,-Teaching-and-Learning) Justice Education (SJE) — MA, MEd, EdD, PhD

## CIDE/CIDEC Faculty

(\* CIDE Steering Committee Members)

[**Stephen Anderson**](https://www.oise.utoronto.ca/lhae/Faculty/26/Stephen_Anderson.html), Professor Emeritus, LHAE

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

[**Nina Bascia**](https://www.oise.utoronto.ca/lhae/Faculty/65/Nina_Bascia.html), Professor, Chair, LHAE

ELP; Policy analysis; teachers’ organizations

[**Abigail Bakan,**](https://www.oise.utoronto.ca/sje/People/370533/Abbie_Bakan.html)Professor, SJE

Anti-oppression politics; intersections of gender, race, class, political economy and citizenship

[**Jeff Bale**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/410649/Jeff_Bale.html)**\*,**Associate Professor, CTL

LLE; Language diversity; second language learning

[**Kathy Bickmore**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/1406/Kathy_Bickmore.html)**\***, Professor, CTL

C&P; Education for democracy; peacebuilding, and conflict resolution in comparative perspective

[**Megan Boler**](https://www.oise.utoronto.ca/sje/People/1308/Megan_Boler.html), Professor, SJE

Philosophy of technology; post-structuralism

[**Jennifer Brant**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/560184/Jennifer_Brant.html), Assistant Professor, CTL

C&P; Indigenous pedagogies for cultural identity development, healing and wellness

[**Elizabeth Buckner**](https://www.oise.utoronto.ca/lhae/Faculty/522239/Elizabeth_Buckner.html)**\*,**Assistant Professor, LHAE

HE; Globalization and neoliberalism effects on higher education and citizenship

[**Alexandre Cavalcante**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/642085/Alexandre_Cavalcante.html), Assistant Professor, CTL

C&P; Numeracy education; Formal and informal education

[**Anna (Katyn) Chmielewski**](https://www.oise.utoronto.ca/lhae/Faculty/412323/Anna_Chmielewski.html)**\*,**Associate Professor, LHAE

ELP; National educational and social policies and income inequality

[**George J. Sefa Dei**](https://www.oise.utoronto.ca/sje/People/1608/George_JS_Dei.html), Professor, SJE

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

[**Diane Farmer**](https://www.oise.utoronto.ca/sje/People/1813/Diane_Farmer.html), Associate Professor, SJE,

CREFO; Francophone minority studies; education studies; childhood social studies

[**Joseph Flessa**](https://www.oise.utoronto.ca/lhae/Faculty/1906/Joseph_Flessa.html), Professor, LHAE

ELP; Urban education; schooling and poverty

[**Antoinette Gagné**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/1396/Antoinette_Gagne.html)**\***, Associate Professor, CTL

LLE; ESL issues; teaching strategies for diversity

[**Ruben Gaztambide-Fernandez**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/2024/Ruben_Gaztambide-Fernandez.html), Associate Professor, CTL

C&P; Arts education; curriculum.

[**Diane Gérin-Lajoie**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/4046/Diane_Gerin-Lajoie.html), Professor Emerita, CTL

C&P; CREFO, Teacher and student identity; teaching in minority settings

[**Wanja Gitari**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/1225/Wanja_Gitari.html)**,**Associate Professor, CTL

C&P; Indigenous cultures; science learning and equity

[**Ruth E. S. Hayhoe**](https://www.oise.utoronto.ca/lhae/Faculty/384/Ruth_Hayhoe.html)**\***, Professor, LHAE

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

[**Monica Heller**](https://www.oise.utoronto.ca/sje/People/1615/Monica_Heller.html), Professor, SJE

Franco-Ontario studies; social inequality

[**Glen Jones**](https://www.oise.utoronto.ca/lhae/Faculty/437/Glen_Jones.html), Dean of OISE, Professor, LHAE

HE; Policy and politics of higher education

[**Reva Joshee**](https://www.oise.utoronto.ca/lhae/Faculty/440/Reva_Joshee.html)**,** Associate Professor, LHAE

ELP; Democratic approaches to policy; diversity and social justice policies

[**Julie Kerekes**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/1912/Julie_Kerekes.html)**\***, Associate Professor, CTL

LLE; Second language acquisition; linguistics

[**Jane Knight**](https://www.oise.utoronto.ca/lhae/Faculty/19883/Jane_Knight.html), Adjunct Professor, LHAE

HE; Internationalization of higher education

[**Normand Labrie**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/1323/Normand_Labrie.html)**, Acting Dean,** Professor, CTL

LLE; Des langues, des politiques linguistiques et des minorités linguistiques, notamment francophones

[**Emmanuelle Le Pichon-Vorstman**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/495160/Emmanuelle_Le_Pichon-Vorstman.html)**\***, Assistant Professor, CTL

LLE; inclusion of minority (migrant & indigenous) pupils

[**Caroline (Carly) Manion**](https://www.oise.utoronto.ca/lhae/Faculty/4713/Carly_Manion.html)**\***, Assistant Professor, Teaching Stream, LHAE

ELP; Comparative and international education; Sociology of education; equity; gender; faith-based schooling; governance; policy analysis

[**Vandra Masemann**](http://oise.utoronto.ca/cidec/UserFiles/File/Faculty/Adjunct_Faculty/masecv_march_2014.pdf)**,** Adjunct Associate Professor (retired)

Comparative and international education; anthropology of education; critical ethnography

[**Lance T. McCready**](https://www.oise.utoronto.ca/lhae/Faculty/2026/Lance_McCready.html)**,**Associate Professor, LHAE

AECD; Education, health and well-being of gay Black urban youth; access to higher education

[**Kiran Mirchandani**](https://www.oise.utoronto.ca/lhae/Faculty/1593/Kiran_Mirchandani.html), Professor, LHAE

AECD; Transnational service work

[**Gavin Moodie**](https://www.oise.utoronto.ca/lhae/Faculty/417219/Gavin_Moodie.html)**,**Adjunct Professor, LHAE

HE; Access to higher ed; structures of tertiary, vocational and higher education

[**Cecilia Morgan**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/601/Cecilia_Louise_Morgan.html), Professor, CTL

C&P; Gender; colonialism; imperialism

[**Shahrzad Mojab**](https://www.oise.utoronto.ca/lhae/Faculty/1508/Shahrzad_Mojab.html), Professor, LHAE

AECD; Globalization; feminism and women’s education; women and war in the Middle East

[**Karen Mundy**](https://www.oise.utoronto.ca/lhae/Faculty/1509/Karen_Mundy.html)**\***, Professor, LHAE

ELP; Educational policy and reform in Sub-Saharan Africa; the role of civil society organizations in educational change

[**Sarfaroz Niyozov**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/404/Sarfaroz_Niyozov.html)**\*,**Associate Professor, CTL

C&P; Global education; international and comparative curriculum studies/education

[**Fikile Nxumalo**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/607320/Fikile_Nxumalo.html), Assistant Professor, CTL

C&P; Place-based and environmental education; Black feminism; Black and children’s geographies

[**Enrica Piccardo**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/189272/Enrica_Piccardo.html)**,**Associate Professor, CTL

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

[**John Portelli**](https://www.oise.utoronto.ca/lhae/Faculty/674/John_Portelli.html), Professor, SJE

Democratic values; student engagement.

[**Claudia Diaz Rios**](https://www.oise.utoronto.ca/lhae/Faculty/295228/Claudia_Milena_Diaz_Rios.html)\*, Assistant Professor, LHAE

ELP; interaction between global dynamics, domestic policies, and school change; education governance

[**Creso Sá**](https://www.oise.utoronto.ca/lhae/Faculty/2032/Creso_Sa.html)**,** Professor, LHAE

HE; public policy

[**Peter Sawchuk**](https://www.oise.utoronto.ca/lhae/Faculty/1563/Peter_Sawchuk.html), Professor, LHAE

AECD; Adult Learning Theory; Labour Studies Social Movement Studies

[**Sandra Styres**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/382242/Sandra_Styres.html)**,**Assistant Professor, CTL

C&P; Indigenous language, literacy and education, land centred approaches to language

[**Vannina Sztainbok**](https://www.oise.utoronto.ca/sje/People/4245/Vannina_Sztainbok.html), Assistant Professor, SJE

Anti-racist feminism, Afro-Latin American race and gender studies, psychoanalysis, race and space

[**Miglena Todorova**](https://www.oise.utoronto.ca/sje/People/266362/Miglena_Todorova.html)\*, Assistant Professor, SJE

Transnational feminisms, feminist media, culture and hegemony, women in post-socialism, violence against women

[**Harold Troper**](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/861/Harold_Troper.html), Professor, CTL

C&P; Immigrant, ethnic and minority group history

[**Njoki Wane**](https://www.oise.utoronto.ca/sje/People/1629/Njoki_Wane.html)**,** Professor, SJE.

Gender, colonialism and development; anti-racism education

[**Jennifer Wemigwans**](https://www.oise.utoronto.ca/lhae/Faculty/4959/Jennifer_Wemigwans.html)**,**Assistant Professor, LHAE

AECD; Indigenous Knowledge Education

[**Leesa Wheelahan**](https://www.oise.utoronto.ca/lhae/Faculty/381062/Leesa_Wheelahan.html)Professor, LHAE

HE; Social justice and education outcomes; vocational education

## CIDE Sessional Faculty (While Teaching in CIDE)

**Valerie Damasco**, Lecturer, LHAE

Community Development: Innovative Models; Gender and Race at Work

[**Patrick Finnessy**,](https://www.oise.utoronto.ca/ctl/Faculty_Profiles/160265/Patrick_K._Finnessy.html) Lecturer, CTL

Language, Culture, and Identity: Using the Literary Text in Teacher Development

**Mona Ghali**, Lecturer, LHAE

Comparative, International, and Development Education

[**Dejan Ivkovic**](https://www.dejanivkovic.com/), Lecturer, CTL

Literacies Education in Multilingual Contexts

**Grace Karram Stephenson**, Lecturer, LHAE

Comparative Higher Education

**Rainos Moyo Mutamba**, Lecturer, LHAE

Community Development: Innovative Models

**Elena Toukan**, Lecturer, CTL

Education and Social Development

# VISITING SCHOLARS 2020 - 2021

## 

**Dr. Stephen A. Bahry -** Visiting Scholar, since January 2011**.** 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. Recent activities include the following:

UNESCO Bangkok, May 10-11, 2021. UNESCO Regional Consultation in Asia for the Preparation of the International Decade of Indigenous Languages (2022 – 2032).

* Participated in discussion of provision of indigenous human rights via inclusion of indigenous languages in mother-tongue based multilingual education; capacity development of local communities, schools and educators; localization of curriculum; collaboration with multiple stakeholders, including local, national and international governmental and non-governmental organizations.

UNESCO Almaty Cluster Office: Kazakhstan, Kyrgyzstan, Tajikistan & Uzbekistan, Feb-Apr 2021.

* Pre-COVID, COVID and post-COVID Educational Challenges and Responses in Rural and Remote Areas in Central Asia.

**Kara Janigan**- Visiting Scholar since 2019. 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](https://www.springer.com/gp/book/9783030501266) and [Efforts to Overcome Barriers to Girls’ Secondary Schooling in Rural Tajikistan](https://www.infoagepub.com/products/Globalization-on-the-Margins-2nd-ed)

# CIDEC GRADUATE ASSISTANT 2020-2021

**Neelofar Ahmed**is a third-year doctoral student in Leadership, Higher and Adult Education (LHAE), specializing in ELP/CIDE. Neelofar served as the CIDEC GA from September 2019 to April 2020. Neelofar closely worked with Drs. Kathy Bickmore, Kara Janigan, and Mona Ghali to develop content for “Learning and Employment” related resources for the CIDEC website. Neelofar assisted Dr. Kathy Bickmore and Dr. Carly Manion as a co-editor to publish the CIDE/C Fall 2020 and Spring 2021 newsletters and co-chaired the Joseph P. Farrell Student Research Symposium 2021. Neelofars’ research focuses on global governance, multiple migrations, and human rights. Her academic contributions include peer-reviewed journal articles, book chapters, research reports, policy briefs, monographs, and blogs.

We sincerely appreciate the valuable contributions made by our GA

# CIDEC RESEARCH GRANTS AND PROJECTS

# 2020 - 2021

**Stephen Bahry**

Collaborator on Aga Khan Foundation Schools 2030 Global Research Grant: *Exploring school-based education stakeholders’ perspectives on quality of education in Kyrgyzstan and Tajikistan in the context of School 2030 initiative*

**Scope:** 15 Schools in Tajikistan; 15 in Kyrgyzstan***.***

**Duration:** 2021-2023**.**

**Abigail B. Bakan**

2018-2023 “The UN as Knowledge Producer: World Conferences on Women, Racialized and Indigenous Peoples” (PI; Collaborator, Yasmeen Abu-Laban, University of Alberta), SSHRC Insight Grant ($129,497).

2019-2020 “Statelessness as a Window on the Paradox of the United Nations” (dissemination travel grant). SSHRC Institutional Grant (SIG) (SJE, OISE, University of Toronto) ($1,029)

**Kathy Bickmore**

2019 – Ongoing (Principal Investigator), “Sparks of Courage and Understanding: Manitoulin and North Shore Youth Building Bridges and Combating Racism.” Canadian Heritage. Research budget = 10% of $162,754, approximately $16,000 – continuing

2019 – Ongoing (Co-Investigator with PI Christina Parker, University of Waterloo), “Constructive Classroom Dialogue and Peacemaking Circles in Diverse Classrooms.” SSHRC, CAD $50,000 – continuing

2013 – Ongoing (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 – continuing

**Elizabeth Buckner**

*(On Hold in 2020 due to COVID):*

2019-2020 The Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research

Faculty Research Grant: 12,500 CAD

Principal Investigator: Elizabeth Buckner

Title: The Role(s) of Private Higher Education in the UAE: A Policy Analysis of Abu Dhabi, Dubai and Ras al-Khaimah

*Existing Grants – Advanced in 2020:*

2020 The United Nations Educational, Scientific and Cultural Organization (UNESCO)

Global Education Monitoring Report Fellowship: 25,000 USD

Principal Investigator: Elizabeth Buckner  
Title: The Effect of Private Higher Education on Inequalities in Access Worldwide

2019-2024 Social Science and Humanities Research Council of Canada,

Insight Grant: 285,882 CAD

Principal Investigator: Jean-Michel Montsion (York University)  
Co-Investigators: Elizabeth Buckner**,** Ajay Parasram (Dalhousie), Elic Chan (UBC), Marie-Odile Magnan (Université de Montréal), Soma Chatterjee (York), Ann Kim (York), Shirin Shahrokni (York)

Title: Asian International Students to Canadian Universities: Examining the Racialization of Chinese, Indian and Korean Students in Halifax, Montreal, Toronto, Vancouver and Winnipeg

2018-2023 Social Science and Humanities Research Council of Canada,

Insight Grant: 261,178 CAD

Principal Investigator: Elizabeth Buckner  
Co-Investigator: Ruth Hayhoe (OISE/UT)

Title: Partners for Development or Privatizing the Public Good? The Role of Private Higher Education in the Global Knowledge Economy

**George J. Sefa Dei**

2019 SSHRC/SIG Grant, $1,104.44 for a study on: *" Decolonizing African Education: Challenges and Possibilities of Indigeneity and Scholars’ Responsibilities”.*

2018 SSHRC Insight Grant, $99,891 for a 3-year study (2018-2021) on “*The Potential for Elders Cultural Knowledge to Contribute to a New Educational Futurity”.*

**Claudia Diaz-Rios**

*External grants/contracts* (on-going, submitted, funded)

* (submitted Feb. 2020; funded June 2020) Diaz Rios, C.M. (PI). “School responses to immigrant children’s education in the Global South: The case of Colombia” SSHRC Insight Development Grant. CAD 54,618.
* (submitted September 2020) Díaz Ríos, C.M. (Co-applicant) with K. Mundy (PI), Caroline Manion, and Francine Menashy. “In the Wake of a Pandemic: International organizations and educational change in four countries” CAD 298,836.

