

CIDEC Annual Report **June 30, 2021 – June 30, 2022**

This report is available in full on the CIDEC website:

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

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# DIRECTOR’S MESSAGE

Welcome to the 2021-22 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.

There has been transition in the directorship of CIDE/C, with Dr. Kathy Bickmore completing her term in July 2021 and passing the torch to me, Dr. Carly Manion. As a graduate of CIDE (2010), it has been a true honour and delight for me to assume the responsibility of Director of CIDE/C, and to build upon the work and vision of my illustrious predecessors. I have benefitted immensely from the mentorship of several previous CIDE/C directors (e.g., Anderson, Bickmore, Farrell (co-founder of CIDE/C), Mundy, Niyozov, and Wilson (co-founder of CIDE/C), and over the past year, I have been inspired by and grateful for the support and engagement of the CIDE/C Steering Committee and CIDE/C administrator, Sazna Aliyar. Our achievements over the past year, as detailed in this Annual Report, demonstrate and reflect the strengths and commitment of our vibrant and dynamic community of alumni, faculty, and students. Our growth as a community is reflected, for example, in the formation in Fall 2021 of the year-long CIDE/C Book Club, led by Dr. Elizabeth Buckner (LHAE, Higher Education). Further details are shared in this report, and we are planning to continue the initiative for 2022-2023 academic year.

Our Annual Report 2021-2022 features recent CIDEC scholarship and seminars. We hosted or co-hosted well over two dozen individual presentations as part of the CIDE seminar series, the annual J.P. Farrell CIDE Student Research Symposium, our new collaboration with the Department of Social Justice Education’s Centre for Media, Culture, and Education (CMCE), and special events organized by several CIDE/C Interest Groups. CIDEC seminars and related activities have covered an expansive range of educational topics from early childhood through to higher education, including but not limited to, conflict and peacebuilding, teaching and learning, migration, inclusion (gender, race, disability, language, geographic location, etc.), politics of education, knowledge production, education governance, global education policy and global-local dynamics in policy borrowing and reform.

We are also proud to highlight CIDEC-organized skill-building opportunities for students, including an annual seminar on applying for and attending conferences, offered by (CIDE) Adjunct Professor, Dr. Vandra Masemann and CIDE/C alumna, Dr. Kara Janigan. The annual J. P. Farrell CIDE Student Research Symposium offers further skill-building, learning, and knowledge-sharing opportunities for CIDE students. You may download copies of newsletters and other material from CIDEC’s website <https://www.oise.utoronto.ca/cidec/>.

Our student led CIDE/C Interest Groups (IGs) represent another exciting area of CIDEC activity. IGs have been operating for many years and during 2021-2022 three new groups were established: the Africa IG, the Education, Conflict and Peacebuilding (ECP) IG, and the Immigration and Refugee Education (IRE) Research Group. We are proud and appreciative of the work of IGs in bringing to the CIDE/C community many valuable learning, networking, and community-building experiences, including workshops, seminars, and other events that bring students together with leaders in their fields of inquiry and practice for learning and exchange. You may read more about CIDEC IGs at the following link: <https://www.oise.utoronto.ca/cidec/cidec-interest-groups/>

We are pleased to welcome faculty newly affiliated with the CIDE collaborative specialization: in 2021-22, we welcomed Soudeh Oladi Ghadikolaei in Social Justice Education, and Stephanie Tuters in Educational Leadership and Policy. Additionally, we are grateful for the work of newly CIDE-affiliated sessional faculty Stephen Bahry, Patrick Finnessy, Yecid Ortega, and Emma Sabzalieva. 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 Education Centre community. We hope you enjoy reading about our work and activities.

Caroline (Carly) Manion, PhD., Associate Professor, Teaching Stream, Department of Leadership, Higher & Adult Education,

Director, Comparative, International & Development Education Centre (CIDEC) and Collaborative Specialization (CIDE)

CIDE/CIDEC Faculty and Staff

## CIDE Director and Staff

**Caroline (Carly) Manion**, Associate Professor Teaching Stream, CIDE Student Liaison, LHAE CIDEC Director

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

## 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

**Soudeh Oladi Ghadikolaei**, Assistant Professor, Teaching Stream, SJE

SJE; race, ethnicity, multiculturalism, immigration and race

[**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)**\***, Associate Professor, Teaching Stream, LHAE

ELP; Comparative and international education; Sociology of education; inclusive education; gender; 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)\*, Associate 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

[**Stephanie Tuters**](https://www.oise.utoronto.ca/lhae/Faculty/197586/Stephanie_Diane_Tuters.html), Assistant Professor, Teaching Stream, LHAE

ELP; K-12 and higher education teaching; leadership, and policies in the pursuit of social justice

[**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)

**Yomna Awad**, Lecturer, CTL

Democratic Citizen Education: Comparative International Perspectives

**Stephen Bahry**, Lecturer, CTL

Quality education; stakeholder perspectives; linguistic /cultural diversity; place-based education; EQAO; Afghanistan, Central Eurasia, China, Ukraine, GTA

**Valerie Damasco**, Lecturer, LHAE

Community Development: Innovative Models; Gender and Race at Work

**Mary Drinkwater,** Lecturer, CTL

Comparative, International, and Development Education

[**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

**Rainos Moyo Mutamba**, Lecturer, LHAE

Community Development: Innovative Models

**Yecid Ortega,**Lecturer, CTL

Social Justice, Peacebuilding, Immigration, Language Issues

[**Emma Sabzalieva**](https://emmasabzalieva.com/about/), Course Instructor, LHAE

Comparative and international higher education, geopolitics, international academic relations, governance, Central Asia/former Soviet space

**Grace Karram Stephenson**, Assistant Professor, Teaching Stream, LHAE

Comparative Higher Education

**Elena Toukan**, Lecturer, CTL

Education and Social Development

# CIDEC GRADUATE ASSISTANTS 2021-2022

**A person with long hair

Description automatically generated with low confidence**

**Dareen Charafeddine** is a first year EdD student in the Educational Leadership and Policy program. An academic administrator, teacher (K-12) and university lecturer with 20 years of experience, Dareen holds a master's degree in Educational Leadership from Teachers College, Columbia University and a bachelor's degree in Elementary Education from American University in Beirut. Her eclectic background includes founding a children's publishing house and an award-winning business. She has worked and lived in six different countries. Fluent in English and Arabic, Dareen’s research interests are entrepreneurial leadership, growth-focused teacher mentoring, turnaround principals, and more recently, sustainability in education.

**A person smiling with a flower in her hair

Description automatically generated with medium confidence**

**Madison Laurin** (she/her) is a settler-Canadian of British, French, Hungarian and German descent living in Nogojiwanong (Peterborough, ON). She is grateful to have lived and learned here for over three years. In addition to her work as a Graduate Assistant with the Comparative, International and Development Education Centre (CIDEC), she is currently pursuing a MA in Adult Education and Community Development. Through her research and community work, she hopes to learn how best to utilize adult education to promote global solidarity for climate justice.

We sincerely appreciate the valuable contributions made by our GAs.

# CIDEC RESEARCH GRANTS, PROJECTS, AWARDS

# 2021-2022

**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).

**Jeff Bale**

* Fellowship for Experienced Researchers from the Humboldt Foundation in Germany, to support the project Critical Perspectives on Teacher Education and Linguistic Diversity in Migration Societies, hosted by Prof. Dr. Yasemin Karakaşoğlu, Universität Bremen

**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 2022
* 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 2022

**Elizabeth Buckner**

* 2019-2024: Social Science and Humanities Research Council of Canada, Insight Grant: 285,882

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

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

**Claudia Diaz-Rios**

* Diaz Rios, C.M. in partnership with Nathalia Urbano-Canal (Co-PI), Universidad del Rosario UR-Colombia. “Educational responses to Venezuelan Migrants in Three Subnational Governments.” COL$15.000.000 Small Grant for Partnerships UR.

**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)

**Antoinette Gagné**

* 2021-2022 Mobilizing the key findings of the FSL – Labour Market Partnership Project Promising practices for the development of FSL teacher identity and language proficiency among multilingual teacher candidates

**Ruth Hayhoe**

* Ongoing: Co-Investigator (with Elizabeth Buckner as PI) - SSHRC Insight Grant - *Partners for Development or Privatizing the Public Good? The Role of Private Higher Education in the Global Knowledge Society*. $261,178.00.

**Julie Kerekes**

* 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**

* 2021-2025: Social Sciences and Humanities Research Council (SSHRC), Insight Grant (Co-Investigator). ($298,836).

Title: *In the wake of a pandemic: International organizations and educational change in*

*four countries, post COVID-19.*

* July 2021-February 2022: *Gender, disability, and inclusive education thematic review of the INEE Minimum Standards*. Thematic review commissioned by the Inter-agency Network for Education in Emergencies (INEE).

**Karen Mundy**

* December 2019- March 2022: Department for International Development (DFID) and the Education Commission, DeliverEd: *Improving Education Service Delivery*. $452,007.07
* Member: UNESCO International Commission on the Futures of Education.