*Internal grants/contracts* (on-going, submitted, funded)

(funded December 2019, on-going) Díaz Ríos, C.M. “Educational responses to Venezuelan migrant children in Colombia”. Connaught New Researcher Award. CAD 12,000.

*Awards:*

Diaz Rios, Claudia. 2020. Start-Up Award Universidad del Rosario. “Educational Aspirations of Colombian High School Students” (COL 15,000,000).

**Diane Farmer**

SSHRC Insight Grant Application, Repenser l’engagement des jeunes. N.Gallant, P.I. Institut national de recherche scientifique (INRS), Québec & Montréal, D. Farmer, S. Garneau and M. Goyette, co-P.I. (144 246 $) (2018-2022)

**Ruth Hayhoe**

* *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. As a co-applicant in the project, I have provided supervision to two of the Graduate assistants at OISE working on the project.
* *Partners for Development or Privatizing the Public Good? The Role of Private Higher Education in the Global Knowledge Society* SSHRCC Insight Grant Proposal, submitted in October of 2017, with Elizabeth Buckner as Principal Investigator and Ruth Hayhoe as Co-Investigator. We were successful in gaining this award for $261,178.00 and the project is now developing well!

**Julie Kerekes**

2017-2020 Social Science and Humanities Research Council,

Insight Grant: $154,973.00

Co-Investigator.

Title: *More than just good teaching: Mainstream teacher education for supporting English language learners and teacher education policy in Ontario*

Purpose: In response to a new provincial-wide teacher education policy requiring preservice teacher candidates to obtain experience with English learners, this study a) examines how the policy is being interpreted and enacted in Ontario’s teacher education programs, and b) uses participatory action research to collaborate with public school English learners to create multimedia profiles of their linguistic repertoires

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

**Carly Manion**

2020 – present: Working with a post-doc and graduate student under the leadership of Karen Mundy on a systematic review of the literature on the “middle-tier” of education systems in low- and middle-income countries. The review maps the shape of the evidence on middle-tier education actors (e.g., district, regional, municipal, etc.), including the normative frameworks that shape the evidence as well as the gaps that exist concerning what makes subnational actors “effective”. The sample of over 100 documents is relatively large for a systematic review and the team have spent many hours (days, weeks, months) extracting, analyzing, and synthesizing the data. The team is currently preparing several conference papers and journal manuscripts to share the findings from this work.

July-December 2020: Engaged as a research associate for a UNESCO-commissioned study of teacher leadership and innovation in the context of the COVID-19 pandemic (particularly school closures) in Malawi, Ghana, Mozambique, The Gambia, El Salvador and Brazil (state of Maranhão). The report produced is entitled, *Teacher Leadership in Developing Crisis Education Responses in Africa and Latin America: An Exploratory Study.* Research contributions to this study included data collection (70 remote interviews in three countries, documents), analysis, and report writing. The team has recently prepared a manuscript for submission to a journal to share the results of this study.

January 2021 – April 2021: Worked as a research associate on UNESCO-commissioned project involving the preparation of an input paper to inform the process of strengthening global education coordination mechanisms. The final report was entitled, *SDG-4 Education 2030 Input Paper.* Responsibilities included aspects of research design, data collection; analysis; and the production of two presentations and a final report.

* SSHRC Insight Grant (submitted September 2020) (Co-applicant) with K. Mundy (PI), Claudia Díaz Ríos, and Francine Menashy. “In the Wake of a Pandemic: International organizations and educational change in four countries” CAD 298,836.

**Vandra Masemann**

* Committee work for the CIES
* Chaired the CIES Honorary Fellows Award Review Committee and the Committee to Establish the Terms of the Elizabeth Sherman Swing Award.

**Karen Mundy**

* 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.

**Fikile Nxumalo**

* Nxumalo, F. (PI). Climate Change Education in the Global South: Developing Climate Justice Pedagogies with Young Children in a rural eSwatini Community. SSHRC IDG [Awarded June 1 2020; Total Value CAN $66,153 Duration: 2020-2022]
* Nxumalo, F. (Collaborator). Stories of Ancient Resilience. Beach, S, Kemp, M, Breecker, D & Rabinowitz, A. (PIs). UT Austin funding received from Planet Texas 2050, a UT Austin Bridging Barriers Research Initiative. [Date Awarded: September 1, 2020; Total Value US $650,000. 2020-2024].
* Nxumalo F. (PI). Learning with Place: Exploring Environmental Justice with Marginalized Young Children. University of Toronto Connaught New Researcher [Awarded Total Value Can. $18,167 Duration: 2020-2022

**Enrica Picardo**

* SSHRC COVID-19 Partnership Engagement Grant (2020-2022) for research implementing and studying for the Ministry of Education in the Italian province of Lombardy the impact of the approach developed in my SSHRC PDG project LINCDIRE: 24,991.—CAD
* SIG Grant (2020): Implementing LINCDIRE action-oriented scenarios and tasks in SLE: Impact on teachers and learners: 2,227.62 CAD

**Miglena S. Todorova**

Todorova, M. (2020). Publishing grant by the Federation for Humanities and Social Sciences, Canada for *Unequal Under Socialism: Race, Women and Transnationalism in Bulgaria*, University of Toronto Press (CAN $ 8,000).

**Emmanuelle Le-Pichon Vorstman**

* Main Applicants: Le Pichon, E. (PI)& Cummins, J. Expanding Web-Based Educational Opportunities for Canadian Students in STEM, MITACS, Duration: 2021-2025
* Main Applicants: Le Pichon, E. (PI) Filling the learning gaps caused by the pandemic: Supporting teachers and their diverse students with digital technology, MITACS, COVID19 grant, Duration: 2020-2021
* Main Applicants: Le Pichon, E. (PI); Co-investigators: Gagné, A.; Fleuret, C.; Auger, N., Sauvage, J. Plurilingual pedagogies and digital technologies to support learning in Science, Technology, Engineering and Mathematics, Social Sciences and Humanities Research Council, Partnership Development Grant, Duration: 06.2020- 08. 2022

# NEW AND CONTINUING EXTERNAL COLLABORATIONS 2020-2021

One of the aims the Centre (CIDEC) 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 in collaboration with the United Nations Girls’ Initiative (UNGEI), Pontificia Universidad Católica de Valparaíso (PUCV), and with Midaynta Community Services.

**United Nations Girls’ Education Initiative (UNGEI)**

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

Carly Manion is our institutional representative on the UNGEI GAC, 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 CIDEC’s role on a smaller planning taskforce that drafted UNGEI’s new strategic plan of action. In October 2017, Carly attended UNGEI’s annual face-to-face meeting in New York City over the course of three full days. In 2018, Carly attended the annual 3-day in-person meeting in Ottawa. A phone meeting replaced the in-person meeting in 2019. In 2020, Carly participated in one remote group meeting.

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

**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 CIDEC 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 Valparaiso, Chile. CIDEC 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.

**CIDEC collaboration with Midaynta Community Services**

Since 2014, several CIDEC directors (Sarfaroz 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 CIDEC 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 CIDEC-Midaynta collaboration has achieved a number of important accomplishments. A series of two-day conferences were held beginning 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 was coordinator of the CIDEC-Midaynta collaboration. Midaynta’s activities include settlement services, youth outreach, and 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. Midaynta with the support of CIDEC/OISE, held follow up “Youth Radicalization” conferences in 2016, 2018, and 2019. CIDEC 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. Ten CIDEC graduate students have completed a CIDE practicum at Midaynta (each with Dr. Manion as faculty supervisor), where their work included transcribing, analyzing and summarizing the proceedings from each conference, producing reports, and speaking at the formal launches of these conference reports.

# CIDEC SEMINAR SERIES 2020-2021

The following is a list of all CIDE Seminars from Fall 2020 to Spring 2021. Due to COVID-19 restrictions, all seminars were hosted live on Zoom. The seminars are all recorded and linked below for all UofT members. You can also access the recordings on our [CIDEC Website](https://www.oise.utoronto.ca/cidec/) under News and Events. Thank you to all our speakers for their wonderful presentations.

## Spring Seminars (May 2021)

## **May 10th, 2021**

[The Language Friendly School](https://web.microsoftstream.com/video/5ede47c7-35a4-49f2-96a5-d8fddfabc4e4)

Emmanuelle Le-Pichon & Ellen-Rose Kambel

## **May 5th, 2021**

[Financial Education in Canadian and International Curricula: Building an Educational Perspective](https://web.microsoftstream.com/video/34a3664e-be7a-43de-b512-703ffd168bea)

Alexandre Cavalcante

## Winter Seminars (January - April 2021)

## **April 20th, 2021**

[Propositions for Pedagogical Responses to Ecological Precarity](https://web.microsoftstream.com/video/8f68740a-cef6-4716-8a4d-cfc8a9d8d537)

Fikile Nxumalo

## **April 15th, 2021**

[Postsocialist International and Comparative Studies in Education](https://web.microsoftstream.com/video/462b5365-e8f7-431c-a28e-fa934f694637)

 Sunnie Rucker-Chen & Miglena Todorova

## **March 25th, 2021**

[Conceptualizing Community: From Passive Network to Powerful Protagonist in Education and Development](https://web.microsoftstream.com/video/3be6f8ff-716a-4870-b454-d29f0a3a43f2)

Elena Toukan

## **March 11th, 2021**

[**Teacher Leadership in Africa and Latin America During the COVID-19 Pandemic**](https://web.microsoftstream.com/video/731ff964-5468-4427-991f-150de32c2567)

Carly Manion, Kerrie Proulx, Tatiana Feitosa de Britto

## **January 19th, 2021**

[CIE in the Field: Consultancy Work Experiences and Tips](https://web.microsoftstream.com/video/07cc4190-40ff-4483-9997-16c684e0abc1)

Kara Janigan & Spogami Akseer

## Fall Seminars 2021 (September - December 2021)

##### **November 27, 2020**

[**Critical Perspectives on Teacher Learning and Linguistic Diversity in Migration Societies: A Comparative Focus on Germany and Austria**](https://play.library.utoronto.ca/b18b85d6e601c759c869d5be89b6509d)

Jeff Bale, Lisa Lackner

##### **Thursday November 12th, 2020**

[**Liberal Arts Education and Rethinking the University’s Role in Wake of the Global Pandemic**](https://play.library.utoronto.ca/6f90a8e2efd4a6685cc9e7354b000c7d)

Qiang Zha, Leping Mou, Hu Ke, Rana Haidar

##### **Thursday, November 5th, 2020**

[**#Save our Education – Exploring local and global policy solutions to address learning loss during COVID-19**](https://play.library.utoronto.ca/95c37cb38263a9a136602968976411b2)

In partnership with Save our Children

Tim Murray, Caroline Dusabe, Prachi Srivastava, Karen Mundy

##### **Friday October 30th, 2020**

[**Teaching and Social Justice: Lessons from a Pandemic**](https://play.library.utoronto.ca/de071412bc017c8ec60c2b9771eaf6c7)

Vannina Sztainbok

##### **October 15, 2020**

[**Generating Peace-building Agency?  Diverse Youths’ Experience and Education in Colombia, Iran, Mexico (and Canada)**](https://play.library.utoronto.ca/0541a6e4207edeb612b22ea255795899)

Najme Kishani Farahani, Angela Guerra-Sua, Kathy Bickmore

##### **October 5, 2020**

[**From Educational Relief to Reform: “Khaddit Beirut” as a Community-led Response to the Beirut Explosion**](https://play.library.utoronto.ca/53fed6cde7744ae8de459e76eeee48b0)

Carmen Geha & Rima Karami Akkary

##### **September 24, 2020**

[**All You Need to Know About Applying for And Attending Conferences**](https://play.library.utoronto.ca/b525aa440f2a13b66977f3ba02311971)

Vandra Masemann & Kara Janigan

##### **September 21, 2020**

[**Reflexivity and Transformation in Research: Challenges and Opportunities in Comparative, International and Development Education**](https://play.library.utoronto.ca/441bd0aabd1df8a4a780824f5b4fcc0a)

Norin Taj & Yecid Ortega

# 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.

If you are interested in joining the group, please contact: YishinKhoo [yishin.khoo@mail.utoronto.ca](mailto:yishin.khoo@mail.utoronto.ca) or

Sardar Anwaruddin [s.anwaruddin@mail.utoronto.ca](mailto:s.anwaruddin@mail.utoronto.ca).

## CIDE Interest Group: East Asia Interest Group

East Asia Interest Group is to promote knowledge sharing and knowledge production related to the issues occurring in East Asia and Southeast Asia. We are hoping to engage in academic activities including conferences (CIES, AERA, Congress etc.…) and publications individually and collectively. The purpose of this interest group is not only to create a research interest group, but also to promote a support group within the CIDEC and OISE.

Email: [oiseeastasiaIG@gmail.com](mailto:oiseeastasiaIG@gmail.com)

## CIDE Interest Group: South Asian Interest Group

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 have made panel presentations at national and international conferences such as Congress (the [Federation for the Humanities and Social Sciences](http://www.ideas-idees.ca/) ), 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.

Email: [southasiainterestgroup@gmail.com](mailto:southasiainterestgroup@gmail.com)

Website: [https://southasiainterestgroup.org](https://southasiainterestgroup.org/)

## The Education, Conflict and Peacebuilding (ECP) Interest Group

The Education, Conflict and Peacebuilding (ECP) Interest Group began in November 2020 and represents a thematic interest group with diverse regional expertise. Members are a mixture of current graduate students, doctoral candidates, faculty, alum, and practitioners, who are all exploring the intersection between education, peace, conflict, and development. ECP conducts monthly meetings that involve a deep exploration into a current issue or topic within the field. Any participant can volunteer to facilitate and lead a monthly session or share their own research or practitioner experience with the group. Though focused on critical dialogue and community-building, ECP also aims to host Inter-agency Network for Education in Emergencies (INEE) meet ups, invite frontline practitioners to ground discussions in practice, and co-write and present in future. We welcome anyone with an interest in this topic to join a monthly meeting or our mailing list by contacting ECP founder and coordinator Myuri Komaragiri at the below email address.

Email: [ecp.oise@gmail.com](mailto:ecp.oise@gmail.com)

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



This is a group of faculty and students who have scholarly and practical experience and interest in education in the Latin American context. The Latin American Study Group (GELO) seeks to promote a place of encounters for students, teachers, researchers and other stakeholders to explore, discuss and socialize experiences, research and education proposals related to Latin American countries, as well as Latin American diasporic communities living around the globe. Our intention is to share the variety of themes, visions, issues and approaches about education emerging from Latin American countries (Abya Yala) that OISE and Toronto have to offer. We hope to enrich each other’s work and to create collaborative networks between our learning communities. The group meets during the regular academic year to read and discuss articles (journal articles, technical reports, media reports, etc.) in Spanish / Portuguese (English).