**Sarfaroz Niyozov**

* SSHRC-funded Research project awarded in April 2022: Educational experiences of Canadian high school students from post-Soviet backgrounds. PI: Dr. Sarfaroz Niyozov; CIs: Dr. Olesya Falenchuk, Dr. Stephen Bahry, Dr. Max Antony-Newman; RAs: Zahra Jafarova, Kateryna Pashchenko.
* SSHRC Insight Grant Awarded in April 2022. Educational experiences of Post-Soviet High School students in Canada. PI Dr. Sarfaroz Niyozov; CIs, Dr. Stephen Bahry; Dr. Max Antony-Newman; Zahra Jaffarova & Kateryna Paschenko RAs.
* Jacobs Foundation & Aga Khan Foundation Schools2030 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: 2022-2024. PIs: Profs. Duishon Shamatov & Mir Afzal Tajik, Nazarbayev University, Nur-Sultan, Kazakhstan; CIs: Prof. Sarfaroz Niyozov & Dr. Stephen Bahry.

**Fikile Nxumalo**

* 2020-2022: SSHRC IDG, *Climate Change Education in the Global South: Developing Climate Justice Pedagogies with Young Children in a rural eSwatini Community*. $66,153.
* 2020-2024: 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. Total Value US $650,000.
* 2020-2022: PI - *Learning with Place: Exploring Environmental Justice with Marginalized Young Children*. University of Toronto Connaught New Researcher. $18,167.

**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.

**Emmanuelle Le-Pichon Vorstman**

* 2021-2025: Main Applicants: Le Pichon, E. (PI)& Cummins, J. *Expanding Web-Based Educational Opportunities for Canadian Students in STEM.* MITACS.
* 2020-2022: 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.

**Note:** This list is based on submissions received from CIDE Affiliated Faculty between July 1st, 2021 – June 30th, 2022, for this report and does not represent the full extent of CIDE Affiliated Faculty grants, projects, and awards

CIDE/C BOOK CLUB

## What is CIDE Book Club?

Welcome! This is a CIDE-run, no-credit, no-obligation social reading group. Much like a brunch book club among friends, CIDE’s book club is a lunch book club open to anyone in the CIDE or OISE extended family (faculty, students, alumni). We read new books and monographs that are related to the field of comparative, international and development education and discuss them, purely because we want to!

## How can I participate?

You just have to read the book (or as much of it as you can) and come ready to discuss - what did you think? What was interesting, enlightening, problematic, unconvincing?

## When and where do we meet?

Someday, we hope to meet in person again – but for now, we will meet monthly on Fridays at lunchtime (12pm-1pm Eastern) on Zoom. You can bring your lunch! We will meet in Elizabeth’s Personal Zoom Room.

## Can I get a CIDE seminar credit for participating in CIDE Book Club?

Yes! This is a new initiative, so on a preliminary basis, CIDE has decided that up to 1 non-course credit (of the required 5) can come from reading and participating in a Book Club meeting this year. You will be expected to read the whole book and be ready to discuss! We will record names of those who would like a CIDE seminar credit at the meeting. You can participate in as many book club meetings as you like, but only one can receive a CIDE seminar credit.

## Other Questions?

Email: Elizabeth Buckner (CIDE Affiliated-Faculty in Higher Education) elizabeth.buckner@utoronto.ca

## 2021-2022 CIDE Book Club Selections

This year’s list of books has been curated by Dr. Buckner but in the future, we hope to have a more participatory process of selecting books to read! \*Copies of the books are available via the UT library system.

* Friday October 22: *The Inconvenient Generation* (Ling, 2019)
* Friday November 26: *Global Development and Human Rights: The Sustainable Development Goals and Beyond* (Nelson, 2021)
* Friday December 17: *Teach for Arabia* (Vora, 2019)
* Friday January 21: *International Aid to Education* (Menashy, 2019)
* Friday February 25: *When the Light is Fire* (Switzer, 2018)
* Friday March 25: *Coercive Concern* (Jaffe-Walter, 2016)

# NEW AND CONTINUING EXTERNAL COLLABORATIONS

One of the aims of the Centre (CIDEC) is to develop and strengthen collaboration with external agencies involved in comparative and international education research and development. Over the past year we have continued working in collaboration with the United Nations Girls’ Initiative (UNGEI), and with Midaynta Community Services. In Fall 2021, we began a new collaboration with the University of Edinburgh.

## 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 after 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. The UNGEI GAC meets twice annually to review, identify, discuss and strategize priority issues and future programming.

CIDEC’s work with the UNGEI GAC has been beneficial to us in several 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.

## 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 several 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. Over the pandemic, CIDE-affiliated faculty (Bahry, Bickmore, Manion, and Niyozov have maintained communication with Midaynta and attended meetings with the group.

## CIDEC collaboration with the University of Edinburgh

In the Fall 2021, CIDEC worked with counterparts (Dr. William Smith and Fatih Aktas) in the University of Edinburgh’s Comparative Education and International Development (CEID) community to collaboratively develop a joint proposal for funding through the University of Edinburgh-University of Toronto partnership. The project aimed to leverage our combined education research expertise and community connections to create spaces for student and faculty exchange and mutual learning on education research, policy, and practice under the umbrella theme of “Education Amidst Uncertainty”. While our proposal was not funded, CIDEC and CEID have continued to collaborate, for example, with CIDE/OISE students being invited to attend career workshops offered virtually through CEID. We plan to continue building this institutional relationship going forward.

# CIDEC SEMINAR SERIES 2021-2022

The following is a list of all CIDE Seminars from Summer 2021 to Summer 2022. Due to COVID-19 restrictions, all seminars were hosted live on Zoom. Thank you to all our speakers for their excellent presentations.

## Spring & Summer Seminars 2022 (May – July 2022)

**July 11, 2022**

*All you ever wanted to know about preparing for and attending conferences* – Vandra Masemann & Kara Janigan

**May 28, 2022**

*Asian Heritage Month Symposium: Asian Leadership in North America*. [Organized by CIDEC’s East Asia IG].

**May 11, 2022**

*Towards Slow Buen Vivir and Other Epistemologies for Conflict Resolution and Conflict Transformation* – Yecid Ortega, Karenveer Pannu, Steven Conte

**May 4, 2022**

*Studying Education Amidst Uncertainty & Crisis: A Dialogue on Research Dilemmas* – Dr. Dryden-Peterson [event co-organized by CIDEC’s Education, Conflict and Peacebuilding IG and Immigration and Refugee Education Research Group]

## Winter Seminars 2022 (January - April 2022)

**April 7, 2022**

*SDG 4 and Improving Early Grade Learning: Research Evidence from South Africa* – Brahm Fleisch

**March 25, 2022**

*Indigenous Language Revitalization in the Americas* – Serafín M. Coronel-Molina (Indiana University) and Teresa L. McCarty (UCLA), with special guests, artists Liberato Kani and Wariwillka [co-sponsored with CERLAC (York U.) and CERLL (OISE), organized by CIDEC’s GELO – Latin America Study Group].

**March 24, 2022**

***Experience and Perspectives of Children and Parents of Post-Soviet Immigrant and Refugee Families: Educational Research on Stakeholders from a Seldom-noticed Group*** – **Sarfaroz Niyozov, Stephen Bahry, Max Antony-Newman, Zahra Jafarova, Kateryna Pashchenko [organized by CIDEC’s Immigration and Refugee Education Research Group]**

**February 24, 2022**

***Knowledge Production and the United Nations: Gender, Race, Indigenous Peoples and Politics*** – **Abigail Bakan & Yasmeen Abu-Laban**

**February 18, 2022**

*The Joseph P. Farrell CIDE Student Research Symposium 2022*

**February 9, 2022**

***Globalizing Discussion on Gender, Violence and Education in K-12 Context*** – **Carly Manion & Hayley Brooks [co-sponsored with CMCE, OISE]**

**January 19, 2022**

*The Pill & the Contraceptive Revolution in America* – Elaine Tyler May & Daniella Robinson **[co-sponsored with CMCE, OISE]**

**January 19, 2022**

***From Exclusive to Inclusive Schools: The Example of the Language Friendly School*** – **Emmanuelle Le-Pichon Vorstman & Ellen Rose Kambel**

**January 13, 2022**

***Incentives for University Internationalization in Argentina, Canada Lithuania, Portugal and Taiwan*** – **Grace Karram Stephenson**

## Fall Seminars 2021 (September - December 2021)

**December 6, 2021**

***Sexual Violence on Canadian University Campuses*** – Miglena Todorova & Lana Stermac **[co-sponsored with CMCE, OISE]**

**November 3, 2021**

*Indigenous Maternal Methodologies: Ethical and Relational Responsibilities* – Jennifer Brant

**Thursday October 19, 2021**

***A Conversation on Education, Peacebuilding and Reconciliation: A Regenerative Lens*** – Mieke Lopes Cardozo

**September 29, 2021**

* *Public-Private Partnership Schools in Punjab: What Explains the Achievement Gap?* – Mabruk Kabir
* *When Global meets Local: The Case of Girls’ Education in Pakistan* – Norin Taj

**September 22, 2021**

***All You Need to Know About Applying for and Attending Conferences*** – Vandra Masemann & Kara Janigan

## Summer Seminars (August 2021)

**August 31, 2021**

* *Second Language Writing: A Study of the Learning and Teaching of Academic Writing in a Networked Culture* – Ramesh Pokharel
* *Towards an Expanded Notion of Identity: An Engagement with Charles Taylor’s Sources of the Self* – Aayah Amir

# CIDE/C Special Interest Groups

## Africa Interest Group

A picture containing logo

Description automatically generatedWe are a group of graduate students in the CIDE collaborative specialization from different programs across OISE who share an interest in research on the Africa Region. We aim to bring together students who are conducting research on Africa or have a general interest in discussing educational issues in the region. We also aim to support and provide a safe space for early-career scholars focused on Africa to share their research struggles and academic experiences. Please email [yara.abdelaziz@mail.utoronto.ca](mailto:yara.abdelaziz@mail.utoronto.ca) if you're interested in joining our group.