Email: [oisegelo@gmail.com](mailto:oisegelo@gmail.com)

## Immigration and Refugee Education Research Group

Group Purpose and Focus:

* Create a forum and space for multidimensional exploration, deeper understanding of and production of new knowledge on and research approaches to educational experiences (broadly understood) of Immigrant and refugee students, families and communitiesin Canada and internationally. These include research, discussions, policy dialogues, media analysis, reviews.
* Develop suggestions for education programs, policies and practices on improving the holistic education of IR students (e.g., courses at graduate levels, practical suggestions and guides, as well as workshops and trainings for teachers, principals, and community educators)
* Link with Canadian & international scholarly, policy and community networks working on IRE

Email: [ireresearchgroup@gmail.com](mailto:ireresearchgroup@gmail.com)

## Eurasia Education Research Group

*Themes of Interest:*

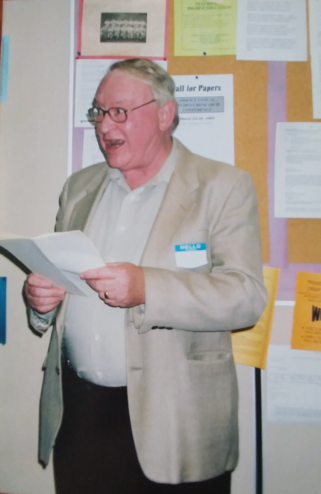
* Equitable educational development for marginalized communities: ethnolinguistic minorities, gender disparities, rural & remote communities, out-of-school children of migrants, children with disabilities; the role of comparative education research and theory in Post-Soviet educational development; Political and Social Agency of post-Soviet immigrant students
* Mono-, bi-, multi- or plurilingual education for social justice and linguistically complex Eurasian societies.
* Stakeholder dialogue / community schooling / school-based curriculum for quality education.
* Education for peace and reconciliation in post- and pre-conflict areas in former Soviet states; Citizenship education and democratic development of post-Soviet states
* Migration internal and external to the region; to Canada / USA; Central Asia to Russia; Mongolia and Northwest China to Central Asia; Afghani stan to Pakistan / Central Asia / North America.

*Activities:*

* + Niyozov, S. & Bahry, S. (2021-ongoing). Collaborators on Aga Khan Foundation Schools 2030 Global Research Grant: Exploring school-based education stakeholders’ perspectives on quality of education in Kyrgyzstan and Tajikistan–30 Schools from 2021-2023.
  + Niyozov, S. & Bahry, S. (2021). Working on ‘Educational Research Policy-Making and Practice in Central Asia: The Case of Tajikistan’ for A. Wiseman (Ed.) Annual Review of Comparative and International Education 2021.

****In the image: members of the Eurasia Education Research Group (Max Antony-Newman, Yecid Ortega, Stephen Bahry, Zahra Jafarova, Kateryna Pashchenko, and Sarfaroz Niyozov)

# CIDEC PRESENTS: THE JOSEPH P. FARRELL STUDENT RESEARCH SYMPOSIUM



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 2021 Program

Friday February 19th, 2021; 9:00 AM – 4:00 PM

**9:00am: Symposium Opening and Welcome** [CIDE Director, Dr. Kathy Bickmore]

**9:10am – 10:50am: Session 1 – Teachers, Leadership and Growth of Private Schools in the Middle East and Korea** [Chair: Dr. Carly Manion]

The Professional Identity and Career Longevity of Native English-Speaking Teachers [Jasmine Pham, MEd student, Educational Leadership and Policy, LHAE]

An Exploration of School Leadership in International Schools in Kuwait, Middle East [Mary Ellen Kelly, EdD candidate, Educational Leadership and Policy, LHAE]

The Growth and Impact of Private Schools in the Gulf Cooperation Council Countries [Susan Kippels, EdD student, International Educational Leadership and Policy, LHAE]

COVID-19 and its Impact on International Development – An Autobiographical Reflection (pedagogy training in virtual Egypt) [Farrah Kamani, MA student, Curriculum & Pedagogy, CTL]

**10:50am-11:20am: Break, Social Time**

**11:20am – 12:50pm: Session 2 – Policy Discourses and Practices: Equity and Climate Change in Schools, Universities, and Communities**

Short remarks: Joseph Farrell and CIDE – Emeritus Professor Dr. Vandra Masemann

Not a Third Mission: Extension Policy-Making and Institutional Practices in Brazil [Magdalena Martinez, PhD candidate, Higher Education, LHAE]

Shifting Conceptions of Equity in Education: A Critical Policy Analysis of Official Policy Discourses in Peru [Gisele Cuglievan Mindreau, PhD candidate, Higher Education, LHAE]

The Dilution of Equity in International Climate Change Politics - Implications for Comparative International Research and Education [Shashank Kumar, PhD candidate, Curriculum and Pedagogy, CTL]

**12:50pm – 1:20pm: Break, Social Time**

**1:20pm – 3:00pm: Session 3 – Curriculum and Pedagogies: Critical Global Citizenship, Difficult Histories, Violence and Peace** [Chair: Neelofar Ahmed]

Acting to action: Soft to Critical Global Citizenship Education in the Theatre/drama Classroom [Nooreen Rahemtullah, MEd student, Educational Leadership and Policy, LHAE]

Education: The Double-Edged Sword of Violence and Peace [Sigrid Roman, PhD candidate, Educational Leadership and Policy, LHAE]

Learning to Teach the “Difficult Histories” of Brazil: Historical Thinking for Peacebuilding at the Pontifical Catholic University of Rio de Janeiro (PUC Rio)

[Ana Luiza Lacerda, PhD student, Curriculum and Pedagogy, CTL]

Changing the meaning of the Images in the History Textbook: An indication of Internal Colonialism [Sudhashree Girmohanta, PhD student, Language and ​Literacies Education, CTL]

**3:05pm – 4:00pm: CIDE Social and Welcome: introductions of new students, faculty, and CIDESA (student association), networking time**

**Program Co-Chairs: Dr. Carly Manion, Neelofar Ahmed, Dr. Kathy Bickmore**

**Special Thanks to CIDESA for facilitating coffee-break socials and networking**

**Special Thanks to CIDE & CIDEC Program Administrator, Sazna Aliyar**

# CIDEC FACULTY, POST-DOCTORAL FELLOWS & VISITING SCHOLAR PUBLICATIONS

For the period of this report, the below list is selective of scholarly publications submitted by CIDEC faculty Post-Doc and Visiting Scholars that relate most directly to comparative, international, and development education. The list in includes items published or in press. It does not include those in progress and/or still under review.

## Publications & Other (Book Reviews, Book Prefaces/Forwards, Articles)

Abu-Laban, Y., & Bakan, A. B. (2020). *Israel, Palestine and the Politics of Race: Exploring Identity and Power in a Global Context*. Bloomsbury Publishing.

Antony-Newman, M. (2020). Curriculum orientations and their role in parental involvement among immigrant parents. The Curriculum Journal, 31(3), 340-356. https://doi.org/10.1002/curj.10

Antony-Newman, M. (2020). Parental involvement of Eastern European immigrant parents of elementary school students in Ontario: Whose involvement has capital? British Journal of Sociology of Education, 41(1), 111-126. https://doi.org/10.1080/01425692.2019.1668748

Attar, Z., Blom, E. & Le Pichon, E. (2020). Towards More Multilingual Practices in the Mathematics Assessment of Young Refugee Students: Effects of Testing Language and Validity of Parental Assessment. International Journal of Bilingual Education and Bilingualism.

Auger, N. & Le Pichon, E. (2021). Diversités langagières et Culturelles à l’école. Coll. "Pédagogies" ESF Sciences Humaines. https://www.esf-scienceshumaines.fr/education/386-defis-et-richesses-des-classes-multilingues.html

B. North, E. Piccardo, T. Goodier, Council of Europe (2020). Common European Framework of Reference for Languages : Learning, Teaching, Assessment. Companion Volume. Strasbourg: Council of Europe Publishing. Authors: B. North, E. Piccardo, T. Goodier. Available at: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

Bahry, S. (2020). Language, globalization and education in Central Asia. In S. Niyozov & I. Silova (eds.), Globalization on the Margins: Education and Post-socialist Transformations in Central Asia. 2nd edn. Charlotte, NC: Information Language Age Press.

Bahry, S. (in press, 2021). Global mobility and linguistic hybridity. Chapter 8 in E. Piccardo, A. Germain-Rutherford & G. Lawrence (Eds.), The handbook of plurilingual education. Routledge.

Bakan, A. B., & Abu-Laban, Y. (2021). The Israel/Palestine Racial Contract and the challenge of anti-Racism: a case study of the United Nations World Conference Against Racism. *Ethnic and Racial Studies*, 1-23. DOI: [10.1080/01419870.2021.1892789](https://doi.org/10.1080/01419870.2021.1892789)

Bickmore, Kathy & Diana Barrero (under revision 2021). Global(ized) Citizenship Education:  Environmental and Resource Conflicts in Youths’ Lives and Schooling in Mexico and Canada.   In Kubow, P., Strong, K., Webster, N & Miranda, D. *Contestations of Citizenship: Children and Youth, Democracy, and Education in an Era of Global Change*. Citizenship and Democratic Education SIG of CIES.

Bickmore, Kathy & Fathallah, Rim. (under revision 2021). Violence is Resourcelessness: Peace-building Learning Opportunities in Schools in Mexico, Bangladesh and Canada.  In Abdi, Ali, Misiaszek, Greg (Editors)*International Handbook on Critical Theories of Education.* Palgrave.

Bickmore, Kathy, & Kaderi, Ahmed Salehin. (2021). Teaching Values for Comprehensive Just Peace? Teachers’ Curricula for Social Cohesion in México, Bangladesh and Canada. Chapter 7 in Candice Carter (Ed.), *Teaching and Learning for Comprehensive Citizenship: Global Perspectives on Peace Education* (pp. 114-140). New York and Abingdon, UK: Routledge.

Buckner, Elizabeth & Zapp, M. (2021). Institutional Logics in the Global Higher Education Landscape: Differences in Organizational Characteristics by Sector and Founding Era. *Minerva*, *59*(1), 27–51.

Buckner, Elizabeth and Cassidy Gong. 2021. “Private Higher Education and Programmatic Differentiation: Examining the Institutional Positioning of Private Universities in Ontario.” *Studies in Higher Education.* <https://doi.org/10.1080/03075079.2020.1870947>

Buckner, Elizabeth and Stein, Sharon. 2020. What Counts as Internationalization? Deconstructing the Internationalization Imperative. Journal of Studies in International Education, 24(2), 151–166.

Buckner, Elizabeth and You Zhang. 2020. “The Quantity-Quality Tradeoff: A Cross-National, Longitudinal Analysis of National Student-Faculty Ratios in Higher Education.” *Higher Education*. <https://doi.org/10.1007/s10734-020-00621-3>

Buckner, Elizabeth, and Horsch Carsley, Sarah. 2020. The diffusion of global discourses: the case of educating refugees. *British Journal of Sociology of Education*, *41*(7), 992–1012.

Buckner, Elizabeth, Daniel Shephard,^ and Anne Smiley.^ (Forthcoming)*.* “Beyond Numbers: The use and usefulness of data for Education in Emergencies.” *The Journal of Education in Emergences.*

Buckner, Elizabeth, Punita Lumb, Zahra Jafarova, Phoebe Kang, Adriana Marroquin Rodriquez and You Zhang. (Forthcoming). “Diversity without Race: How University Internationalization Strategies Discuss International Students.” *Journal of International Students.*

Buckner, Elizabeth, Sarah Morales, Taiya Brown and Scott Clerk. Forthcoming 2021. “The Growth of International Students in Canadian Colleges.” *International Students in Community Colleges.* Routledge Series on Global Mobility.

Buckner, Elizabeth, Scott Clerk, Adriana Marroquin Rodriguez, and You Zhang. 2020. “Strategic Benefits, Symbolic Commitments: How Canadian Colleges and Universities Frame Internationalization.” *Canadian Journal of Higher Education,* 50(4), 20-36.

Buckner, Elizabeth. “Embracing the Global: The Role of Ranking, Research Mandate, and Sector in the Internationalization of Higher Education.” Compare: A Journal of Comparative and International Education. https://doi.org/10.1080/03057925.2020.1753499

Buckner, Elizabeth. (2020). Cross-Cultural Schooling Experiences of Arab Newcomer Students: A Journey in Transition between the East and the West. *Frontiers of Education in China*, *15*(3), 530–532.

Buckner, Elizabeth. (2020). Global Education Monitoring Report Background Paper. Paris, France: UNESCO.

Buckner, Elizabeth. 2020. “Embracing the Global: The Role of Ranking, Research Mandate, and Sector in the Internationalization of Higher Education.” Compare: A Journal of Comparative and International Education. https://doi.org/10.1080/03057925.2020.1753499

Buckner, Elizabeth. *Degrees of Dignity: Arab Higher Education in the Global Era.* (Forthcoming with the University of Toronto Press, 2021).

Connelly, Christine & Diane Farmer (2020). Renouveler sa posture réflexive sur l’équité et l’éducation inclusive : retour sur une initiative de formation auprès du personnel enseignant d’une école élémentaire de langue française en Ontario. *Éducation et francophonie*, Vol XLVIII, no 1, printemps 2020, 184-209.

Dei, G. J. S., (2020). “Afrocentric Education in North America: An Introduction”. In. Abidogun, J. & Toyin Falola (eds.). *Palgrave Handbook of African Education and Indigenous Knowledge*. (pp. 787-801). New York: Palgrave MacMillan. [with Dr. Arlo Kempf].

Dei, G. J. S., (2020). “Elders’ Cultural Knowledges and African Indigeneity”. In. Abidogun, J. & Toyin Falola (eds.). *Palgrave Handbook of African Education and Indigenous Knowledge*. (pp. 279-301). New York: Palgrave MacMillan.

Dei, G. J. S., (2020). “Foreword: Indigenous Education, Theory and Research”. In. Huaman, S. E. and Nathan Martin (eds.). *Indigenous Knowledge Systems and Research Methodologies: Local Solutions and Global Opportunities*. Toronto: Canadian Scholars Press, (pp. iii-viii).

Dei, G. J. S., (2020). “Foreword”. In. Abidogun, J. & Toyin Falola (eds*.). Palgrave Handbook of African Education and Indigenous Knowledge*. (pp. vii-xvi). New York: Palgrave MacMillan.

Dei, G. J. S., (2020). “Reflecting on Anti-Blackness and Anti-Black Racism: A Foreword”. Curriculum Inquiry, Special Issue on: *Curricular Confrontations in the Wake of Anti-Blackness and in the Break of Black Possibilities* [Guest Editors: Esther O. Ohito, Justin A. Coles, fahima i. ife, and Michael J. Dumas].

Dei, G. J. S., (2020). Preface to “Interrogating Models of Diversity and Inclusion within a Multicultural Environment”. (pp. v-vii). Michael Tonderai Kariwo, Neda Asadi, and EL. C. Bouhali, (eds.)., New York: Palgrave.

Dei, G. J. S., & Lewis, K. (2020). COVID-19 and the Black Experience: Keeping the Ember Burning. Invited paper, *Antipode*. <https://antipodeonline.org/2020/12/04/black-humanity-bearing-witness-to-covid-19/>

Dei, G. J. S., Lewis, K. (2020). **“**Covid-19, Systemic Racism, Racialization and the Lives of Black People”*.* [with Kathy Lewis]. Position paper, Working Group on Racism for the Royal Society of Canada [RSC] Task Force. Published in ‘Globe and Mail’. <https://www.theglobeandmail.com/canada/article-colonialism-as-a-precondition-of-uneven-covid-19-experiences/>. Paper is also on the website of the Royal Society of Canada: <https://rsc-src.ca/en/covid-19>

Dei, G. J. S., Odozor, E., & Jiménez, A. V. (Eds.). (2020). *Cartographies of Blackness and Black Indigeneities*. Stylus Publishing, LLC.

Díaz-Ríos, C. (2020). The role of policy legacies in the alternative trajectories of test-based accountability. *Comparative Education Review*, *64*(4), 619–641. <https://doi.org/10.1086/710767>.

Díaz-Ríos, C. (2021). The politics of education reforms in post-conflict societies: A cautionary tale for the Colombian case. In J. L. Fabra-Zamora, A. Molina-Ochoa, & N. C. Doubleday (Eds.), *The Colombian Peace Agreement: A Multidisciplinary Assessment* (1st edition). Routledge.