* Email: [interestgroupafrica@gmail.com](mailto:interestgroupafrica@gmail.com)

## 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 Teachers InCIDE Special Interest Group.

* Yishin Khoo, [yishin.khoo@mail.utoronto.ca or](mailto:YishinKhoo yishin.khoo@mail.utoronto.ca or )
* Sardar Anwaruddin [s.anwaruddin@mail.utoronto.ca](mailto:s.anwaruddin@mail.utoronto.ca).

## 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. The East Asia SIG has hosted an event each May during Asian Heritage Month, with the 2022 symposium theme, “A*sian Leadership in North America*”.

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

## 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 is a thematic interest group for those interested in education programming, policy, and research in conflict-affected and emergency contexts, and considers how this work intersects with peace education and peacebuilding efforts. This includes contexts impacted by forced migration, structural violence, conflict and political volatility, climate-related disasters, and others. 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 regular 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. ECP is focused on critical dialogue and community-building and has hosted an Inter-agency Network for Education in Emergencies (INEE) meet up, conducted a reading group in partnership with the University of Cambridge and Seoul National University, and co-hosted workshops with academics and frontline practitioners. In May 2022, ECP co-organized with the Immigration and Refugee (IRE) Education Research Group, a workshop facilitated by Sarah Dryden-Peterson (Harvard), entitled, “*Studying Education Amidst Uncertainty & Crisis: A Dialogue on Research Dilemmas*”. 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 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 discuss topics and texts relevant to the Latin American educational context. The meetings are held in English and there are opportunities for practicing Spanish and/or Portuguese. Furthermore, we organize scholarly and social events to enhance community belonging and collaboration.  In March 2022, GELO organized an event (co-sponsored by CIDEC, CERLAC (York University), and CERLL (OISE)), entitled, *Indigenous Language Revitalization in the Americas*”, that brought together scholars and artist/performers to discuss and exchange about this important topic of language revitalization. Lastly, this year we seek to expand our horizons and we invite students and faculty with roots or interest in the Caribbean region and diaspora to join this team.

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

## Immigration and Refugee Education Research Group

***Organizing Members:***Profs. Antoinette Gagné, Sarfaroz Niyozov, Emmanuelle Le Pichon-Vorstman, Ruth Hayhoe, Claudia Diaz-Rios; Drs. Stephen Bahry, Max Antony-Newman, Yecid Ortega, Mona El Samaty;  Michael Hill, Sudashree Girmohanta, Michael Hill, Perri Termine, Samiera Zafar

***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 communities in 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.

IRE has had a busy year, including co-organizing with ECP a workshop with Sarah Dryden-Peterson (Harvard), *Studying Education Amidst Uncertainty & Crisis: A Dialogue on Research Dilemmas*”. Additionally, IRE organized a seminar, entitled, “***Experience and Perspectives of Children and Parents of Post-Soviet Immigrant and Refugee Families: Educational Research on Stakeholders from a Seldom-noticed Group*”.**

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



## Eurasia Education Research Group

***Core Members:***Prof. Sarfaroz Niyozov, Dr. Stephen Bahry; Dr. Max Antony-Newman, Dr. Yecid Ortega; Zahra Jafarova, Kateryna Pashchenko

***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.
* Decolonization of education research, policymaking and education practice in the region.

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

A person holding a piece of paper

Description automatically generated with medium confidence

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 2022 Program

Friday February 18th, 2022; 9:00 AM – 4:00 PM

**9:00am – 9:15am: Welcome Remarks**

**9:15am-10:45am: Session 1- IT ALL BEGINS WITH A TEACHER**

[Chair: Dareen Charafeddine]

*Initial insights into Teacher Professional Development in Rural Colombia and Honduras Using an Accompaniment Approach* [Bita Correa, PhD Candidate, CTL. Curriculum and Pedagogy]

*Teachers’ Perceptions of 21st Century Competencies in Different Cultures* [Christine Tewfik, PhD Student, CTL, Curriculum and Pedagogy]

*Quechua as a Second Language Teachers from the Peruvian Andes, a Narrative Inquiry Study* [Yesica Paola Ayme Bustamante, MA Student, CTL, Language and Literacies Education]

**10:45am-11:00am: Break, Social time**

**11:00am-12:30pm: Session 2 – EQUITY, JUSTICE AND BUILDING INCLUSIVE RELATIONSHIPS** [Chair: Vandra Masemann]

*South Africa and Cambodia: Grappling with the Educational Equality for Learners with Disabilities in Mainstream Schools* [Gerda-Marie Van Onselen, MEd Student, LHAE, Educational Leadership and Policy]

*Unsettling “Humanity” and “Land”: De-centering Anthropocentric Thought for Anti-Colonial Environmental Education Schools* [Lois Boody, MEd Student, SJE, Social Justice Education]

*Building Positive Principal-Student Relationships Under Chinese Educational Reform During the Past Two Decades: Experience from High-School Leaders in Beijing, China* [Yuan Chai, MA Student, LHAE, Educational Leadership and Policy]

**12:30pm-1:00pm: Break, Social Time**

**1:00pm-2:45pm: Session 3 – COMPARATIVE HIGHER EDUCATION AND INTERNATIONALIZATION** [Chair: Carly Manion]

*Mexican Students’ Experiences in Study Abroad Programs: Analyzing the Link Between Experiences and Learning Outcomes* [Iván Ramírez Figueroa, PhD Candidate, LHAE, Educational Leadership and Policy*]*

*Contextualizing the Science, Technology, Engineering and Mathematics Gender Gap in European and Sub-Saharan African Universities* [Gabrielle Thibeault-Orsi, MEd Candidate, LHAE, Educational Leadership and Policy]

*Global Competencies: How MBA Schools Develop Interculturally Competent Leaders* [Freeda Bukhari Khan PhD Candidate, LHAE, Higher Education]

*Searching for Equity: A Holistic Analysis of East Asian International Student Experiences: A Case Study of a Canadian University Engineering Program*[Phoebe Kang, EdD Candidate, LHAE, Educational Leadership and Policy]

**2:45pm-4:00pm: CIDE Social and Welcome: introductions of new students, faculty, and CIDESA (student association), networking time**

**Program Co-Chairs: Dr. Carly Manion (CIDE/C Director) &**

**Dareen Charafeddine (CIDEC Graduate Assistant)**

**\*\*Special thanks to CIDE/C Administrator, Sazna Aliyar\*\***

# CIDEC FACULTY, POST-DOCTORAL FELLOWS & VISITING SCHOLAR PUBLICATIONS 2021-2022

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 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)

Bahry, S. (2021). Linguistic hybridity and global mobility. In E. Piccardo, A. Germain-Rutherford & G.

Lawrence (Eds.), *The Routledge handbook of plurilingual education*(pp. 154-170)*.*Routledge.

Bahry, S. & Olimnazarova, T. (in press). English in Tajikistan. In K. Bolton (Ed.), *Encyclopedia of World* *Englishes*. Wiley Blackwell.

Bakan, A. B. and 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, special issue on Racial Politics in the Middle East*. March 2021: 1-23. DOI: 10.1080/01419870.2021.1892789

Bakan, A. B. and Abu-Laban, Y. (2021). *Anti-Palestinian Racism: Analyzing the Unnamed and*

*Suppressed Reality*, Racial Formations in Africa and the Middle East: A Transgressional

Approach, Project on Middle East Political Science (POMEPS) Studies collection, eds. Hisham

Aidi, Marc Lynch and Zachariah Mampilly, vol. 44 (September 2021), pp. 143-149.

<https://pomeps.org/wp-content/uploads/2021/09/POMEPS_Studies_44_Web.pdf>

Bakan, A. B. (2021). *Jamaica’s 1981 Revolt Dealt a Hammer Blow to Colonial Slavery*, Review article

Of Island on Fire: The Revolt that Ended Slavery in the British Empire, by Tom Zoellner, Jacobin (July 16 2021) [https://jacobinmag.com/2021/07/jamaica-1831-revolt-colonial-slavery-tom-](https://jacobinmag.com/2021/07/jamaica-1831-revolt-colonial-slavery-tom-zoellner-review) zoellner-review

Bale, J. & Lackner, L. (accepted; invited). Centering Multilingual Learners in Teacher Education:

Comparative Perspectives on the Intersection of Language, Racism and Coloniality. In T. Tatto (Ed.), *Palgrave Handbook of Teacher Education Research*. Palgrave.

Bickmore, K. (forthcoming 2022). “¿Cómo se maneja el conflicto, para permitir la construcción de

una paz sostenible, en la educación ciudadana cotidiana? Perspectivas de jóvenes y profesores mexicanos afectados por la violencia.” In Paula Ascorra (Ed.), *Educación Para la Ciudadanía*  *en Tiempos Constituyentes*. Santiago de Chile: FONDECYT.

Bickmore, K. (forthcoming 2022). Schooling for building just peace: Comparative perspectives on

facing difference, conflict, and violence in education. In William Pinar & Anne Phelan (Eds.), *Curriculum Studies in Canada: Present Preoccupations*. University of Toronto Press.

Bickmore, K. (in press 2022). Forward. In Catherine Vanner, Spogmai Akseer, and Thursica

Kovinthan Levi (Eds.), T*eaching Peace and Conflict: The Multiple Roles of School Textbooks in*  *Peacebuilding*. Springer.

Bickmore, K. & Fathallah, R. (in press 2022). Teaching Social Justice amidst Violence: Youth and

Enacted Curricula in Canada, Bangladesh, and México. In Abdi, Ali, Misiaszek, Greg (Editors) *International Handbook on Critical Theories of Education*. Palgrave.

Bickmore, K. & Barrero, D. (in press 2022). Globalized Local Environmental and Resource

Conflicts in Mexican and Canadian Youths’ Lives and Schooling: Silenced Citizenship Questions. In Kubow, P, Strong, K, Webster, N & Miranda, D. *Contestations of Citizenship:*  *Children and Youth, Democracy, and Education in an Era of Global Change.* Routledge.

Bickmore, K., & Kaderi, A. S. (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). Routledge.

Dei, G. (Ed.) (2021). *Fanon Revisited*. New York: Dio Press Inc.

Dei, G. (2021). Fanon Revisited: An Introduction.In G. Dei (Ed.) *Fanon Revisited,* (pp. 1-10): New

York: Dio Press Inc.

Dei, G. (2021). Reflecting on Fanonian Pedagogy.In G. Dei (Ed.) *Fanon Revisited,* (pp. 11-22): New

York: Dio Press Inc.

Dei. G. and Demi, S. (eds) (2021). *Theorizing the ‘Anti-Colonial’*. New York: Dio Press Inc.

Dei, G., Afful-Broni, A., Anamuah-Mensah, J. and Raheem, K. (eds.) (2021). *Africanizing the School*

*Curriculum: Promoting an Inclusive, Decolonial Education in African Contexts*. Gorham, ME.: Myers Educational Press.

Dei, G. J. S. and Demi. S. (2021). Reframing the Anti-Colonial for New Futures: An Introduction. In. G.

G. S. Dei, G. J. S. and S. Demi (eds.). *Theorizing the ‘Anti-Colonial’,* (pp.1-14). New York: Dio Press Inc.

Dei, G. and Adhami, A. (2021). Anti-Race? Race, Racism and Colonialism Convergences in Anti-Racist

Scholarship. In T. Golash-Boza (Ed.). *A Cultural History of Race in the Modern and Genomic*  *Age (1920 – present),* (pp. 157-173). London: Bloomsbury Press.

Dei, G. (2021). Introduction. In A. Afful-Broni, J. Anamuah-Mensah, K. Raheem and G. Dei [eds.].

*Africanizing the School Curriculum: Promoting an Inclusive, Decolonial Education in African*  *Contexts*, (pp. 1-32). Gorham, ME.: Myers Educational Press.

Dei. G. and Adhami, A. (2021). Coming to Know and Knowing Differently: Implications of Educational

Leadership. *In Special Issue of: Educational Administration Quarterly. Coloniality in*  *Educational Leadership*. (edited by Wright, J, T. Marsh and M. Khalifa).

<https://doi.org/10.1177/0013161X211036079>

Dei, G. and Lara-Villanueva, M. (2021). Anti-Racism Education in Canada. *The Canadian Encyclopedia,*

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(eds.), *Handbook of Development Policy*. Edward Elgar Publishing. [https://www.e-](https://www.e-elgar.com/shop/usd/handbook-of-development-policy-9781839100864.html) elgar.com/shop/usd/handbook-of-development-policy-9781839100864.html

Drinkwater, M. (2021). Connecting Technology and Pedagogy (CTAP) for student engagement and

learning in higher education. In. I. Fayed & J. Cummings (Eds.), *Teaching in the post Covid-19 era: World educational dilemmas, teaching innovation and solutions in the age of crisis.*(pp. 85-98). Dordrecht, NLD: Springer.

Gagné, A., Bale, J., Kerekes, J., Rajendram, S. Adjetey–Nii Owoo, M., Brubacher, K. Burton, J., Larson,

E., Wong, W., Zhang, Y. (In press) *Centering Multilingual Learners and Countering Racism in*  *Canadian Teacher Education*. Official Languages and Bilingualism Institute - OLBI Journal.

Gagné, A., Kalan, A., Herath, S. (Eds.) (In press). *Critical Action Research Challenging the Neoliberal*

*Constrictions of Language and Literacies Education Globally - Auto and Duoethnographies of*  *Global Experiences*. Peter Lang Publishing.

Gagné, A.& Wattar, D. (In press). A Duoethnographic Perspective on Supporting Muslim Children,

Youth and Their Families in Canadian Schools. In Abdi, A. A. (Ed.), *Equity and Justice*

*Perspectives on Education in Canada*. Canadian Scholars Press.

Gagné, A., Jaramillo, C., Ortega, Y. (In press). NCARE - A Network of Critical Action Researchers in

Education: Processes & Realizations. In A. Gagné, A. Kalan, and S. Herath (eds.). *Critical*

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*Education: Auto and Duoethnographies of Global Experiences*. Peter Lang Publishing.

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COVID-19 Era: World Education Dilemmas, Teaching Innovations and Solutions in the Age of Crisis. Springer Publishing. New York.

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Anderson, J. Hare, and M. McTavish, *Superdiversity and Teacher Education: Supporting*  *Teachers in Working with Culturally, Linguistically, and Racially Diverse Students, Families,*  *and Communities*. Routledge Publishers.

Hayhoe, R., Li, J., & Pan, J. (Eds.). (2022). *Authentic Chinese Education*a*l Thought: Selected Works of*

*Li Bingde, Lu Jie, Wang Fengxian and Huang Ji*. Brill Publishers.

Hayhoe, R. (2021). Comparative education and the dialogue of civilizations. In B. Lindsay (Ed.),

*Leading Perspectives of Comparative and International Education* (pp. 71-84). Palgrave

Macmillan. All contributors to this volume are Honorary Fellows of the Comparative

International Education Society (CIES).

Hayhoe, R. (2022). The arts and music in Chinese learning traditions: Towards greater reciprocity

Through cultural understanding. In R. Steiner & X. Bouvier (Eds.), *Comparative Views on*  *Musical Talent and its Promotion in the Chinese and Western Worlds*. Hochschule Lucerne, Lucerne, Switzerland. (forthcoming).

Hayhoe, R. (2021). *Cross-cultural understanding and the listening intellect. Universities & Intellectuals*,

1(2). University of Hong Kong. [https://cerc.edu.hku.hk/universities-and-intellectuals/1-1/cross-](https://cerc.edu.hku.hk/universities-and-intellectuals/1-1/cross-cultural-understanding-and-the-listening-intellect/) cultural-understanding-and-the-listening-intellect/ (Chinese version in International and Comparative Education (比較教育研究) No. 12, 2021, pp. 3-7.)

Hayhoe, R. (2021). Potential benefits of reciprocity between Sinic and Anglo-American values in higher

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Oleksiyenko, A., Blanco, G., Hayhoe, R., Jackson, E., Lee, J., Metcalfe, A., Sivasubramaniam, M., &

Zha, Q. (2020). Comparative and international higher education in a new key? Thoughts on the post-pandemic prospects of scholarship. Compare: A Journal of Comparative and International Education, 51(4), 612-628.

Hayhoe, R. (2022). Foreword. In L. Yang, *Higher Education, State and Society: Comparing Chinese and*

*Anglo-American Approaches*, London: Bloomsbury. (forthcoming).

Hayhoe, R. (2022). Preface. In E. Howe, *Teacher Acculturation: A Critical Look at Learning to Teach*

*through a Comparative Ethnographic Narrative Lens*. Brill Sense Publishers. (forthcoming).

Hayhoe, R. (2022). Preface. In H. Qiang, a book series in *Chinese on Language Immersion*, scheduled to

begin appearing in 2022.

Hayhoe, R. (2021). Foreword. In H. Wu, China’s *Outward Oriented Higher Education*

*Internationalization: A New Typology and Reflections from International Students*. Springer, Singapore.

Hayhoe, R. (2021). Foreword. In B. Eng, *Crossing Cultures, Crossing Identities: Personal Narratives of*

*Teacher Knowledge*. Palgrave MacMillan, Switzerland.

Manion, C. (2021). *Gender, disability and inclusive education in development and humanitarian*

*contexts: Evidence synthesis*. New York, NY: Inter-agency Network for Education in

Emergencies (INEE).

Manion, C. (2021). *Gender, disability and inclusive education: Thematic review of the INEE Minimum*

*Standards.* New York, NY: Inter-agency Network for Education in Emergencies (INEE).

Manion, C. (2021). *Guidance document for writing about gender and disability*. New York, NY:

Inter-agency Network for Education in Emergencies (INEE).

Manion, C. (2021). *Facilitator’s guide for INEE Minimum Standards update consultations*. New

York, NY: Inter-agency Network for Education in Emergencies (INEE).

Mundy, K., Manion, C., Proulx, K. and Feitosa de Britto, T. (2021). *Teacher Leadership in Developing*

*Crisis Education Responses in Africa and Latin America and Caribbean.* Paris: UNESCO.

[https://teachertaskforce.org/knowledge-hub/teacher-leadership-developing-crisis-education-](https://teachertaskforce.org/knowledge-hub/teacher-leadership-developing-crisis-education-responses-africa-and-latin-america) responses-africa-and-latin-america

Mundy, K., and Manion, C. (2021). *UNESCO SDG-4 Education 2030 Input Paper on Global*

*Education Coordination*. Paris, France: UNESCO.