Díaz-Ríos, C. D., & Canal, N. U. (2021). Publicly subsidized private schools in developing countries: Lessons from Colombia. *Education Policy Analysis Archives*, *29*(0), 34. <https://doi.org/10.14507/epaa.29.5647>.

Díaz-Ríos, C., Dion, M. L., & Leonard, K. (2020). Institutional logics and indigenous research sovereignty in Canada, the United States, Australia, and New Zealand. *Studies in Higher Education*, *45*(2), 403–415. <https://doi.org/10.1080/03075079.2018.1534228>.

Díaz-Ríos, C., Poirier, M., & Dion, M. L. (2021). Unequal citizenship & unequal outcomes: The Limits of Education and Health Policy Innovations in Latin America. In *Handbook of Development Policy*. Edward Elgar Publishing. <https://www.e-elgar.com/shop/usd/handbook-of-development-policy-9781839100864.html>

Dion, M. L., Díaz-Ríos, C. D., Leonard, K., & Gabel, C. (2020). Research Methodology and Community Participation: A Decade of Indigenous Social Science Research in Canada. *Canadian Review of Sociology/Revue Canadienne de Sociologie*, *57*(1), 122–146. <https://doi.org/10.1111/cars.12270>.

Gagné, A. (2021). Teacher Education for Diversity Through an Autoethnographic Lens. In G. Li, J. Anderson, J.Hare, & M. McTavish.Superdiversity and Teacher Education: Supporting Teachers in Working with Culturally, Linguistically, and Racially Diverse Students, Families, and Communities Routledge Publishers.

Gagné, A. & Wattar, D. (In press). A Duoethnographic Perspective on Supporting Muslim Children, Youth and Their Families in Canadian Schools. In A. Abdi (Ed.), Equity and Justice Perspectives on Education in Canada Canadian Scholars Press.

Gagné, A., Rajendram, S. & Wattar, D. (2020). Me Mapping Activities: A Guide for Teacher Educators. Me Mapping Activities: Guide for Teacher Educators. Supporting English Learners (SEL) & Supporting the Academic and Social Integration of Children and Youth of Refugee Backgrounds (SAIRCY) Projects, Ontario Institute for Studies in Education, University of Toronto, Ontario, Canada. https://sites.google.com/view/memapping/guides-for-teacher-educators?authuser=0 and https://drive.google.com/file/d/1o7Sp\_NaUSBbw8Q-GHgszuAlRjDlc5r7V/view

Gagné, A., Rajendram, S. & Wattar, D. (In press). Working Toward Equity and Engagement in an Online Course for Future K-12 Teachers. In I. Fayed & J. Cummings (Eds.), Teaching in the Post COVID-19 Era: World Education Dilemmas, Teaching Innovations and Solutions in the Age of Crisis Springer. New York.

Galante, A. and Piccardo, E. (in press). Teaching ESL pronunciation in multilingual classes. ELT Journal.

Goebel, J., Manion, C., Millei, Z., Read, R., and Silova, I. (2020). Academic conferencing in the age of COVID-19 and climate crisis: The case of the Comparative and International Education Society (CIES). *International Review of Education*, 66, 797-816.

Goodier, T. & Piccardo, E. (2020) Capturing the multi-modality of remote communication- the new CEFR online interaction scales. In Benedetti F., Cinganotto L., Langé G. (a cura di). L’interazione online nel Companion Volume del Quadro europeo di riferimento per le lingue. Un progetto pilota italiano. Roma: INDIRE.

Hayhoe, R. 2020. “Reflections,” Special Issue of *China Quarterly*, No. 243, on “The State and Higher Education in Greater China,” December 2020, pp.1160-1167.

Hayhoe, R. 2020. “The Arts and Music in Chinese Learning Traditions: Towards Greater Reciprocity through Cultural Understanding,” in Xavier Bouvier, Marc-Antoine Camp & Regula Steiner (ed.) *Comparative Views on Musical Talent and its Promotion in Chinese and Western Worlds*, Switzerland: Chronos-Verlag, 2021. 8-minute version as presented at a Symposium in Lucerne, Switzerland, Dec. 7, 2020: <https://play.library.utoronto.ca/play/691282c2964835437fa18ec55f65d810>

Hayhoe, R. 2020. Foreword for Xiaohong Chi, *Cross-Cultural Experiences of Chinese Immigrant Mothers in Canada: Challenges and Opportunities for Schooling*, New York: Palgrave MacMillan, April 2020.

Hayhoe, R. 2020. Foreword for Xiaohong Chi, *Cross-Cultural Experiences of Chinese Immigrant Mothers in Canada: Challenges and Opportunities for Schooling*, New York: Palgrave MacMillan, April, 2020.

Hayhoe, R. 2020. Preface for Xiaoxin Du, *Role Differentiation in Chinese Higher Education: Tensions between Political Socialization and Academic Autonomy*, Springer, October 2020.

Hayhoe, R. 2020. Preface for Xiaoxin Du, *Role Differentiation in Chinese Higher Education: Tensions between Political Socialization and Academic Autonomy*, Springer, October 2020.

Hayhoe, R. 2020. Preface for Yunyun Qi, *Building Cross-Border Joint Universities in China: A Case Study of an Organizational Dilemma*, to be published by Taylor and Francis in 2021.

Hayhoe, R. 2020. Review of Michael Connelly and Shijing Xu (eds.) *Book Series: Intercultural Reciprocal Learning in Chinese and Western Education,* Cham, Switzerland: Palgrave MacMillan, in *Frontiers of Education in China,* Vol. 15, No. 3, 2020, pp. 526-529.

Hayhoe, R. 2020. Review of Michael Connelly and Shijing Xu (eds.) *Book Series: Intercultural Reciprocal Learning in Chinese and Western Education,* Cham, Switzerland: Palgrave MacMillan, in *Frontiers of Education in China,* Vol. 15, No. 3, 2020, pp. 526-529.

Hayhoe, R. 2021. “Comparative Education and the Dialogue among Civilizations,” in Beverly Lindsay (ed.) *Comparative and International Education: Leading Perspectives in the Field*, Palgrave MacMillan, 2021. (The book has 13 chapters, all by Honorary Fellows of the CIES).

Hayhoe, R. 2021. “Potential benefits of reciprocity between Sinic and Anglo-American values in Higher Education,” *Globalisation, Education and Societies*, 19 (3), 2021.

Hayhoe, R. 2021. Preface for Yunyun Qi, *Building Cross-Border Joint Universities in China: A Case Study of an Organizational Dilemma*, to be published by Taylor and Francis in 2021.

Kerekes, Julie A. (In Press). Training for settlement organizations, ESL students, and graduate education: A collaborative approach. Submitted to *Twinnings and other intercultural practices in higher education: Fostering learning through contact*, edited by Josée Blanchet, Nicole Carignan, Myra Deraîche and Marie-Cécile Guillot. Sense Publishers.

Kerekes, Julie A. and Chubak, Lynda\* (2020). Workplace communication. Entry for *The International Encyclopedia of Linguistic Anthropology*, edited by James Stanlaw. John Wiley & Sons, Inc. <https://onlinelibrary.wiley.com/doi/book/10.1002/9781118786093>

Kerekes, Julie A. and Soroka, Ostap\* (2020). Misunderstanding. Entry for *The International Encyclopedia of Linguistic Anthropology*, edited by James Stanlaw. John Wiley & Sons, Inc. <https://onlinelibrary.wiley.com/doi/book/10.1002/9781118786093>

Le Pichon, E. (2020). Bildung für Asylsuchende und Geflüchtete [Multilingualism in Society: Refuge and Asylum]. In. Gogolin, Hansen, McMonagle and Rauch. Handbuch “Mehrsprachigkeit und Bildung” [Handbook “Multilingualism and Language Education.”] Springer. pp.245-250.

Le Pichon, E. (2020). Intercultural communication, migration and mobility. In. Guido Rings & Sebastian Rasinger. The Cambridge Handbook of Intercultural Communication. Cambridge University Press handbook.

Le Pichon, E. (2020). Review of: Shapiro, S., Farrelly, R., & Curry, M. J. (Eds.). (2018). Educating refugee-background students: Critical issues and dynamic contexts. Bristol, United Kingdom: Multilingual Matters. 264pp. ISBN: 978-1-78309-996-2 . Canadian Journal of Applied Linguistics, 22(2), i-iii. Retrieved from https://journals.lib.unb.ca/index.php/CJAL/article/view/28956Farmer, Diane, Connelly,

Christine & \*Miriam Greeblatt (2021), Éducation inclusive : initiative de formation menée au Canada et interrogations sur les difficultés encourues en cherchant à soutenir la « voix » de l’élève. *Recherches en éducation*, no 44, p. 72-85.

Le Pichon, E. & Baauw, S. (2020). Advising municipalities on schooling Newly Arrived Migrant Pupils. In. Beerkens, R., Le Pichon, E., Supheerd, R., Ten Thije, J. eds. Enhancing Intercultural Communication in Organizations: Insights from Project Advisers. Routledge.

Le Pichon, E., Cummins, J. & Vorstman, J. (2021). Using a web- based multilingual platform to support elementary refugee students in mathematics, Journal of Multilingual and Multicultural Development, DOI: 10.1080/01434632.2021.1916022

Le Pichon, E.; Cole, D.; Baauw, S.; Steffens, M.; van den Brink, M.; Dekker, S. (2020). Transcultural itineraries and new literacies: how migration memories could reshape school systems, In. Passerini, Proglio and Trakilović, The Mobility of Memory across European Borders. Migrations and Diasporas in Europe and Beyond, Berghahn, New-York. Oxford.

Levy, Daniel, Andres Bernasconi, Elizabeth Buckner, Aurelien Casta, Quang Chau, Asha Gupta, Kevin Kinser, Fatma Mizikaci, Eduardo Navarro, Dante Salto, Juan Carlos Silas, Wondwosen Tamrat, Pedro Teixeira, Yitao Wang, Akiyoshi Yonezawa, Gury Zilka. 2020. “How COVID-19 Puts Private Higher Education at Especially High Risk – and Not: Early Observations Plus Propositions for Ongoing Global Exploration.” PROPHE Working Paper 22.

Manion, C. (in press, 2021). Intersectional Influences of Geographic Location, Socioeconomic Status and Gender on Education Consultants’ Opportunities and Experiences. In K. Kelly (Ed.) *Education Research in Global Contexts*. Bingley, UK: Emerald Publishing.

Masemann, V. (forthcoming 2020/2021). “Culture and Education”, in Robert F. Arnove and Carlos Alberto Torres (eds.) *Comparative Education: The Dialectic of the Global and the Local.*Rowman and Littlefield, (rewritten for 5th edition, and forthcoming in 2020/21

Mundy, K. and Manion, C. (in press, 2021). The Education for All initiative and the Sustainable Development Goals: History and prospects. In E. Unterhalter and T. McCowan (eds), *Education* *and international development:* *Practice, policy and research* (2nd edition). London: Bloomsbury.

Mundy, K., Manion, C., Proulx, K. and Feitosa de Britto, T. (2020). *Teacher Leadership in Developing Crisis Education Responses in Africa and Latin America and Caribbean.* Paris,UNESCO.

Murris, K., Francis, S., Babamia, S., Nxumalo, F., Bozalek, V., & Giorza, T. (2020). Anti-colonial orientations to place: Unsettling encounters with South African educational landscapes. Equity and Excellence in Education, 53(3), 288-303.

Niyozov, S., & Bulbulov, J. (2020). Moving between Soviet and post-Soviet educations in Tajikistan. Institute for Professional Development as response to globalization. In Silova, I., & Niyozov, S. (2020). Globalization on the Margins: Education Reforms in the post-Soviet Context. (pp. 475-504). IAP..

Niyozov, S., & Khan, A. (2021, submitted). Education faculty perspectives on a borrowed teacher education program. Revisiting the discourses of borrowing and lending, decolonization and indigenization. Compare.

Niyozov, S., Rzhevska, A., Osipenko, L., Polkovnikova, N. (2020). Воспитание толерантности дошкольников как основы межкультурногодиалога. (Education for tolerance at ECED level as basis for intercultural dialogue). In Горизонты и риски развития образования в условиях системных изменений и цифровизациu, A Collection of Articles at XII Международная научно-практическая конференция «Шамовские педагогические чтения научной школы Управления образовательными системами, Part 1. (pp. 106-110). Moscow. Moscow City Pedagogical University Publications.

Niyozov, S., Tahir, I., and Silova, I. (2020). Moving Central Asia from the Soviet margins to the global center: Educational implications and conclusions. In Silova, I., & Niyozov, S. (2020). Globalization on the Margins: Education Reforms in the post-Soviet Context. (pp. 527-554). IAP.

North, B., Piccardo, E., Goodier, T., Fasoglio, D., Margonis, R., & Rüschoff, B. (in press). Enriching 21st century language education: The CEFR Companion Volume, examples from practice. Strasbourg: Council of Europe Publishing.

Nxumalo, F. (2020). Place-based disruptions of humanism, coloniality and anti-Blackness in early childhood education. Critical Studies in Teaching and Learning, 8(SI), 34-49.

Nxumalo, F. & Berg, L. (2020). Conversations on climate change pedagogies in a Central Texas kindergarten classroom. In J A. Henderson & A. Drewes (Eds), Teaching climate change in the United States (pp. 44-57). New York: Routledge.

Nxumalo, F. & Villanueva, M. ( 2020). Listening to water: Situated dialogues between Black, Indigenous & Black-Indigenous feminisms. In ^C. Taylor, ^C. Hughes, & J. Ulmer (Eds.), Transdisciplinary feminist research practices: Innovations in theory, method and practice (pp. 59-75). New York: Routledge.

Nxumalo, F. with Villanueva, M. (2020). (Re)storying Water: Decolonial pedagogies of relational affect with young children. In B. Dernikos, N. Lesko, S. D. McCall & A. Niccolini (Eds.), Mapping the affective turn in education: Theory, research, and pedagogy (pp. 209-228). New York: Routledge.

Nxumalo, F., Cook, C., Rubin, J.C., Hendrix Soto, A.E., Cedillo, S. , & Scott, M.R. (2020). Staying with the trouble: grapplings with the more-than-human in a qualitative inquiry course. Qualitative Inquiry, 26(1), 24–35.

Nxumalo, F., Diaz-Diaz, C., Semenec, P. (2020). Interview with Fikile Nxumalo, In C. Diaz-Diaz and P.Semenec (Eds.), Posthumanist and new materialist methodologies (pp. 195-203). New York: Springer.

Oleksiyenko, A., Blanco, G., Hayhoe, R., Jackson E., Lee, J. A. Metcalfe , M. Sivasubramaniam & Q. Zha. (2021) “Comparative and international higher education in a new key? Thoughts on the post-pandemic prospects of scholarship” Forum in *Compare: A Journal of Comparative and International Education*, DOI: 10.1080/03057925.2020.1838121.

Parker, Christina & Bickmore, Kathy (2020). Classroom peace circles: Teachers’ professional learning and implementation of restorative dialogue.  *Teaching and Teacher Education*95 (103129), 1-10. <https://www.sciencedirect.com/science/article/pii/S0742051X19315148>

Parker, Christina & Bickmore, Kathy. (2020). Complexity in restorative justice education circles: Power and privilege in voicing perspectives about sexual health, identities, and relationships. *Journal of Moral Education*, 1-23. doi:10.1080/03057240.2020.1832451

Piccardo, E. (2020). La mediazione al cuore dell’apprendimento linguistico per una didattica 3.0. [Mediation at the heart of language learning for a pedagogy 3.0]. Italiano LinguaDue 12(1), 561-585.

Piccardo, E. (2020). The Common European Framework of Reference (CEFR) in Language Education: Past, Present, and Future. TIRF Language Education in Review (LEiR) Series <https://www.tirfonline.org/2020/03/leir-cefr-past-present-future/>

Piccardo, E. & North, B. (2020). The Dynamic Nature of Plurilingualism: Creating and Validating CEFR Descriptors for Mediation, Plurilingualism and Pluricultural Competence. In: S. M. C. Lau & S. Stille (Eds.). Plurilingual pedagogies: Critical and creative endeavors for equitable language in education (pp. 279-301) New York, NY: Springer International Publishing.