Niyozov, S. & Bahry, S. (in press). Decolonization of Education Research, Policy-Making and Education

Practice in Central Asia: The Case of Tajikistan**.***Annual Review of Comparative and*  *International Education 2021.*

Sabzali̇eva, E. (2022). Surviving a crisis: Transformation, adaptation, and resistance in higher education.

*Higher Education Governance and Policy, 3*(1), 1–15.

<https://dergipark.org.tr/en/pub/hegp/issue/69503/1054946>

Sztainbok, V. (2021). The Great Pandemic Confinement: Long-term Care, Migrants, and Organized

Abandonment. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity,*  *and Practice, 9*(1), pp. 7-27.

Sztainbok, V. and Lorena Gajardo. Latina knowledge production and the ethics of ambiguity. In Teresa

Macías (Ed.) *Unravelling Research: The Ethics and Politics of Knowledge Production in the*  *Social Sciences*. Fernwood Press.

Wang, G., Bahry, S., & An, W. (2022, March). [Minority Language Revitalization and Social Media](http://links.springernature.com/f/a/AK6t2lI64lN1g78Ja3b2rA~~/AABE5gA~/RgRkBZC1P0QvaHR0cDovL2R4LmRvaS5vcmcvMTAuMTA4MC8wMTQzNDYzMi4yMDIyLjIwNDI1NDFXA3NwY0IKYh61CyNiTc35BFITcy5iYWhyeUB1dG9yb250by5jYVgEAAAG7Q~~)  through the Lens of Covid-19 in Yunnan and Gansu, western China. *The Journal of Multilingual*  *and Multicultural Development,*online.

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

Bahry, S. (2022, May 20). *Decolonizing Language(s) of Education in Post-Soviet contexts. As part of a*

*Webinar, Falling Through the Cracks: Decolonial Approaches in Post-Soviet Spaces of*  *Education*. Comparative Education Research Centre, Faculty of Education, University of Hong Kong.

Bahry, S. (2022, April 20). *Exploring school-based education stakeholders’ perspectives on quality of*

*education in Kyrgyzstan and Tajikistan in the context of the Schools2030 initiative*. Paper

presented as part of the virtual panel, Co-creating evidence from the bottom up: The Schools2030 approach to understanding what works in raising holistic learning outcomes. CIES, March 18-22, Minneapolis, USA.

Bakan, A. B. and Abu-Laban, Y. (Feb. 24, 2022). *Knowledge Production and UN World Conferences:*

*Gender, Race, Ethnicity, Indigenous Peoples and Politics*, paper presented for Comparative, International and Development Education Centre (CIDEC) Seminar Series, OISE, University of Toronto (virtual).

Bakan, A. B. and Abu-Laban, Y. (Dec. 16, 2021). *Anti-Palestinian Racism Through Racial Gaslighting*,

paper presented for invited workshop on New Racisms and Anti-Racisms in Asia and the Middle East, Special Issue of Political Quarterly, eds. Tariq Modood and Thomas Sealy, Research Centre for the Study of Ethnicity and Citizenship, University of Bristol, Bristol, UK (virtual).

Bakan, A. B. and Abu-Laban, Y. (Oct. 27, 2021). *Writing Palestine*, roundtable presentation on Israel,

Palestine and the Politics of Race: Exploring and Power in a Global Context. Society for Socialist Studies, (virtual).

Bakan, A. B., Abu-Laban, Y. (June 8, 2021). *Intersectionality, Knowledge Production and UN*

*Conferences: Gender, Race, Indigenous Peoples and Politics*, paper presented Canadian Political Science Association annual conference, University of Alberta, Edmonton, Alberta (virtual) June 8, 2021.

Bakan, A. B., (June 8, 2021). *REIPP/REPAP at the Second Decade: Reflections, Projections and*

*Challenges for the Study of Race, Ethnicity, Indigenous Peoples and Politics (REIPP/REPAP) in*  *the CPSA*, roundtable, Canadian Political Science Association Annual Conference (virtual).

Bakan, A. B. and Kellogg, P. (May 22, 2021). *Sexism, Socialism and the Left: Three Case Studies*, paper

presented The Great Transition: Building Utopias, Historical Materialism Conference, Montreal, Québec (virtual).

Bakan, A. B., (April 7, 2021). *Teaching Palestine: Impossible Subjects and the Contributions of Arendt*

*and Said*, paper presented International Studies Association (ISA), Las Vegas, Nevada, USA (virtual).

Bakan, A. B. and Abu-Laban, Y. (April 6, 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).

Bakan, A. B., (Oct. 21, 2021). *Jewish Faculty Organizing*, Panel presentation for Can’t Stop, Won’t

Stop: University of Toronto Censured, panel presentation sponsored by CensureUofT.ca

Bakan, A. B., (Sept. 26, 2021). *Palestinian Resistance, BDS and the Right of Return* (with Sheryl

Nestel). United Jewish People’s Order (UJPO) Educational Series on Israel-Palestine 101, (virtual).

Bakan, A. B., (June 30, 2021). *Teaching Palestine: An Introduction for Educators: How Can We Teach*

*About Palestine If We Can’t Even Say It?*, Moderated by Javier Davila, (virtual).

Bakan, A. B., (June 10, 2021). *The Use and Misuse of Antisemitism Accusations in Canada*, panel

presentation, Moderated by Rima Berns-McGown, MPP Beaches-Woodbine, Ontario Provincial Parliament, (virtual).

Bakan, A. B., (Mar. 16, 2021). *Borders of Academic Freedom: Writing and Teaching Palestine –*

*Borders and Possibilities*, Invited presentation. XChanges Conference, University of Waterloo Undergraduate Students Association and RAISE, (virtual).

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. (Nov. 30, 2021). *The Racialized Contradictions of Multilingual Schools in Officially Bilingual*

*Canada. World of Contradictions*. Ringvorlesung, Universität Bremen, Bremen.

Bickmore, K. (Apr. 18, 2022). *Educación para la Paz y Abordaje del Conflicto*. Invited Lecture,

Departamento de Educación de la Facultad de Ciencias Sociales, Universidad de Chile.

Bickmore, K. (Apr. 21, 2022). Educación Democrática, Conflicto y Escuela.” Invited Lecture, Grupo de

Estudio Democracia, Ciudadania y Conocimiento Social en la Escuela y la Formación Docente,

Proyectos Fondecyt, Universidad de Chile.

Bickmore, K. (2021). *Teaching Social Difference: ‘Canadian’ Curricula in International Comparative*

*Context*. Invited Lecture, Curriculum Studies in Canada Symposium. (Delivered online, February 16). Posted June: http://curriculumstudiesincanada.ca/services/ and

<https://www.youtube.com/watch?v=xXtv-_emCTw>

Bickmore, K. (Apr. 20, 2022). *Globalized Local Environmental Confl­­icts in Mexican and Canadian*

*Youths’ Lives and Schooling: Silenced Citizenship Questions*. Presented at virtual Comparative International Education Society.

Bickmore, K. (Nov. 19, 2021). *Promoting a Culture of Peace, amidst Oppression? Globalized*  *Discourses and Teachers’ Lessons in México, Bangladesh, and Canada*. Presented in virtual

panel – World Congress of Comparative Education Societies Symposium.

Bickmore, K. (Oct. 20, 2021). *Re-imagining Pedagogy (for) Social Conflict in a Globalized World*.

Presented in Marianne Larsen’s Western University course, Globalization and Education.

Cavalcante, A. Gagné, A., Le Pichon-Vorstman, E. (2022). *What are the Mathematical Benefits of a*

*Language-Friendly Pedagogy?* In the STEM Education in a Globalized World International Perspectives on Critical Teacher Education for Diversity Symposium. AERA Conference.

Dei, G. (Nov. 26, 2021). *African Elders and Eldership*. Invited presenter, Faculty Speaker Series,

Centre for Indigenous Education Research [CIER], Ontario Institute for Studies in Education of the University of Toronto [OISE/UT]. Toronto, Ontario.

Dei, G. (Oct. 23, 2021). *Improving the Education System in Ghana and Africa*. Invited presenter,

Fundraising Event for Doryumu Vocational Training Centre & the Banana Fibre Project, Northern Ghana. Yayra-Si Youth Foundation, Canada. Toronto, Ontario.

Dei, G. (Oct. 16, 2021). *Remembering Charles Mills from the University of Toronto*. Invited panellist

[Pablo Idahosa, Moderator]. Toronto, Ontario.

Dei, G. (Oct. 14, 2021). *Race, Indigeneity, Decolonial Thinking and Anti-Colonial Education in Media*.

EDI & Anti-Racism Training, Canadian Broadcasting Corporation [CBC]. Toronto, Ontario.

Dei, G. (Sept. 23, 2021). *Decolonial Education: Implications for the Western Academy*. Panel

Discussion on: Institutional Approaches to Decolonizing Curricula. University of Waterloo, Waterloo, Ontario.

Dei, G. (June 2021). *Decolonizing Visual Politics*. Invited Panelist, Roundtable at International Political

Science Association [IPSA] World Congress [Virtual], Lisbon, Portugal.

Dei, G. (June 17, 2021). *Anti-Black Racism and the School Curriculum*. Urban Alliance of Race Relations

Conference: Back to Basics: Addressing Racism in the Ontario School System. Toronto.

Dei, G. (June 16, 2021). *Decolonization, Indigeneity and Anti-Racist Pedagogy*. Canadian Council of

Churches, Toronto School of Theology.