Piccardo, E., Germain Rutherford A. & Lawrence, G. (in press). The Handbook of Plurilingualism. London: Routledge.

Piccardo, E., Lawrence, G. & Germain Rutherford A, Galante A. (in press). Activating Linguistic and Cultural Diversity in the Language Classroom. New York, NY: Springer International Publishing

Shamatov, S. & Bahry, S. (2020). Variation in Educational Quality in Kyrgyzstan by District and Language of Instruction: An Analysis of 2017 National Scholarship Test Results. In D. Egea (ed.), Education in Central Asia: A kaleidoscope of challenges and opportunities. Springer

Shephard, Daniel, Elizabeth Buckner, Anne Smiley, and Rachel Hatch. 2020. “Finding the invisible: Mapping and Improving Education Data for Internally Displaced Children in the Middle East and Beyond.” Washington, DC: FHI360.

Silova, I., & Niyozov, S. (2020). Introduction: Education and post-socialist transformations in Central Asia: Exploring Margins and Marginalities. In Silova, I., & Niyozov, S. (2020). Globalization on the Margins: Education Reforms in the post-Soviet Context (pp. xi-xxxix). IAP.

Silova, I., & Niyozov, S. (Eds.) (2020). Globalization on the Margins: Education Reforms in the post-Soviet Context. IAP Publishing.

Silova, I., Millei, Z., Goebel, J., Manion, C., Read, R. (2020). Beyond the human: Rethinking education and academic conferencing during the times of climate crisis [Review Essay]. *Comparative Education Review, 64*(4), 749-752.

Todorova, M & Brooks, H. (2020). Reinvigorating the K12 Media Literacy Curriculum: Toward Social Innovation and Research-Based Pedagogical Practice. https://cmce-symposium-mle.squarespace.com/working-paper

Todorova, M. (2021). *Unequal Under Socialism: Race, Women and Transnationalism in Bulgaria*. Forthcoming, University of Toronto Press.

Toukan, E. (2020). In Search of Community: A Comparative Case Study of Education-for-Development and Local Community Ownership in Chile and Central Africa. Doctoral dissertation. OISE/University of Toronto. <https://tspace.library.utoronto.ca/handle/1807/103354>.

Toukan, E., Gaztambide-Fernández, R. Anwarrudin, S. (2020). *The Curriculum of Global Migration and Transnationalism.* Taylor and Francis, Ltd. 152 pages. <https://www.routledge.com/Curriculum-of-Global-Migration-and-Transnationalism-1st-Edition/Toukan-Gaztambide-Fernandez-Anwaruddin/p/book/9780367482176>

Toukan, E.V. (2020). Why do we know what we know about development? Knowledge production in Canadian academic-civil society research partnerships. *Canadian Journal of Development Studies.*<https://doi.org/10.1080/02255189.2020.1776689>

Valencia, M., Herath, S. & Gagné, A. (2020). Unpacking Professional Identity: The Use of Multimodal Identity Texts and Duoethnographies in Language Teacher Education. In B. Yazan & K. Lindahl (Eds.). Language Teacher Identity in TESOL: Teacher Education and Practice as Identity Work. Routledge

Wattar, D. & Le Pichon, E. (Accepted). Mobility of Syrian- Canadian students and continuity of math education: A comparative curriculum mapping approach. In A. A. Abdi & G. W. Misiaszek (Eds.), Palgrave International Handbook on Critical Theories of Education. Palgrave.

## Faculty, Post-Doctoral Fellow, and Visiting Scholar Presentations & Other (Conference Proceedings, Peer-reviewed Academic Presentations, 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.

Antony-Newman, M. (2021). Transnational habitus: Immigrant parents’ engagement in their children’s education in Canada.Presentation at British Sociological Association (BSA) Annual Conference, April 15.

Bahry, S. (2020, May 6). Language, Globalization and Education in Central Asia. Presentation at book launch for S. Niyozov & I. Silova (Eds.), Globalization on the Margins: Education and Post-socialist Transformations in Central Asia. 2nd edn. CIDEC, OISE

Bahry, S. (2021, April 27). Discussant. LISIG Highlighted Session, Language-in-education policy change towards sustainable multilingual education. CIES, April 26 - 30, 2021.

Bahry, S. (2021, Jan. 14). Quality in Education for Refugees: A Rights-based Approach? Guest presentation at CTL 5310HS, The Education of Students of Refugee Background in Canada and Beyond, Prof. Emmanuelle Le Pichon-Vorstman

Bahry, S. & Wang, G. (2020, August 22). Multilingual and multimodal literacy responses to COVID-19: Empowering minority communities in Yunnan and Gansu. E-Forum on Chinese Language Resources and Multilingual Education. Chinese Society for Multilingualism and Multilingual Education (CSMME).

Bahry, S., Niyozov, S., Antony-Newman, M. & Ortega, Y. (2021, April 27). Immigrant and refugee students in Canadian secondary schools: The role of teachers, families, and community organizations. Migration Working Group: Ryerson University, Toronto.

Bahry, S., Niyozov, S., Antony-Newman, M. & Ortega, Y. (2021, April 27). Immigrant and refugee students in Canadian secondary schools: The role of teachers, families, and community organizations. Migration Working Group: Ryerson University, Toronto.

Bakan, Abigail B. (2020) “When the State Says ‘Sorry’: Jewish Refugees to Canada and the Politics of Apology”, workshop (paper presented at *Ethics, Rights, Culture and Humanization of Refugees,*University of Alberta, Edmonton, Alberta, February 8, 2020).

Bakan, Abigail B. (2021). *“Borders of Academic Freedom: Writing and Teaching Palestine - Borders and Possibilities”,* Invited presentation. XChanges Conference, University of Waterloo Undergraduate Students Association and RAISE, March 16, 2021. (virtual).

Bakan, Abigail B. (2021). “*Teaching Palestine: Impossible Subjects and the Contributions of Arendt and Said”*, International Studies Association (ISA), Las Vegas, Nevada, USA (virtual) April 7, 2021.

Bakan, Abigail B., Abu-Laban, Yasmeen. (2021). *“Statelessness as a Window on the Paradox of the United Nations*”, panel sponsored by International Political Science Association (IPSA), International Studies Association (ISA), Las Vegas, Nevada, USA (virtual). April 6, 2021.

Bakan, Abigail B., Abu-Laban, Yasmeen. (2021). *“The Politics of Race in Israel/Palestine”,* educational presentation, Independent Jewish Voices, Toronto chapter, Toronto, Ontario (virtual) January 28, 2021.

Bakan, Abigail B., Abu-Laban, Yasmeen.. (2020. *Israel, Palestine and the Politics of Race* book launch, public panel, with Yasmeen Abu-Laban. Department of Political Science, University of Alberta. (Presentation as webinar, Edmonton, Alberta, September 17, 2020 (virtual).

Bakan, Abigail B., Abu-Laban, Yasmeen.. (2020). *Israel, Palestine and the Politics of Race* book launch, author meets reader public panel. A Different Booklist Cultural Centre and Bookstore, Toronto, Ontario. Panel participants: Alan Sears (moderator), Sedef Arat-Koç, Chandni Desai, Daniel Freeman-Maloy, and Joe Kelly. January 17, 2020.

Bakan, Abigail B., Abu-Laban, Yasmeen.. (2020)., *Israel, Palestine and the Politics of Race* book launch, public panel. Octopus Bookstore, Ottawa, Ontario. Social Innovation Atelier, St. Paul University, February 21, 2020.

Bakan, Abigail B., Kellogg, Paul. (2020). “*Sexism, Socialism and the Left: Three Case Studies”,* (paper presented as webinar, Ideas Left Online, June 28, 2020).

Bale, J., Gagné, A., Kerekes, J., Rajendram, S., Brubacher, K., Burton, J., Larson, J., Nii Owoo, M.A, Wong, W., Zhang, Y. (2021). Mainstream Teacher Education and Linguistically Responsive Teaching: Critical Perspectives on Teacher-Candidate Learning about Supporting English Learners, CSSE.

Bale, J., Gagné, A., Kerekes, J., Rajendram, S., Brubacher, K., Burton, J., Larson, J., Nii Owoo, M.A, Wong, W., Zhang, Y. (2021). Mainstream Teacher Education and Linguistically-Responsive Teaching: Critical Perspectives on Teacher-Candidate Learning about Supporting Multilingual Learners, AAAL Conference.

Bale, J., Gagné, A., Rajendram, S., Brubacher, K., Burton, J., Larson, J., Wong, W., Zhang, Y. (2021). Mainstream Teacher Education and Linguistically-Responsive Teaching: Critical Perspectives on Teacher-Candidate Learning about Supporting English Learners, CCERBAL, University of Ottawa

Bale, Jeff, Gagné, Antoinette, and Kerekes, Julie (2020). *Mainstream teacher education and linguistically-responsive teaching: Critical perspectives on teacher-candidate learning about supporting English learners*. To have been a featured symposium at the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) 2020 Conference. Postponed to April 29-May 1, 2021 due to COVID-19 pandemic.

Bale, Jeff, Gagné, Antoinette, Kerekes, Julie, Rajendram, Shakina, Brubacher, Katie\*, Burton, Jennifer\*, Collura, Daniella\*, Larson, Jeannie\*, Adjetey-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 the 48th CSSE Conference, May 31-June 3, 2020, Western University, London, Ontario. Canceled due to COVID-19 pandemic.

Bickmore, Kathy (2020). “Pedagogías para Construir una Ciudadanía para la Paz Justa y Sostenible: Un Marco Teórico.”  Seminar presented at Universidad Iberoamericana – León, México (online, October 29).

Bickmore, Kathy (2020). “Safe and Inclusive Schools? Ontario Policy-in-Use under Budget Cut Regimes: 1990s (Harris) and Now (Ford).” Presented at Collaborative Specialization in Educational Policy Seminar Series. (February 19), online.

Bickmore, Kathy, Najme Kishani Farahani & Angela Guerra-Sua (2020).  *Generating Peace-building Agency? Diverse Youths’ Experience and Education in Colombia, Iran, Mexico and Canada. (KB paper:*“Global(ized) Citizenship Education: Economic Conflicts in Youths’ Lives and Lessons in Mexico and Canada.”) Presented at Comparative International and Development Education Centre, OISE-University of Toronto (online, October 15).  Recording <https://www.oise.utoronto.ca/cidec/2020-seminar-webcasts>and: <https://play.library.utoronto.ca/0541a6e4207edeb612b22ea255795899>

Buckner, Elizabeth. 2020. “Does Private Higher Education Expand Access? A Cross-National Analysis, 1999-2017” (with Ceara Khoramshahi) Association for the Study of Higher Education Annual Conference (Virtual).

Buckner, Elizabeth. 2020. “Exploring Subnational Variation in Private Higher Education: A Canada-China (with Cassidy Gong) Comparative International Higher Education Pre-Conference (Virtual).

Buckner, Elizabeth. 2020. “Exploring Subnational Variation in Private Higher Education: A Canada-China Comparison.” (with Cassidy Gong) Comparative and International Education Society (CIES), Miami, FL (Cancelled).

Buckner, Elizabeth. 2020. “Histories of State Power and Scholars at Risk: Comparative HE Attack Monitoring.” Comparative and International Education Society (CIES), Miami, FL (Cancelled).

Buckner, Elizabeth. 2020. “Internationalization in the Middle East and North Africa” Internationalization for an Uncertain Future: Setting the Agenda for Critical Internationalization Studies. (Virtual)

Buckner, Elizabeth. 2020. “More Access or Less Public Spending? A Cross-National Analysis of Private Higher Education, Enrollments, and Public Funding.” (with Ceara Khoramhahi) Comparative and International Education Society (CIES), Miami, FL (Cancelled).

Buckner, Elizabeth. 2020. “Student-faculty ratios worldwide – a cross-national examination.” (with You Zhang). Comparative and International Education Society (CIES), Miami, FL (Virtual). Highlighted Session in Higher Education Special Interest Group.

Buckner, Elizabeth. 2020. Invited Speaker, The Growth of Private Higher Education in the Arab World. The Program for Research on Private Higher Education (PROPHE). SUNY-Albany. Albany, NY. March 4, 2020.

Buckner, Elizabeth. 2020. Invited Speaker, Women Faculty and Tenure in Research-Intensive University. Innovations in Advancing Gender Equality Symposium, Munk School of Global Affaris. Toronto, ON. March 3, 2020.

Díaz-Rios, C (2021, April 29). *What do we know about education for South-South migrant children?* [Conference Presentation]. CIES Annual Virtual Conference.

Farmer, Diane (2020). Réfléchir à la notion de « voix » à l’aide des travaux sur l’enfance en sciences sociales. *Colloque La notion de « voix » en sciences sociales. Entre impératif moral et analyse scientifique/On the Notion of ‘Having A Voice’ in Social Research : Between Moral Imperative and Scientific Analysis*. Institut national de la recherche scientifique (INRS) – Centre Urbanisation, Culture et Société (UCS), Montréal.  May 28-29, online. Organiser: Anna-Christine Weirich, INRS.

Gagné, A. (2020). Setting up a supportive and productive online community for thesis writing – A comprehensive guide. A podcast in the ‘This Teaching Life Series’. University of Melbourne. https://player.whooshkaa.com/episode?id=642541

Gagné, A. (2021). Teacher education at the Ontario Institute for the Studies in Education/University of Toronto – ´me maps´ as an innovative tool to teach how to approach the needs of diverse students, Schools and Teacher Education in Societies Shaped by Migration Seminar. University of Bremen, Germany.

Gagné, A. (2021). Exploring Your multiple Identities as Critical Professional Development in Support of Multilingual Education. International Mother Language Conference. The Philippines.

Gagné, A. (2021). Literacy Development through Digital Me Mapping in Literacy Enrichment Academic Programs - LEAP. The Education of Students of Refugee Background in Canada and Beyond Seminar. University of Toronto.

Gagné, A. (2021). Supporting K-12 English Learners through Digital ‘Me Mapping’ in Canada. Public Lecture sponsored by the Canadian Studies and Education Programs. Bridgetown University, Massachusetts.

Gagné, A. (2021). The Canadian School System and Embedded Measures for Newly arrived students and their parents in Ontario. Schools and Teacher Education in Societies Shaped by Migration Seminar, University of Bremen, Germany.

Gagné, A. & Wattar, D. (2021, April 27). Community partnerships to support the integration of newcomer children and youth. Migration Working Group: Ryerson University, Toronto.

Gagné, A. et al. (2020+) The Education of Students with Refugee Backgrounds https://sites.google.com/view/educationofrefugees/home

Gagné, A., & Bale, J. (2020). Preparing Preservice Teachers to Support ELLs. Webinar for ERGO – The ESL Resource Group of Ontario. https://www.youtube.com/watch?v=lthETtvxT4U&feature=youtu.be

Gagné, A., Le Pichon-Vorstman, Rajendram, S. Wattar, D. (2021). At the Intersection of Research & Pedagogy: Digital ‘Me Mapping’ with Newcomer Youth and Their Future Teachers, CSSE.

Gagné, A., Ortega, Y. Herath, S. Kalan, A., Jamarillo, C. (2021). NCARE - A Network of Critical Action Researchers in Education: Processes & Realizations Symposium, CSSE/CAARE, London, ON.