Dei, G. (June 1, 2021). *Future Directions for a Centre for Black Educational Excellence*. Launching of

the Centre for Excellence for Black Student Achievement. Toronto District School Board. Toronto.

Dei, G. (May 28, 2021). *Bringing Afrocentricity into an Inclusive Education Policy*. Invited Panelist

Delmore ‘Buddy’ Daye Learning Institute [DBDLI] Conference: Africentric Praxis to Affective Transformation: The Way to Make Change Felt.

Dei, G. (May 11, 2021). *Recognize, Reflect, and Refocus: Anti-Black Racism and Pedagogy in the*

*Classroom*. A CODE Conversations Panel Discussion, Equity Committee.

Dei, G. (March 2021). *Multiculturalism and Public Education: The View from Anti-Racism*. Symposium

on: Impact of Multiculturalism on Public Education. University of Alberta, Calgary, Alberta.

Dei, G. (March 18, 2021). *Race, Indigeneity, Anti-Black Racism and the Question of Educational*

*Futurity*. Mohawk College.

Dei, G. (Feb. 20, 2021). *Indigeneity, Decolonial Thinking and the Possibilities of Anti-Colonial*

*Education*, Webinar hosted by Trad Magazine, Inaugural professional Development Session, Toronto, Ontario.

Dei, G. (Feb. 17, 2021). *Contesting Epistemologies*. Guest lecture, CTL 5041: Educational Research and

Knowledge Production in the Global South. [Professor Safaroz Niyozov]. OISE, Toronto, Ontario.

Dei, G. (Feb. 13, 2021). *Reconnecting the Black Family: Family, Community and Diaspora*. A

Celebration of the 25the Anniversary of Black History Month in Canada. Webinar hosted by the Black Canadian Network. Canada.

Dei, G. (Feb. 2021). *Power, Oppression and Resistance: Decolonizing Prevailing Systems of Knowledge*

*Production*. UTSC International Development Conference 2021. University of Toronto at Scarborough, Ontario.

Dei, G. (Feb. 12, 2021). *Anti-Black Racism and the Education of Black Learners*. Webinar Series,

Transformation Institute for Leadership & Innovation, Toronto - ‘Community Resilience Program’.

Dei, G. (Feb. 10, 2021). *Black Scholars in Conversations*. Webinar hosted by OISE Black Faculty

Caucus, Toronto, Ontario.

Dei, G. (Feb. 5, 2021). *Africa, the Cradle of Civilization: Then and Now*. York Region Municipality

‘Lunch & Learn Session’, Inaugural Black History Month Celebration. York Region, Ontario.

Dei, G. (Feb. 3, 2021). *Race, Anti-Racism and Social Inequity*. SOC 127028GD: ‘Dimensions of Social

Inequality”. Sheridan College. Toronto.

Dei, G. (Feb. 1, 2021). *Breaking Down Colonial Structures in Schooling: Anti-Black Racism*. Webinar

hosted by the ‘Social Justice Committee’, Lincoln M. Alexander SS Staff & BramelaSS Staff. Brampton, Ontario.

Drinkwater, M**.**(Nov. 3, 2021).  *Truth and Reconciliation: Disrupting the Colonial Project inside*

*Academia and Beyond*. Invited Keynote Panelist. Presented at The Unbounded Classroom: A Symposium on Teaching, Learning and Research for Democratic Participation, Simon Fraser University.

Gagné, A., (2022). *My journey from being ‘othered’ & ‘othering’ to listening & creating spaces for*

*change with newcomers to Canada in the Autoethnographies of Critical Action Researchers:*  *Trajectories to Equitable Learning Communities that Challenge Neoliberalism Symposium*. WERA Conference.

Gagné, A. (2022). *La cartographie de soi: Une pédagogie innovante*. OPSBA FSL Pilot Project Seminar.

Gagné, A., (2021). *Supporting K-12 English Learners through Digital ‘Me Mapping’ in Canada*.

University of Cuenca, Ecuador.

Gagné, A., (2021). *Education of Children & Youth of Refugee Backgrounds*. ESL Resource Group of Ontario.

Gagné, A., (2021). *Me Mapping & Oral Language Development.* ESL Resource Group of Ontario

Gagné, A. (2021). *La cartographie de soi: Une pédagogie innovante. Conférence du CRÉFO*.

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). T*he 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. (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., Kerekes, J. and Bale, J. (2021). *Learning to Support English Learners in Ontario: A*

*Comparative Analysis of Teacher-Education Programs in the Multilingual education or how to learn to teach multilingual learning Symposium*. AILA.

Gagné, A., (2021). *Digital ‘Me Mapping’ with Newcomer Youth and Their Future Teachers*

*in the new dynamics for new cultural, linguistic and digital realities: Adapting mainstream learning environments to and for migrant learners Symposium*. AILA.

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.

Hayhoe, R. (May 8, 2021). *No Bridge is too Far to Build*. [Keynote Opening Lecture], Logos

International Forum: Faith and Vocation in a Time of Transition, Hong Kong.

Hayhoe, R. (May 26, 2021). *Canada/China Higher Education Relations*. [Massey Dialogue with Qian

Tang, Daniel A. Bell and Qiang Zha], Massey College, Toronto.

Hayhoe, R. (May 15, 2021). *Progressive Ideas in Confucian Heritage Education: Inspiration from Three*

*Influential Women Educators*. [Keynote Opening Lecture for the Asian Heritage Month Symposium], East Asian Identities in the Era of Global Mobility, Toronto.

Hayhoe, R. (September 18, 2021). *Cultural Heritage and Educational Evolution*. [Keynote Lecture], the

Seventh World Wide Forum of Comparative Education, Beijing Normal University, Beijing.

Hayhoe, R. (November 13, 2021). *What Kind of Quality is Vital for the Future of Higher Education*.

[Keynote Lecture in Chinese], The Third Shanghai International Conference on Higher Education Inspection and Evaluation, Shanghai.

Hayhoe, R. (December 7, 2021). *Reflections on a Life between Confucian China and the Christian West*.

[Keynote lecture], China and Higher Education: Responding to a Changing World – Does Internationalization of Higher Education Still Matter, Manchester University.

Hayhoe, R. (December 9, 2021). *Women, Faith and Sustainability: A Dialogue Among Asian*

*Civilizations*. [Keynote Opening Presentation presented in dialogue with Professor Maria Manzon of Sophia University in Tokyo], the annual conference of the Hong Kong Educational Research Association, Hong Kong.

Le Pichon Vorstman, E., Wattar, D., Gagné, A. Cavalcante, A. (2021). *Filling the learning gaps caused*

*by the pandemic: Supporting teachers and their diverse students with digital technology*. CTL Research Matters: A CTL Virtual Event.

Manion, C. (December 10, 2021). *Teacher Leadership in Africa and Latin America During the COVID-*

*19 Pandemic*. Centre for Leadership and Diversity International Conference: Reshaping Educational Leadership: Building on Collective Action in Challenging Times.

Manion, C. (Feb. 9, 2022). *Globalizing Discussions on Gender, Violence and Education in K-12*

*Contexts*. The Centre for Media, Culture and Education (CMCE) and The Comparative, International, and Development Education Research Centre (CIDEC) co-sponsored seminar. OISE, University of Toronto.

Niyozov, S., Bahry, S., Antony-Newman, M., Jafarova, Z., Pashchenko, K. (2022, May 15-19).

*Educational experiences of Canadian school students from post-Soviet backgrounds A systematic review of the literature*. CIESC, CSSE, Queens University, Kingston, Ontario.

Olimnazarova, T. & Bahry, S. (2022, April 22). *Rigid vs Flexible Boundaries in Quality Education:*

*Practice, Research and Policy Challenges in Multilingual/ Plurilingual Education in Tajikistan, Central Asia*. Language Issues SIG Highlighted Panel, Language Boundaries. CIES, March 18-22, Minneapolis, USA.

**Note:** This list is based on submissions received from CIDE Affiliated Faculty between July 1st 2021 – June 30th 2022 for this report and does not represent the full extent of CIDE Affiliated Faculty publications/presentations.

# CIDE STUDENT AND RECENT ALUMNI PUBLICATIONS AND PRESENTATIONS 2021-2022

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. (2021). A study of the influence of global university rankings on institutional strategies,

decision-making and policy choice: The case of four Canadian research universities. [PhD dissertation, University of Toronto, OISE]. ProQuest and University of Toronto libraries.

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.

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>

Obradović-Ratković, S., Kovačević, D., Ahmed, N., & Ellis, C. (2021). *Educating refugee students in*

*Canada: Towards a pedagogy of healing*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Ortega, Y. (2021). Transformative pedagogies for English teaching: Teachers and students building social

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Pham, J. (2021). "Chapter 14 The Fallacy of Native-Speakerism in English Language Education". In

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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>

Tyrosvoutis, G., Sasaki, M., Chan L., Win, N., Zar, T., Win, N.N., Moo, N.T.B., & Paw, N.N.Y. (2021).