Gagné, A., Rajendram, S. & Wattar, D. (2019+) Me Mapping with Language Learners https://sites.google.com/view/memapping

Gagné, A., Wattar, D. & Wesal Abu Qaddum. (2019+). Teaching About Domestic Violence https://sites.google.com/view/teachaboutdomesticviolence

Gagné, A., Wattar, D., & Rajendram, S. (2020). Me Mapping Activities: A Guide for Teachers. Supporting English Learners (SEL) & Supporting the Academic and Social Integration of Children and Youth of Refugee Backgrounds (SAIRCY) Projects, Ontario Institute for Studies in Education, University of Toronto, Ontario, Canada. <https://sites.google.com/view/memapping/guides-for-teachers/full-activity-guides?authuser=0> & <https://drive.google.com/file/d/1ePuM43UHdzS1nZEAwORsQAoV3Jy9anCc/view>

Gagné. A. (2021). Quoi de neuf? Entretien avec Antoinette Gagné, Season 2 Episode 3. CREFO, University of Toronto. https://www.quoideneuf.ca/1136219/8110372-entretien-avec-antoinette-gagne

Hayhoe, R. 2020. Comparative Education and the Dialogue of Civilizations” [Chinese] (Dalian University of Technology, Dec. 20, 2020); Presentation

Hayhoe, R. 2020. The Gift of Indian Higher Learning Traditions to the Global Research University (Faculti, Sept. 30, 2020) [English]; Presentation

Hayhoe, R. 2020. Comparative Education and the Dialogue of Civilizations” (Shanghai International Studies University, Nov. 27, 2020) [English]; Presentation

Hayhoe, R. 2020. Confucian Culture and the Core Values of Chinese Universities (Tianjin University, Oct. 23, 2020) [Chinese]; Presentation

Hayhoe, R. 2020. Conversation with Yecid Ortega Paez about International, Comparative, Development Education (OISE/University of Toronto, Oct. 26, 2020); Presentation

Hayhoe, R. 2020. Educational Dialogue in Times of Geo-Political Stress (Peking University, Nov. 1, 2020)

Hayhoe, R. 2020. Speech for the Celebration of Professor Pan Maoyuan’s 100th Birthday (Xiamen University, May 4, 2020) [Chinese]; Presentation

Jun, Justine\*, Zhang, Yiran\*, and Kerekes, Julie (2020). *Gauging the success of a non-remedial 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 (2020, October 8). *Interlanguage Pragmatics and Institutional Discourse.* Invited presentation, Proseminar in Language and Literacies Education, Ontario Institute for Studies in Education, University of Toronto, Canada.

Kerekes, Julie (2020), Adjetey-Nii Owoo, Mama Adobea\*, Rajendram, Shakina, and Zhang, Yiran\*. *Responding to policy reform for English learners: A comparative analysis of Ontario’s teacher-education programs*. Paper to have been presented at the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) Conference. Postponed to April 29-May 1, 2021 due to COVID-19 pandemic.

Kerekes, Julie (2021), Adjetey-Nii Owoo, Mama Adobea\*, Rajendram, Shakina, and Zhang, Yiran\*.*Preparing teacher candidates to support multilingual learners: Insights from the field*. Paper presented as part of the colloquium, “More than just good teaching: Centering Multilingual Learners and Countering Racism in Canadian Teacher Education,“ at the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) Conference. April 29-May 1.

Kerekes, Julie A. (2020, March 10). *The Mesa Project: A collaboration in teaching soft skills to employment seekers and pragmatics data analysis to graduate students*. Invited lecture, Centre for Educational Research on Languages and Literacies (CERLL) Colloquium Series, Ontario Institute for Studies in Education, University of Toronto, Canada.

Kerekes, Julie A. (2020, March 13). *Crossing institutional borders: A collaborative study in pragmatics between university students and a settlement organization*. Invited lecture to have been presented at the Berkeley Language Center, University of California, USA. Canceled due to COVID-19 pandemic.

Kerekes, Julie, Bale, Jeff, and Gagné, Antoinette (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.

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. Postponed due to COVID-19 pandemic.

Kerekes, Julie, Zhang, Yiran\*, and Rajendram, Shakina (2021). *An action research approach to academic English for international graduate students*. Paper presented remotely at the 9th International Conference on Second Language Pedagogies (SLPC9), Concordia University, Canada, April 29-30.

Le Pichon, E., Siarova, H. & Szonyi, E. (2020). The Future of language education in Europe: Case-Studies of innovative practices. NESET II report, Luxembourg: Publications Office of the European Union. https://nesetweb.eu/en/resources/library/the-future-of-language-education-in-europe-case-studies-of-innovative-practices/

Manion, C. (April 2021). Of agents and agency: The missing middle in educational reform in low and middle-income countries. Paper presented at the Comparative and International Education Society (CIES) Annual Conference [planned for Seattle, WA, but ended up being virtual].

Manion, C. (November 2020). “The Impacts of the COVID-19 Pandemic on Educational Equity Around the World: Mapping the Immediate and Longer-term Implications”. Paper presented at the First Multidisciplinary International Virtual Conference on Diversity, Inclusion and Equity: Synergies and Challenges in the Wake of COVID-19. Faculty of Liberal Arts and Human Sciences, Ziauddin University, Karachi, Pakistan.

Manion, C., Anderson, E., Baily, S., Call-Cummings, M., Iyengar, R., Shah, P., Witenstein, M. (June 2020). *Book Launch/Seminar: Interrogating and Innovating Comparative and International Education.* Comparative, International and Development Education Research Center (CIDEC), OISE, University of Toronto.

Manion, C. (April 2020): “Academic Conferences during Climate Crisis: Agora on Carbon Free and More Equal Conferencing”. Invited speaker/facilitator at the Comparative and International Education Society (CIES) Virtual Conference (vCIES).

Niyozov, S. (January- May 4, 2021). Four Lectures on multiculturalism, immigrants’ education, religious education, and education research to graduate students at the Moscow City Pedagogical University.

Niyozov, S. (2019-2020). Developing Educational Research and Knowledge production in Tajikistan. Report. European Union.

Niyozov, S. (2020, December 14). Education research, knowledge production & evidence-based policy making in Post-Soviet Tajikistan: Engaging the Decolonization Discourses in CIDE. Comparative, International & Development Education Center, OISE, UT.

Niyozov, S. (2020, June 26). Education research, knowledge production in Central Asia. Developing Local Research Capacities. At Kyrgyz Academy of Education, Bishkek, Kyrgyzstan

Niyozov, S. (2020, May 16). Education research, knowledge production in Central Asia. Conceptual & Methodological Issues. At Nazarbayev University, Kazakhstan.

Niyozov, S. (2021). CES5E4-Religious Education. <https://www.listennotes.com/podcasts/chasing-encounters/ces5e4-religious-education-0MBmeWytfdg/>

Niyozov, S. Education research and relevant knowledge for teaching and learning. Implications for Teacher Education. Kazan, Tatarstan, Russia

Niyozov, S., & Gabrichek, I. (2020). Education research, knowledge production and policy making in Tajikistan. At the CIES, 2020. Florida State University, March 16-22, 2020

Niyozov, S., Wattar, D., Antony-Newman, M., Ortega, Y. & Bahry, S. (2021, February 26). Immigrant and Refugee Education: Persistent Problems, Flawed Solutions, and Possible Ways Forward? CIDEC, OISE, University of Toronto.

Niyozov, S., Wattar, D., Antony-Newman, M., Ortega, Y. & Bahry, S. (2021, February 26). Immigrant and Refugee Education: Persistent Problems, Flawed Solutions, and Possible Ways Forward? CIDEC, OISE, University of Toronto

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. & \*Odim, N. (2020, April). Decolonizing water pedagogies: Learning with Indigenous presencing and relationality. In Division G Vice Presidential Invited Speaker 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. & 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. 2020, August. Critical theory, broadening participation, and westernized colonial science. Invited keynote panelist: Institute in Critical Quantitative, Computational, and Mixed-Methodologies (ICQCM) Inaugural Virtual Symposium: Critical Methodologies for a Critical Moment. Funded by the NSF, WT Grant Foundation & Spencer Foundation, this event had a global audience of over 500 people in attendance via Zoom

Nxumalo, F. 2020, December, Invited panelist: Texas Water Stories. UT Austin Planet Texas 2050 Research Showcase.Zoom webinar (56 participants)

Nxumalo, F. 2020, December, Invited panelist. Confronting anti-Black Racism

Nxumalo, F. 2020, February. School gardeners’ southwest desert almanac conference. Invited facilitator for an NSFfunded conference for science teachers. Phoenix/Tucson, Arizona.

Nxumalo, F. 2020, January. Responding to ecological challenges with/in contemporary childhoods Invited discussant for panel: Science fiction, childhood, and the future of environmentalism: Disrupting narratives of innocence.Western University, London, Ontario.

Nxumalo, F. 2020, June. Unsettling coloniality in environmental education: Stories for learning (with)in damaged places. Invited keynote: 9th International Conference on Child and Teen Consumption. Rutgers University, Camden, New Jersey. (Conference canceled)

Nxumalo, F. 2020, November, Invited panelist: Eco-Racism in Environmental Education: The Black Canadian Experience. TDSB EcoSchools Webinar. (77 participants)

Nxumalo, F. 2020, November. Invited panelist: Justice-oriented science education through centering place-based & social-focus learning. Advancing coherent and equitable systems of science education (ACESSE) virtual conference. National Science Foundation (NSF) funded conference for U.S. state science supervisors ( >50participants)

Nxumalo, F. 2020, October. Invited panelist: Addressing anti-Black racism in early childhood education. 2-webinar series (Oct. 15 & 29) organized by the Association of Early Childhood Educators Ontario (AECEO). (352 participants for webinar 1; 198 participants for webinar 2)

Nxumalo, F. 2020, October. Pedagogies inspiring change. Invited keynote panelist: 17th Annual North American Association for Environmental Education Research Symposium (Virtual Symposium over 50 participants).

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.

Piccardo, E. (2020). A quality approach to CEFR implementation: From reflection to practice and backwards. ALTE 55th Conference Day, Istanbul, Turkey: held online, 5 November 2020.

Piccardo, E. (2020). Educating in multilingual societies: The mediated nature of language development in the new CEFR. European Language Council FORUM 2020, Imagining the Future of Multilingualism. Education and Society at a Turning Point, Università Cattolica, Milan (Italy): held online, 3-4 December 2020.

Piccardo, E. (2020). Plurilingual and pluricultural competence in the new CEFR: The mediated nature of language learning and use. ALTE 55th Conference Day, Istanbul, Turkey: held online, 5-6 November 2020.

Piccardo, E. (2020). The CEFR descriptors for mediation and the dynamic nature of language learning. Webconference: The CEFR Companion Volume: A Key Resource for Inclusive, Plurilingual Education. Educational Policy Division, Council of Europe, Strasbourg France: held online 16 December 2020.

Piccardo, E. (2020). The new CEFR descriptors for mediation and the dynamic nature of language learning: from the conceptualization to the class. Seminar: Mediation in Language Learning and Teaching, Vilnius, Lithuania: held online: 8-9 of December.

Rajendram, S. & Gagné, A. (2020). Preparing Teacher Candidates to Support K-12 English Learners through Digital ‘Me Mapping’. EDULang Seminar Series, University of Ottawa.

Todorova, M. (August 12-13, 2020). Education for social justice: Decolonizing and internationalising the media literacy curriculum. Workshop organized by TDSB teacher collective led by Michelle Solomon.

Todorova, M. (March 23, 2021). *“Decolonising the Field of Slavic and East European Studies.”* Virtual panel organized by Eurasian, East, and Central European Studies Women Academics Forum.

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). *Strengthening Community Ownership: Comparing vertical case studies of Canadian and Luxembourgish education-for-development projects in Chile and the Central African Republic.* Development Reconnected: A CASID Student Research Symposium. Online conference.

Toukan, E. (2021, April). Beyond permanence and change: Tracing the transversal axis of community education in Chile and the Central African Republic. Paper presented at the Comparative & International Education Society (vCIES) 65th Annual Conference. Online conference.

Toukan, E. (2021, March). Conceptualizing Community: From passive network to powerful protagonist in education and development. Invited Lecture, Comparative International Development Education Centre (CIDEC) at Ontario Institute for Studies in Education (OISE), University of Toronto, Toronto, Canada.

Zhang, Yiran\*, Jun, Justine\*, and Kerekes, Julie (2020). *Applying SLA theories to self-study: 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.

# CIDE STUDENT AND RECENT ALUMNI PUBLICATIONS AND PRESENTATIONS 2020-2021

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, Comparative 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 this year.

## Publications:

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). ‘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>

Adam, E. (2020). How the Abraham Accords could create real peace in the Middle East. *The Conversation* (October 8).  <https://theconversation.com/how-the-abraham-accords-could-create-real-peace-in-the-middle-east-146973>

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/>

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/>

Adam, E. (2020). Why the Gulf monarchies have survived. *The Conversation*(September 1). <https://theconversation.com/why-the-gulf-monarchies-have-survived-144411>

Adam, E. (2021). A study of the influence of global university rankings on institutional strategiies, decision-makining and policy choice: The case of four Canadian research universities. [PhD dissertation, University of Toronto, OISE]. ProQuest and University of Toronto liberaries.

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

Ahmed, N., Alam, S., Bhatnagar, P., Islam, M.S. COVID – 19 and the Unconventional Leadership Strategies to Support Student Learning in South Asia: Commentaries from Bangladesh, India, and Pakistan (2020). *International* *Studies in Educational Administration,48*(3)*,* 87-94.

Ashraf, T, Krabtree, K. (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>

Buckner, E., & Zhang, Y. (2020). The quantity-quality tradeoff: A cross-national, longitudinal analysis of national student-faculty ratios in higher education. *Higher Education*, 1–22.

Buckner, E., Clerk, S., Marroquin, A., & Zhang, Y. (2020). Strategic Benefits, Symbolic Commitments: How Canadian Colleges and Universities Frame Internationalization. *Canadian Journal of Higher Education*, 20–36.

Buckner, E., Jafrarova, Z., Kang, P., Lumb P., & Zhang, Y. (in Press) Diversity without Race: A Close Reading of Institutional Internationalization Strategies. *Journal of International Students*

Coelho, D & Ortega, Y. (2020). Pluralistic approaches in early language education: shifting paradigms in language didactics. In S.M. Lau & S. Van Viegen (Eds.), Plurilingual pedagogies: Critical and creative endeavors for equitable language in education. (pp. 145-160). Taylor Francis.

Freitas, D. (2021). *“It Kind of Made Me Think: Is This the Real Me? Is This Really Who I Am?”* A Mixed Methods Investigation of Teacher Learning and Teacher Development in CELTA Courses [Doctoral dissertation, University of Toronto]. T-Space.

Jafarova, Z. (2020). Higher Education Transformations in Post-Soviet Azerbaijan: Can European influence outweigh Soviet past? Presentation at CIES 2020 Education Beyond Human. Miami, Florida

Leskina, N., & Sabzalieva, E. (2021). Constructing a Eurasian higher education region: “Points of correspondence” between Russia’s Eurasian Economic Union and China’s Belt and Road Initiative in Central Asia. *Eurasian Geography and Economics*, *0*(0), 1–29. <https://doi.org/10.1080/15387216.2020.1866997>

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., & Zhang, Y. (2020). Push and Pull: International Students’ Motivations and Decisions to do a PhD in Canada. *Innovative and Inclusive Internationalization*, *18*, 28-35.

O’Shea, M., Zhang, Y., & Mou, L. (in Press) Reshaping the Landscape: Considering COVID-19’s Uncertain Impacts on Canadian and U.S. International Higher Education

Obradović-Ratković, S., Kovačević, D., Ahmed, N., & Ellis, C. (February, 2021). Educating refugee students in Canada: Towards a pedagogy of healing. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Ortega, Y. (2020). “Rebeldes en acción”: A case study in English teaching in a marginalized Colombian high school. In L. M. Berger (Ed.), Social justice and international education: Research, practice, and perspectives (pp. 111–134). NAFSA: Association of International Educators.

Ortega, Y. (2020). Using collaborative action research to address bullying and violence in a Colombian high school EFL classroom. Íkala, Revista de Lenguaje y Cultura,25(1), 35-54.

Ortega, Y. (2021). ‘I wanted to be white’: Understanding power asymmetries of whiteness and racialisation. *Whiteness and Education.* [Link](https://www.tandfonline.com/eprint/TDI2JWVXRQFUXCUDSPKG/full?target=10.1080/23793406.2021.1920046)

Ortega, Y. (2021). Working for social justice in a marginalized Colombian English teaching classroom. In D. Christian & K. M. Bailey (Eds.), *Research on teaching and learning English in under-resourced areas.*(pp.171-184). Routledge and TIRF. [Link](https://www.taylorfrancis.com/chapters/working-social-justice-marginalized-colombian-english-teaching-classroom-yecid-ortega/e/10.4324/9781003057284-13)

Ratković, S., Ahmed, N., Doyran, F., Afrikaner, C., Kaldi, S., Winters, K. L., Woloshyn, V., & Govaris, S. (July, *2020). Educating Refugee Children: Global Perspectives and Priorities.* Rotterdam, Netherlands: Sense Publishers.

Sabzalieva, E., Sá, C. M., Martinez, M., & Kachynska, N. (2021). Science Diplomacy Policy Processes in Comparative Perspective: The Use of Scientific Cooperation Agreements in Canada, India, Norway, and the UK. *Minerva*, *59*(2), 149–172. <https://doi.org/10.1007/s11024-020-09429-y>

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

Walsh Marr, J & Mahmood, F. (2021).  Looking past limiting conditions; prioritizing meaning in EAP.  *Journal of English for Academic Purposes,*100979*.* [https://doi.org/10.1016/j.jeap.2021.100979](https://doi-org.ezproxy.library.ubc.ca/10.1016/j.jeap.2021.100979)

Walsh Marr, J. (2019). An English Language Teacher's Pedagogical Response to Canada's Truth and Reconciliation Commission. *New Directions for Teaching and Learning*, *2019*(157), 91-103.

Walsh Marr, J. (2019). Making the Mechanics of Paraphrasing more Explicit through Grammatical Metaphor.*Journal of English for Academic Purposes,*100783.

Walsh Marr, J. (forthcoming 2021).  Moving from Form to Function: Leveraging SFL metalanguage to illuminate features and functions of texts in first year university EAP.  In C. MacDiarmid and J. J. MacDonald (Eds.), *Pedagogies in English for Academic Purposes: Teaching and Learning in International Contexts*. London: Bloomsbury.

Walsh Marr, J. & Martin, J. L. (2021). Pomp and Circumstances: From Research, in Practice, for Students. *Íkala, 26*(1), 227-242. <https://doi.org/10.17533/udea.ikala.v26n01a03>

Winters, K. L., Longboat, C., Ratković, S., Dénommé-Welch, S., Varghese, A., Ahmed, N., Miranda, H. & Yang, S. (October, 2020). Displacement and Belonging in Canada: Building Reconciliation Through Literature, Theatre, Poetry, and Film. In Colella, C., El-Hoss, T., Parayre, C. (Eds), *Im/migrant Passages: Crossing Visual, Spatial and Textual Boundaries - Im/migrations  passages visuels, spatiaux et textuels*. Small Walker Press, Brock University, Canada.

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>

Zhang, Y. (2020). Higher Education Regionalism in Southeast Asia: Integrating Multiple Roles for Regional Development. *Innovative and Inclusive Internationalization*, *18*, 20–22.

Zhang, Y. (2020). Internationalization Higher Education for What? An Analysis of National Strategies of Higher Education Internationalization in East Asia. *Journal of Comparative & International Higher Education*, *12*(6S1), 10-15.

Zhu, Q. L., & Wang, M. J. (2020). Team-based mobile learning supported by an intelligent system: case study of STEM students. *Interactive Learning Environments*, 28(5), 543-559.

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

Adam, E. (2020). The influence of global university rankings on institutional strategies, decision-making, and policy choice: The case of four Canadian research universities. Paper presented for the PhD Community College Leadership cohort at Ontario Institute for Studies in Education, University of Toronto. March 7, 2020.

Adam, E. (2021). An organizational perspective: The institutional logics underlying the behaviour of four Canadian research universities towards global rankings. Paper presented for the Community College Thesis Group. OISE, University of Toronto. February 10, 2021. 

Adam, E. (2021). Comparative analysis of performance funding: Four country case studies. Paper presented at the conference of The Comparative and International Education Society (CIES) 2021 Seattle: responsibility within Changing Contexts. Washington, Seattle: April 29, 2021.

Adam, E. (2021). To what extent governments base performance-based funding on global rankings metrics? Four country case studies*.* Paper presentation at the Canadian Society for the Study of Higher Education (CSSHE) conference, The University of Alberta in Edmonton, Alberta. June 2, 2021.

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.* Canadian Association for the Study ofInternational Development (CASID), London, Canada.

Ahmed, N., (March 26, 2020). *The state of refugee children education in Pakistan: Insights, barriers, and aspirations.* Paper Presentation at the Comparative & International Education Society (CIES).

Ahmed, N., Alam, S., Baloch, J., Bhuttani, A., Bhatnagar, P., Islam, M.S., K., Shahrman (June, 24-27, 2020). *Learning* *and Work in South Asia: Perspectives and Challenges.* Mini Conference organized at the 10thInternationalLabour and Employment Relations Association, Regional Congress for the Americas, Ryerson University, Canada

Ahmed, N.,Alam, S., Bhatnagar, P., Islam, (April, 2021).*The Global Pandemic and Educational Ramifications in South Asia.*Panel organized atthe Graduate Student Symposium, the Center for South Asian Studies, the University of Toronto.

Ahmed, N., Alam, S., Bhatnagar, P., Islam, M.S., Noor, N., (June 17, 2020). *Prospects and Challenges of Equitable and* *Inclusive Education Among Indigenous, Marginalized, and Refugees and Across South Asia.* Panel organized atthe Canadian Association for the Study of International Development, Western University, Canada

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.

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)

Buckner, E., & Zhang, Y. (2020). *Examining the Expansion of Higher Education and Faculty-Student Ratios Worldwide*. Comparative and International Education Society Conference, Virtual. <https://cies2020.org/wp-content/uploads/CIES-2020-Program-Book-final.pdf>

Buckner, E., & Zhang, Y. (2021). *Massification and the private sector: A cross-national analysis of the relationship between private sector expansion and enrollment expansion worldwide, 1950-2015*. Comparative and International Education Society Conference, Virtual. <https://cies2021.org/wp-content/uploads/PROGRAM.pdf>

critical analysis of university internationalization strategies. Unpublished manuscript presented at the conference of The Comparative and International Education Society (CIES) 2021  (Virtual) Social Responsibility Within Changing Contexts April 25-May 2, 2021.

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)

Fathallah, R. (2021, Apr.16). *Cross-National Collaborative Design Teamwork for Peacebuilding.*Global Research Symposium on “Citizenship, Human Rights and Social Justice Education: Facilitating Positive Change Through Theory and Action”. International Network of Educational Institutes. UW-Madison School of Education (Online). <https://web.cvent.com/event/bcc9096f-d54f-4d47-9f4c-975381eaccbe/summary>

Fathallah, R. (2021, Mar. 27). *Towards more inclusive group work amongst design students*. International Journal of Art and Design Education Conference 2021: Hybrid Spaces – Re-imagining pedagogy, practice and research, Online.

Fathallah, R. (Forthcoming 2021, May 31). *Spaces for Global Peacebuilding Citizenship in Formal Education.*Canadian Society for the Study of Education 2021 Conference. University of Alberta (Online).

Freitas, D. (June 3, 2021). *“It Kind of Made Me Think: Is This the Real Me? Is This Really Who I Am?” A Mixed Methods Investigation of Teacher Learning and Teacher Development in CELTA Courses* [Invited poster presentation]. 2021 CSSE Annual Conference in conjunction with the Congress of the Humanities and Social Sciences, Canada (virtual).

Freitas, D. (May 31, 2021). *The power of messaging apps to promote peer-learning in language teacher education* [Conference presentation]. 2021 CSSE Annual Conference in conjunction with the Congress of the Humanities and Social Sciences, Canada (virtual).

Freitas, D. (November 13-14, 2020). *The power of messaging apps to promote peer-learning in language teacher education* [Conference presentation]. 2020 TESL Newfoundland and Labrador Conference, Newfoundland and Labrador, Canada (virtual).

Freitas, D. (September 12, 2020). *Same CELTA course, same learning? Explaining how CELTA trainees experience the same CELTA course differently* [Conference presentation]. 2020 Cambridge English Awards Conference, Turkey (virtual).

Gulic, N. (April 14, 2021). *Social and Emotional Education (SEed) during COVID-19 Pandemic*. Invited panelist at Global Teaching Initiatives: Social-emotional support in a time of crisis. United Nations Educational Scientific and Cultural Organization (UNESCO), Organisation for Economic Co-operation and Development (OECD), Teacher Taskforce, <https://www.youtube.com/watch?v=FPPjnt-aba0>

Hancock Montgomery, J., Chuttoorgoon, D., Ahmed, N. & Pluchino, J. (2021, Apr 9). *During Times of COVID-19: Reporting and Representing Refugees in PISA and EQAO Assesments* [Roundtable Session]. AERAAnnual. [<https://tinyurl.com/y4n7ob5q>](http://tinyurl.com/syp6ecx)

Hancock Montgomery, J., Chuttoorgoon, D., Ahmed, N. & Pluchino, J. (2020, Apr 17 - 21). *Reporting Refugees in PISA* *and the Education Quality and Accountability Office: The Right to Be Represented* [Roundtable Session]. AERAAnnual Meeting San Francisco, CA <http://tinyurl.com/syp6ecx>(Conference Canceled)

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.

Khan, F.B., & Zhang, Y. (2021). Global citizenship discourse in North America and Europe: A

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. (2021). *Anti-Racism and Faith* [panel]. International Day of Elimination of Racial Discrimination - University of Toronto, Online.

Lumb, P. (2021). *Decolonizing the pursuit of internationalization and international partnerships* [paper session], Comparative & International Education Society, Online.

Lumb, P. (2021). *Strategic partnerships and internationalization: pursuing equitable partnerships in an inequitable process* [paper session], Canadian Society for the Study of Education, Online.

Lumb, P. & Kang, P. (2021). *Diversity without Race: How University Internationalization Strategies Discuss International Students*[roundtable session]. American Educational Research Association, Online.

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)

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 organized 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)

Ortega, Y & Taj, N. (2021, April) *Reflexivity and transformation in research: Challenges and opportunities in comparative, international and development education*[Workshop Session]. Comparative and International Education Society (CIES) Conference: Social responsibility within changing contexts. Virtual. [Link](https://convention2.allacademic.com/one/cies/cies21/index.php?cmd=Online+Program+View+Session&selected_session_id=1712299&PHPSESSID=1os7nrkn8ea0v79mb6oq9l8jd2)

Ortega, Y. (2021, April) *English teaching as decolonial praxis in a Colombian high school*[Paper Session]. Comparative and International Education Society (CIES) Conference: Social responsibility within changing contexts. Virtual. [Link](https://convention2.allacademic.com/one/cies/cies21/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1713017&PHPSESSID=1os7nrkn8ea0v79mb6oq9l8jd2)

Ortega, Y. (2021, March) *Pedagogies of be[ing], be[longing], and be[coming]: English language teaching in a Colombian marginalized high school*[Poster Session]. American Association of Applied Linguistics (AAAL) Conference. Virtual. [Link](https://www.xcdsystem.com/aaal/program/64O29Sh/index.cfm?pgid=57&sid=3150&abid=8730)

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>

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

Zhang, Y. (2020). *Higher Education Regionalism in Southeast Asia: Integrating Multiple Roles for Regional Development*. American Educational Research Association (Accepted), Virtual.

Zhang, Y. (2021). *What Explains Universities’ Alignment with Regional Policies in Internationalization: A Cross-national Analysis*. Comparative and International Education Society Conference, Virtual. <https://cies2021.org/wp-content/uploads/PROGRAM.pdf>

Zhang, Y., & Khan, F. (2021). *Global Citizenship Discourse in North America and Europe: A Critical Analysis of University Internationalization Strategies*. Comparative and International Education Society Conference, Virtual. <https://cies2021.org/wp-content/uploads/PROGRAM.pdf>

Zhu, Q. L. (2020).Embedding critical literacy into computer-assisted teaching model in China’s College English Curriculum. Poster presentation on CERLL of OISE-University of Toronto Two-day Symposium, May 8-9, OISE (Online), Toronto, 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.

Zhu, Q. L. (2021). A Confucian self: Revisiting selfhood and self-realization during COVID-19. OISE Graduate Student Research Conference (Online), March 5-7, Toronto, Canada.

Zhu, Q. L. (2021). Confucianism vs Eurocentrism. In CTL 5041H Education Research and Knowledge Production in Comparative, International, and Development Contexts (OISE Graduate Course), April 7, Toronto, Canada.

**Note:** This list is based on submissions received from CIDE students/alumni between July 1st 2020- June 1st 2021 for this report and does not represent the full extent of CIDE students/alumni publications/presentations.

# SELECTED CIDE STUDENT AND ALUMNI AWARDS & PROJECTS 2020-2021

## Student/Alumni Awards/Grants/Fellowships/Funded Projects

Ahmed, Neelofar. 2020. Recipient of the University of Toronto Graduate Community Development Fund Award

Ahmed, Neelofar. Recipient of the William G. Davis Golden Anniversary Leadership Scholarship 2020

Barbaric, Diane. 2021 George L. Geis Dissertation Award; For dissertation entitled “The Politics Behind and the Value of Outbound Student Mobility: Is Canada Missing the Boat?” by the Canadian Society for the Study of Higher Education (CSSHE)

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

Edmund, Adam. 2019-2021: SSHRC Doctoral Fellowship

Freitas, Danielle. 2021 – present SRCA Growth Grant: *Learning to teach English in the TESOL Plus graduate certificate program at Sheridan College* (Phase 2)*.* Role: Principal Investigator, Funding: $10,000

Freitas, Danielle. 2021. Canadian Association for Teacher Education Recognition Award for Doctoral Thesis

Khazanchi, Payal. (2021) Canada-wide MacNaught-Taillon (M&T) Leadership Bursary Award for an Emerging Patient Leader. <https://chlnet.ca/2020-mt-award-emerging-leader-bursary>

Sabzalieva, Emma. (2021) Best Dissertation Award 2021, Eurasia Special Interest Group/Comparative & International Education Society, <https://www.iesalc.unesco.org/en/2021/05/14/senior-policy-analyst-emma-sabzalieva-wins-dissertation-award/>

Zhang, You. 2021. Ruth Hayhoe Xu Meide Scholarship

**Note:** This list is based on submissions received from CIDE Faculty/students/alumni between **July 1st, 2020 - May 31st, 2021** for this report and does not represent the full extent of CIDE Faculty/alumni/student awards/fellowships/funded projects.