Deep change in low-resource classrooms: Data-driven teacher professional development for educators from Burma using a choice-based approach. *The International Education Journal: Comparative Perspectives, 20*(3). pp. 15-30. Accessible at: <https://openjournals.library.usyd.edu.au/index.php/IEJ/article/view/14982>

Tyrosvoutis, G., Saw Shar Nay Thaw, Naw Mee Lay, Naw Paw Su Klay, Saw Nay Ta Mu, Naw Paw

Htoe Ki Wah, Nan Eh Sar Klain, Th’Blay Moo, Naw Nay Yu Paw. (2021). A measuring stick not the measuring stick for MLE: A tool, a Karen case study, and discourse in support of MLE best practices. British Council and The Asia pacific Multilingual Education Working Group. TeacherFOCUS and Karen Education and Cultural Department’s Broad Based Capacity Development Team for Mother Tongue-based Multilingual Education (KECD BBCD Team for MTB-MLE) Myanmar and Thailand. Accessible at: <https://asiapacificmle-bucket.s3.us-east-2.amazonaws.com/image/BC-Academic%20papers-4.Greg%20Tyrosvoutis%20%5BA4%5D_Jul_2.pdf>

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Purposes. *BC TEAL Journal, 6*(1), 132–141. https://doi.org/10.14288/bctj.v6i1.449

Walsh Marr, J, Lynch, S., Tervit, T. (2021). Defining with purpose: connecting lexicogrammatical

features to textual purpose in authentic undergraduate texts. *TESOL Quarterly Special Issue on Linguistically Responsive Instruction*. <http://doi.org/10.1002/tesq.3081>

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>

Walsh Marr, J. (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. 10.5040/9781350164833

Zhu, Q. L., & Zhang, J. X. (2021). The four-level analysis approach in enterprise anthropology: A

conceptual and methodological framework. *International Journal of Business Anthropology, 11*(1), <https://doi.org/10.33423/ijba.v11i1.4285>.

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

Burrell-Ingram, D. (2022). (February 26, 2022) – Presenter. Jamaica Historical Society Symposium.

Panel Theme: Advocacy, Public Education and Reparations. Presentation Topic: *“A Framework for Reparatory Justice Programme in Jamaican Educational System”*

Burrell-Ingram, D. (2021). (October 14-16) – Presenter (Day Three). The Mico University College

Conference on Caribbean Culture, Arts, Aesthetics and Education. Panel theme: Blackness, Beauty and Identity. Presentation Topic: *Decolonization as a Social Movement: Reclaiming Authenticity and Cultural Identity of the black/dark-skinned Jamaican*.

Chappelle, C., Walsh Marr, J., Buxton, C. & Wise, J., (2022, January). *Learning by doing: LCT for*

*educators*. Legitimation Code Theory Global Online Conference (LCT3.5) presentation.

Ferreira, L., Walsh Marr, J., Lyon, K., Mazabel, S., McIver, J., & Rieger, G. (2021, April 19). *The SRL*

*Paradox: How Instructor Presence fosters Self-Regulated Learning*. Canadian Network for Innovation in Education (CNIE) conference presentation

Gulic, N. (2021). *Citizenship Education in the Aftermath of Social and Historical Trauma: A Postsocialist*

*Perspective from Croatia, paper presentation*. Association for Slavic, East European, and Eurasian Studies, Conference. New Orleans, USA.

Lekich, J. & Walsh Marr, J. (2022, March). *Supporting Indigenous and Intercultural Learning resources*

*for faculty and students*. Asia-Pacific Association for International Education (APAIE) conference presentation.

Martin, J. L., Walsh Marr, J., Szenes, E., Tilakaratna, N., Jackson, A. J. (2022, January). *Accessing*

*axiologies: methods for identifying constellations*. Legitimation Code Theory Global Online Conference (LCT3.5) presentation.

Monbec, L., Tilakaratna, N., Martin, J. L., Walsh Marr, J. Cheung, E. L-M. (2022, Feb 23). *Systemic*

*Functional Linguistics in EAP scholarship*. British Association Lecturers in English for Academic Purposes (BALEAP) Research and Training event, invited presentation <https://www.baleap.org/event/restes-systemic-functional-linguistics-in-eap-scholarship>

Tyrosvoutis, G., and Rinehart, G. (2022, April 29). *Designed for disruption: Lessons learned from*

*teacher education in Myanmar and its borderlands*. CIES 2022 conference presentation.

Walsh Marr, J. (2022, March). *Respectful interactions in ELT: an organization’s guidelines for*

*discussion*. TESOL International Best of Affiliates conference presentation.

Walsh Marr, J. (2022, April 21). *Moving Forward in an Uncertain World: The Promise and Precarity of*

*Critical Pedagogy in English for Academic Purposes*. BCTEAL conference keynote address.

Walsh Marr J., (April 21, 2021). *An English Language teacher’s pedagogical response to Canada’s Truth*

*and Reconciliation Commission*. Memorial University of Newfoundland & TESL Canada invited presentation.

Walsh Marr, J. (2021, June 17). *Course design alignment for academic literacy and collaboration*.

University of Windsor International Teaching Online Symposium presentation.

Walsh Marr, J., & Ferreira, L. (2021, June 10). *Bridging through self-regulated learning: international*

*And domestic student expectations and metacognition in first year writing, research and scholarly language development courses*. Canadian Association for Studies in Discourse and Writing (CASDW) conference presentation.

Walsh Marr, J., Ferreira, L., & Lyon, K. (2021, June 29). *Self-Regulated Learning: Teaching to Diversity*.

Vantage College Inclusive Teaching and Learning Symposium presentation.

Walsh Marr, J., & Martin, J. L. (2021, June 29). *Framing the looking glass: interrogating reflection to*

*challenge implicit values*. Vantage College Inclusive Teaching and Learning Symposium presentation.

Walsh Marr, J., Dhari, R., Hammond, G., Briseño-Garzon, A. & Wright, L. (2022, Aug 25). *Lessons*

*learned from the Pandemic Pivot*. UBC Centre for Teaching, Learning & Technology (CTLT) Summer Institute invited presentation.

Walsh Marr, J. (2021, Nov 19). *Reading like Writers: Curricular Re-development to facilitate first year*

*LX students’ production of high-value texts* <https://www.youtube.com/watch?v=rvxRN2znL0s> International Online Systemic Functional Linguistics Interest Group (SFLIG) Conference presentation.

Walsh Marr, J., & Martin, J. L. (2021, Nov 19). *Pomp & circumstances: from pedagogy to research and*

*back again* <https://www.youtube.com/watch?v=aIfxQJLZNE4&t=4s> International Online Systemic Functional Linguistics Interest Group (SFLIG) Conference presentation.

Walsh Marr, J., & Ariza Pinzón, V. (2021, Dec 1). *Virtual Waves: Semantics in academic literacy,*

*Legitimation Code Theory* Roundtable, University of Sydney invited presentation <https://www.youtube.com/watch?v=3Y13hiaYGa4>

Zhu, Q. L. (2021). *Reimaging the English curriculum in Chinese post-secondary education: Embedding*

*critical literacy into the hybrid English teaching model*. Canadian Society for the Study of Higher Education 2021 Conference (Virtual), May 30th to June 1st, Toronto, Canada.

**Note:** This list is based on submissions received from CIDE students/alumni between July 1st 2021 – June 30th 2022 for this report and does not represent the full extent of CIDE students/alumni publications/presentations.

# SELECTED CIDE STUDENT AND ALUMNI AWARDS & PROJECTS 2021-2022

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

* 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)
* Burrell-Ingram, Deserene. (2021) Sister A.T. Sheehan, CSJ Graduate Fellowship, OISE, University of Toronto
* Burrell-Ingram, Deserene. (2021). Oise Graduate Bursary, OISE, University of Toronto
* Edmund, Adam. (2019-2021) SSHRC Doctoral Fellowship
* Freitas, Danielle. 2021: 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/>
* Walsh Marr, J. & Ferreira, L. UBC Vantage College Educational Innovation award for curricular and pedagogical work on supporting students’ metacognition, July 2022
* Zhang, You. (2021). Ruth Hayhoe Xu Meide Scholarship
* Zhu, Qiongli. (2022) UTGSU The Graduate Community Development Fund Recipient
* Zhu, Qiongli. (2022) University of Toronto Student Engagement Award (Major participant)

**Note:** This list is based on submissions received from CIDE students/alumni between July 1st 2021 – June 30th 2022 for this report and does not represent the full extent of CIDE students/alumni publications/presentations.

# CIDEStudents 2021-2022

## 2021-2022 CIDE Students Overview

|  |  |
| --- | --- |
| Total Applications to CIDE (2021-2022) | 150 |
| Total Confirmed Students (2021-2022) | 52 |
| 2021 Graduates (All year) | 34 |
| 2022 Graduates (January-June) | 16 |
| **Total Registered Students in CIDE Collaborative as of June 30 2022** | **256** |

## 2021-2022 New CIDE Students, by Degree and Full/Part Time Status

|  |  |
| --- | --- |
| PhD Full Time Students | 12 |
| PhD Flex Students | 4 |
| MA Students | 4 |
| EdD Students | 5 |
| MEd Students | 27 |
| Total Full Time Students | 48 |
| Total Part Time Students | 4 |
| **Total CIDE Students** | **52** |

## 2021-2022 New CIDE Students, by Department, Program, and Degree

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

|  |  |
| --- | --- |
| PhD Full Time | 2 |
| PhD Flex | 2 |
| MA | 1 |
| EdD | - |
| MEd | 1 |
| Full Time Students | 6 |
| Part Time Students | - |
| **Total SJE CIDE Students** | **6** |

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

|  |  |
| --- | --- |
| PhD Full Time | 2 |
| PhD Flex | - |
| MA | 1 |
| EdD | 5 |
| MEd | 10 |
| Full Time Students | 17 |
| Part Time Students | 1 |
| **Total ELP CIDE Students** | **18** |