# CIDEStudents 2020-2021

## 2020-2021 CIDE Students Overview

|  |  |
| --- | --- |
| Total Applications to CIDE (2020-2021) | 145 |
| Total Confirmed Students (2020-2021) | 71 |
| 2020 Graduates (All year) | 29 |
| 2021 Graduates (January- May) | 21 |
| **Total Registered Students in CIDE Collaborative as of May 31st** | **243** |

## 2020-2021 New CIDE Students, by Degree and Full/Part Time Status

|  |  |
| --- | --- |
| PhD Full Time Students | 9 |
| PhD Flex Students | 5 |
| MA Students | 3 |
| EdD Students | 13 |
| MEd Students | 41 |
| Total Full Time Students | 62 |
| Total Part Time Students | 9 |
| **Total CIDE Students** | **71** |

## 2020-2021 New CIDE Students, by Department, Program, and Degree

**Department of Social Justice Education:** Social Justice Education (SJE)

|  |  |
| --- | --- |
| PhD Full Time | - |
| PhD Flex | 2 |
| MA | 2 |
| EdD | 4 |
| MEd | 8 |
| Full Time Students | 15 |
| Part Time Students | 1 |
| **Total SJE CIDE Students** | **16** |

**Department of Leadership, Higher and Adult Education:** Education Leadership and Policy (ELP)

|  |  |
| --- | --- |
| PhD Full Time | 3 |
| PhD Flex | 1 |
| MA | - |
| EdD | 2 |
| MEd | 12 |
| Full Time Students | 15 |
| Part Time Students | 3 |
| **Total ELP CIDE Students** | **18 (except IELP Field, see below)** |

**Department of Leadership, Higher and Adult Education:** IELP

|  |  |
| --- | --- |
| PhD Full Time | - |
| PhD Flex | 1 |
| MA | - |
| EdD | 6 |
| MEd | - |
| Full Time Students | 7 |
| Part Time Students | - |
| **Total IELP CIDE Students** | **7** |

**Department of Leadership, Higher and Adult Education:** Higher Education (HE)

|  |  |
| --- | --- |
| PhD Full Time | 1 |
| PhD Flex | 1 |
| MA | 1 |
| EdD | - |
| MEd | 7 |
| Full Time Students | 5 |
| Part Time Students | 5 |
| **Total HE CIDE Students** | **10** |

**Department of Leadership, Higher and Adult Education:** Adult Education and Community Development (AECD)

|  |  |
| --- | --- |
| PhD Full Time | - |
| PhD Flex | - |
| MA | - |
| EdD | - |
| MEd | 4 |
| Full Time Students | 4 |
| Part Time Students | - |
| **Total AECD CIDE Students** | **4** |

**Department of Curriculum Teaching and Learning:** Language and Literacies Education (LLE)

|  |  |
| --- | --- |
| PhD Full Time | 4 |
| PhD Flex | - |
| MA | - |
| EdD | 1 |
| MEd | - |
| Full Time Students | 5 |
| Part Time Students | - |
| **Total LLE CIDE Students** | **5** |

**Department of Curriculum, Teaching and Learning:** Curriculum and Pedagogy (C&P)

|  |  |
| --- | --- |
| PhD Full Time | 1 |
| PhD Flex | - |
| MA | - |
| EdD | - |
| MEd | 10 |
| **Full Time Students** | 11 |
| **Part Time Students** | - |
| **Total C&P CIDE Students** | **11** |

# CIDE 2020-2021 MA AND PhD/EdD GRADUATES’ THESIS TITLES

## 2020-2021 MA and PhD/EdD Graduates’ Thesis Titles

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Dept** | **Degree** | **Thesis Title** |
| Danielle Coelho Michel Freitas | CTL | PHD | It’s Kind of Made Me Think: Is This the Real Me? Is This Really Who I Am?” An  Investigation of Teacher Learning and Teacher Development in CELTA Courses. |
| Gides Christian  Noumi I Tchoula | LHAE | PHD | Higher Education Policymaking in Africa: The Role of National Actors in Senegal and Ghana |
| Diane  Barbaric | LHAE | PHD | The Politics Behind and the Value of Outbound Student Mobility: Is Canada Missing the Boat? |
| Diego Alejandro  Nieto Sachica | CTL | PHD | Learning Conflict in the Midst of Violence. Urban youth and school life in Colombia's (post)conflict transition |
| Farrah  Kamani | CTL | MA | An Autobiographical Snapshot: The Impacts of COVID-19 on Online Adult Learning in International Development |
| Diane  Simpson | LHAE | PHD | International Joint Universities, Towards a New Model in International Academic Mobility |
| Gillian S. Carr-Harris | LHAE | PHD | A Study on Non-Violence: Constructing Narratives of Leadership |
| Edmund Adam | LHAE | PHD | A Study of the Influence of Global University Rankings on Institutional Strategies, Decision-Making,  and Policy Choice: The Case of Four Canadian Research Universities |

# CIDE COURSES 2020-2021

## Courses offered Spring/Summer 2021

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Instructor** | **Day(s)** | **Time (EST)** | **Mode** |
| **CTL1319H\* (20215F)** | Religious Education: Comparative and International Perspectives | Sarfaroz Niyozov | Tuesday/ Thursday | 17:00-20:00 | Online Synchronous |
| **LHA1846H\* (20215F)** | Internationalization of Higher Education in a Comparative Perspective | Elizabeth Buckner | Wednesday | 17:00-19:00 | Online Synchronous |
| **CTL1031H (20215F)** | Language, Culture, and Identity: Using the Literary Text in Teacher Development | Patrick Finnessy | – | – | Asynchronous |
| **LHA1142**  **(20215S)** | Young Adulthood in Crisis: Learning, Transitions, and Activism | Lance McCreedy | Wednesday | 17:00-18:30 | Online Synchronous |
| **SJE5019H (20215S)** | Special Topics in Social Justice Research in Education: Master’s Level Narratives of Exile and Migration: Implications for Education | John Portelli | - | - | Online Synchronous  See RO [Summer Calendar](https://www.oise.utoronto.ca/ro/Graduate_Students/Continuing_Students/Course_Information/Course_Schedules/Summer_Course_Schedule.html) for Details |
| **LHA1184H (20215S)** | Indigenous Knowledge: Implications for Education | Jennifer Wemigwans | Thursday | 10:00-16:00 | Online Synchronous |

**Asterisks (\*) represent CORE CIDE Courses**

## Courses offered Winter 2021

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Instructor** | **Day(s)** | **Time (EST)** | **Mode** |
| **SJE1924HS\*** | Modernization, Development, and Education in African Contexts | George JS Dei | Monday | 17:30-20:30 | Online Synchronous |
| **CTL1060HS\*** | Education and Social Development | Elena Toukan | Monday | 17:30-20:30 | Online Synchronous |
| **LHA3180HS\*** | Global Governance and Educational Change: The Politics of International Cooperation in Education | Karen Mundy | Tuesday | 15:30-17:30 | Online Synchronous |
| **CTL3026HS** | Pragmatics in Language Education | Julie Kerekes | Tuesday | 13:00-16:00 | Online Synchronous |
| **CTL5041HS\*** | Special Topics in Curriculum: Master's Level Educational Research and Knowledge Production in Comparative, international and Development Contexts. | Sarfaroz Niyozov | Wednesday | 17:00-20:00 | Online Synchronous |
| **SJE2941HS** | Bourdieu: Theory of Practice in Social Sciences | Diane Farmer | Wednesday | 17:30-20:30 | Online Synchronous |
| **LHA1146HS** | Women, War, and Learning | Shahrzad Mojab | Thursday | 14:00-17:00 | Online Synchronous |
| **CTL5310HS** | Special Topics in Language Literacies Education Program: Master's Level The Education of Students of Refugee Background in Canada and Beyond | Emmanuelle Le Pichon-Vorstman | Thursday | 17:00-20:00 | Online Synchronous |
| **SJE1926HS** | Race, Space and Citizenship: Research Methods | Vannina Sztainbok | Thursday | 17:30-20:30 | Online Synchronous |
| **SJE3933HS** | Globalisation and Transnationality: Feminist Perspectives | Miglena Todorova | Thursday | 17:30-20:30 | Online Synchronous |
| **SJE1951HS** | The School and the Community | Diane Farmer |  |  | Asynchronous |
| **CIE1001HS\*** | Introduction to Comparative, International and Development Education | Carly Manion |  |  | Asynchronous |
| **CTL1221HS** | Education for Human Goals Local and Global: How's Science Education Helping? | Wanja Gitari |  |  | Asynchronous |
| **LHA5006HS\*** | Special Topics in Educational Leadership and Policy: Master's Level Comparative Politics of Education Policy | Claudia Milena Diaz Rios |  |  | Asynchronous |
| **CTL5050HS** | Special Topics in Curriculum: Master's Level Decolonial and Anti-Racist Approaches to Environmental Education | Fikile Nxumalo |  |  | Asynchronous |

**Asterisks (\*) represent CORE CIDE Courses**

## Courses offered Fall 2020

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Instructor** | **Day(s)** | **Time (EST)** | **Mode** |
| **CIE1001\*** | Introduction to Comparative, International, and Development Education | Mona Ghali | Monday | 17:30 – 20:30 | Online Synchronous |
| **LHA1825\*** | Comparative Education Theory and Methodology (RM) | Ruth Hayhoe | Tuesday | 17:00 -20:00 | Online Synchronous |
| **CTL1037\*** | Teacher Development: Cross-Cultural and Cross-Cultural Perspectives | Sarfaroz Niyozov | Thursday | 17:00 -20:00 | Online Synchronous |
| **CTL1330\*** | Peacebuilding and Education in Conflict Zones | Kathy Bickmore | Wednesday | 17:30 – 20:30 | Online Synchronous |
| **SJE1976\*** | Critical Media Literacy Education | Miglena Todorova | Wednesday | 17:30 – 20:30 | Online Synchronous |
| **CTL3000** | Foundations of Bilingual and Multicultural Education | Emmanuelle Le Pichon-Vorstman | Wednesday | 17:00 -20:00 | Online Synchronous |
| **CRE1001** | Éducation, francophonies at diversité | Emmanuelle Le Pichon-Vorstman | Monday | 17:00 -20:00 | Online Synchronous |
| **SJE1925** | Indigenous Knowledge and Decolonization: Pedagogical Implications | George JS Dei | Monday | 17:30 – 20:30 | Online Synchronous |

**Asterisks (\*) represent CORE CIDE Courses**

## Courses offered Spring/Summer 2020

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Instructor** | **Day(s)** | **Time (EST)** | **Mode** |
| **SJE5019**  **(20205F)** | Special Topics in Social Justice Research in Education: Master's Level Narratives of Exile and Migration: Implications for Education | John Portelli | Monday/  Thursday | 11:00 – 13:00 | Online Synchronous |
| **SJE5010**  **(20205F)** | Special Topics in Social Justice Research in Education: Master's Level Coloniality, Race, and Heteropatriarchy: Perspectives from Latin American Contexts | Vannina Sztainbok |  |  | Asynchronous |
| **LHA1066\***  **(20205F)** | Comparative and International Perspectives on Gender and Education Policy and Practice | Carly Manion |  |  | Asynchronous |
| **LHA1826\***  **(20205F)** | Comparative Higher Education | Grace Karram Stephenson |  |  | Asynchronous |
| **LHA1846\***  **(20205S)** | Internationalization of Higher Education in a Comparative Perspective | Elizabeth Buckner | Wednesday | 17:00-20:00 | Online Synchronous |
| **LHA1142**  **(20205S)** | Young Adulthood in Crisis: Learning, Transitions, and Activism | Lance McCready |  |  | Asynchronous |
| **CTL1319\***  **(20205S)** | Religious Education: Comparative and International Perspectives | Sarfaroz Niyozov | Tuesday/ Thursday | 17:00-20:00 | Online Synchronous |
| **CTL1307**  **(20205S)** | Identity Construction and Education of Minorities | Diane Gérin-Lajoie |  |  | Asynchronous |

**Asterisks (\*) represent CORE CIDE Courses**

# CIDESTUDENT ASSOCIATION 2020-2021

## CIDE Student Association (CIDESA) Overview 2020-2021

This school year, CIDESA pivoted their community building and student voice initiatives online. The association’s goals were to host monthly online activities to build community amongst CIDE students during the pandemic and provide social and academic support to members. While CIDESA core team membership grew to around 20 participants in a WhatsApp group, around 5-6 members were consistently engaged in planning and facilitating the monthly sessions throughout the year, hosted on Zoom. These events were set to take place on the third week of each month, in alternating times, so as to accommodate the various time zones where CIDE students were located. Monthly sessions were advertised in the CIDEC list-serve, in the CIDESA WhatsApp group and in CIDEC’s website calendar of events. Open to students, faculty and staff, they had an audience ranging from 10-20 participants each month, which connected virtually not only from Toronto, but also from different parts of the world.

Communications among the group mostly took place through WhatsApp and email, including a dedicated CIDESA email address (cidesa.oise.uot@gmail.com), created and managed by the co-leaders of the association. While there were attempts to develop an online living document for open anonymous feedback on CIDESA issues and CIDE-related concerns, response was minimal and did not provide significant data for reporting. CIDESA also liaised with student-led interest groups, in order to streamline communications, activities, and support. The association participated in CIDEC’s orientation for new students, in September 2020, as well as CIDEC’s steering committee meetings in the fall and spring. Throughout the year, the association engaged in active and constant communication flows with CIDEC leadership.

## CIDE Student Association (CIDESA) Members 2020-2021

##### Core Team Members:



**Tatiana Feitosa de Britto**

Co-Chair, CIDESA

PhD student – Educational Leadership and Policy, LHAE



**Nooreen Rahemtullah**

Co-Chair, CIDESA

M.Ed. – Educational Leadership and Policy, LHAE

****

**Jasmine Pham**

Administrative Officer, CIDESA

Jasmine Pham is an English language educator who is set to complete an MEd degree from OISE June 2021. She holds a BEd in Secondary Education from the University of Alberta. Her research interests include English language education, teacher development, and international education policies.

##### **CIDESA Team Members (2020-21)**

A number of students and recent alumni were involved with CIDESA's activities throughout the year. Some of the association’s members are listed below:



**Sudhashree Girmohanta**

Team Member, CIDESA

PhD student, Language and Literacies Education, CTL



**Alan Zha**

Team Member, CIDESA

MEd: Higher Education | Comparative, International & Development Education (CIDE)

****

**Indira Quintasi Orosco**

Team Member, CIDESA

Indira was born and raised in Peru, and moved to Canada 4 years ago. Master in Educational Leadership and Policy with two collaborative specializations: Comparative international & development education / Educational Policy. Her bachelor’s degree is in Political Science and Government, and she had the chance to work in programs and projects related to Civil Service and Educational Reforms in the public and private sector in Peru and Canada. Indira’s research interests include comparative educational systems, rural education, teacher development, program evaluation, inclusion, migration, and gender.



**Urooba Wahidi**

Team Member, CIDESA

M.Ed. Educational Leadership and Policy (ELP)

## CIDE Student Association (CIDESA) Key Events 2020-2021

|  |  |  |
| --- | --- | --- |
| **Event Name** | **Date** | **Event Description** |
| **Things I Wish I Knew** | October 21, 2020 | This event was designed as an opportunity to welcome and connect new and returning CIDE students and included icebreakers, information exchanges, informal tip-sharing and Q&As. |
| **Navigating CIDE** | November 23, 2020 | Geared towards promoting academic opportunities within CIDE, this event included information about participating in the annual J.P. Farrell Symposium, as well as exchanges on plans and activities carried out by student-led interest groups (Grupo de Estudios Latino-Americanos; South Asia Interest Group; East Asia Interest Group, Conflict & Peacebuilding). |
| **Holiday Meet & Munch** | December 17, 2020 | This event was devised as an informal get together and end-of-the-year celebration, with an informal format in which CIDE students, faculty and staff were encouraged to share their holiday traditions and plans. For those in Toronto, information was shared on events going on in the city and potential ideas on how to enjoy the season while waiting for the new semester to begin. |
| **Games Night & Welcome Back Social** | January 15, 2021 | This event was planned as an online social. Participants played games such as Pictionary and Scattegories, shared their holiday experiences and things they had done over the break. |
| **Life After CIDE: advice from alumni** | April 23, 2021 | For this event, CIDESA invited four recent CIDE alumni to share their experiences and advice with current students, regarding graduation & transition to work, as well as research tips and perspectives |

THANK YOU to all of CIDESA for all their hard work!