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

|  |  |
| --- | --- |
| PhD Full Time | 1 |
| PhD Flex | 2 |
| MA | 1 |
| EdD | - |
| MEd | 3 |
| Full Time Students | 6 |
| Part Time Students | 1 |
| **Total HE CIDE Students** | **7** |

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

|  |  |
| --- | --- |
| PhD Full Time | 2 |
| PhD Flex | - |
| MA | - |
| EdD | - |
| MEd | 5 |
| Full Time Students | 6 |
| Part Time Students | 1 |
| **Total AECD CIDE Students** | **7** |

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

|  |  |
| --- | --- |
| PhD Full Time | 3 |
| PhD Flex | - |
| MA | - |
| EdD | - |
| MEd | 3 |
| Full Time Students | 6 |
| Part Time Students | - |
| **Total LLE CIDE Students** | **6** |

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

|  |  |
| --- | --- |
| PhD Full Time | 2 |
| PhD Flex | - |
| MA | 1 |
| EdD | - |
| MEd | 5 |
| **Full Time Students** | 7 |
| **Part Time Students** | 1 |
| **Total C&P CIDE Students** | **8** |

# CIDE MA AND PhD/EdD GRADUATES’ THESIS TITLES 2021-2022

## 2021-2022 MA and PhD/EdD Graduates’ Thesis Titles

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Dept** | **Degree** | **Thesis Title** |
| Aayah Amir | SJE | MED  MRP | Towards an Expanded Notion of Identity: An Engagement with Charles Taylor’s Sources of the Self |
| Ebru Bag | LHAE | PHD | Reproducing, Resisting, Challenging, and Changing: Intersectionality and Narratives of Women School Principals in Turkey |
| Pushpa Hamal | LHAE | PHD | Political Economy of Road Building in Nepal: Limits of Social Transformative Change |
| Nadia Kachynska | LHAE | PHD | Fostering Global Norms of Research Excellence: National Policies and Strategic Responses of Public Universities in Central and Eastern Europe |
| Yecid Ortega Paez | CTL | PHD | Pedagogies of Be[Ing], Be[Longing] and Be[Coming]: Social Justice and Peacebuilding in the English Curriculum of a Marginalized Colombian Public High School |
| Ramesh Pokharel | CTL | PHD | Second Language Writing: A Study of the Learning and Teaching of Academic Writing in a Networked Culture |
| Natsaha Richmond | CTL | MA | Factors Affecting Orphans and Vulnerable Children Accessing Their Right to Education in Mozambique |
| Gabrielle Thibeault-Orsi | LHAE | MED  MRP | Contextualizing the Science, Technology, Engineering and Mathematic Gender Gap in European and Sub-Saharan African Universities |

# CIDE COURSES 2021-2022

## CIDE Courses offered Full Year

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Instructor** | **Day(s)** | | **Time (EST)** | **Mode** |
| SJE1921YY | The Principles of Anti-Racism Education | George JS Dei | | Mon | 17:30-20:30 | Online Synchronous |

## CIDE Courses offered Summer 2022

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Instructor** | **Day(s)** | **Time (EST)** | **Mode** |
| LHA1826H\* | Comparative Higher Education | Grace Karram | Thurs | 17:00-20:00 | Online Synchronous |
| CTL1031H | Language, Culture, and Identity: Using the Literary Text in Teacher Development | Patrick Finnessy |  |  | Asynchronous |
| CTL3025H | Educational Sociolinguistics | Julie Kerekes | Mon/Weds | 9:00- 12:00 | Online Synchronous |
| LHA1184H | Indigenous Knowledge: Implication for Education | Jennifer Wemigwans | Tues/Thurs | 14:00-17:00 | Online Synchronous |
| LHA1196H | Walking Together, Talking Together: The Praxis of Reconciliation | Jennifer Wemigwans | Mon/Weds | 11:00-14:00 | Online Synchronous |
| SJE5019H | Special Topics: Narratives of Exile and Migration: Implications for Education | John Portelli | Mon/Weds | 13:00-16:00 | Online Synchronous |

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

## CIDE Courses offered Winter 2022

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Instructor** | **Day(s)** | **Time (EST)** | **Mode** |
| CIE1001HS\* | Introduction to Comparative, International and Development Education | Carly Manion |  |  | Asynchronous |
| CTL1037HS\* | Teacher Development: Comparative and Cross-Cultural Perspectives | Stephen Bahry | Wed | 17:00-20:00 | Online Synchronous |
| CTL1063HS | Pedagogies of Solidarity | Ruben Gaztambide-Fernandez | Tues | 17:30-20:30 | Online Synchronous |
| CTL1218HS | Culture and Cognition in Mathematics, Science and Technology Education | Alexandre Cavalcante | Wed | 17:00-20:00 | Online Synchronous |
| CTL1318HS | Teaching Conflict and Conflict Resolution | Yecid Ortega Paez | Thurs | 17:00-20:00 | Online Synchronous |
| CTL1430HS | Gendered Colonialisms, Imperialisms and Nationalisms in History | Cecillia Louise Morgan |  |  | Asynchronous |
| CTL3000HS | Foundations of Bilingual and Multicultural Education | Stephen Bahry | Mon | 17:00-20:00 | Online Synchronous |
| CTL3026HS | Pragmatics in Language Education | Julie Kerekes | Mon | 13:00-16:00 | Online Synchronous |
| CTL3805HS | Multilingualism and Plurilingualism | Enrica Piccardo | Tues | 13:00-16:00 | Online Synchronous |
| CTL5050HS | Special Topics in Curriculum: Master's Level Decolonial and Anti-Racist Approaches to Environmental Education | Fikile Nxumalo | Tues | 17:00-20:00 | 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 | Thu | 17:00-20:00 | Online Synchronous |
| CTL6301HS\* | Critical Perspectives on Language, Racism and Settler-Colonialism | Jeff Bale | Wed | 13:00-16:00 | Online Synchronous |
| LHA1115HS | Learning for the Global Economy | Kiran Mirchandani |  |  | Online Synchronous (See RO Comments) |
| LHA1806HS\* | Systems of Higher Education | Emma Sabzalieva | Wed | 17:00-19:00 | Online Synchronous |
| LHA1814HS | Lifelong Learning and Professional and Vocational Education | Gavin Moodie | Mon | 17:00-20:00 | Online Synchronous |
| LHA3064HS\* | Global Governance and Educational Change: the Politics of International Cooperation in Education | Elena Toukan | Tues | 15:30-17:30 | Online Synchronous |
| SJE1922HS | Sociology of Race and Ethnicity | Soudeh Oladi Ghadikolaei | Thurs | 09:00-12:00 | Online Synchronous |

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

## CIDE Courses offered Fall 2021

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Instructor** | **Day(s)** | **Time (EST)** | **Mode** |
| CIE1001HF\* | Introduction to Comparative, International and Development Education | Mary Drinkwater | Tu/Th | 17:00-20:00 | Online Synchronous |
| CTL1221HF | Education for Human Goals Local and Global: How's Science Education Helping? | Wanja Gitari | Thurs | 13:00- 16:00 | Online Synchronous |
| CTL1312HF\* | Democratic Citizen Education: Comparative International Perspectives | Yomna Awad | Wed | 17:00-20:00 | Online Synchronous |
| CTL1332HF | Introduction to Decolonization in Education | Ruben Gaztambide-Fernandez | Tues | 17:30- 20:30 | Online Synchronous |
| CTL3000HF | Foundations of Bilingual and Multicultural Education | Emmanuelle Le-Ichon Vorstman | Wed | 17:00- 20:00 | Online Synchronous |
| CTL3018HF | Language Planning and Policy | Jeff Bale | Mon | 17:00-20:00 | Online Synchronous |
| CTL5049HF | Special Topics in Curriculum: Master's Level Structural and Colonial Violence: Educational Respons(abilities) and Complicities | Jennifer Brant | Tues | 17:00- 20:00 | Online Synchronous |
| LHA1041HF | Educational Administration II: Social and Policy Contexts of Schooling | Joseph Flessa | Tues | 17:00-18:30 | Online Synchronous |
| LHA1066HF\* | Comparative & International Perspectives on Gender & Education Policy & Practice | Carly Manion |  |  | Asynchronous |
| LHA1102HF | Community Development: Innovative Models | Valerie Damasco | Tues | 17:30-20:30 | Online Synchronous |
| LHA1102F | Community Development: Innovative Models | Rainos Mutamba | Tuesday | 17:30-20:30 | Online Synchronous |
| LHA1803HF | Recurring Issues in Postsecondary Education | Glen Jones | Mon | 17:00-20:00 | Online Synchronous |
| LHA1803HF | Recurring Issues in Postsecondary Education | Grace Karram | Thurs | 17:00-20:00 | Online Synchronous |
| LHA1803HF | Recurring Issues in Postsecondary Education | Grace Karram |  |  | Asynchronous |
| LHA1803HF | Recurring Issues in Postsecondary Education | Katharine Janzen |  |  | Asynchronous |
| LHA5006HF\* | Special Topics in Educational Leadership and Policy: Master's Level Comparative Politics of Education Policy | Claudia Diaz-Rios | Mon | 17:00-19:00 | Online Synchronous |
| SJE3905HF | Interdisciplinary Approaches to Research: Theory and Praxis | Soudeh Oladi Ghadikolaei | Tues | 17:30-20:30 | Online Synchronous |
| SJE3914HF | Anti-Colonial Thought and Pedagogical Challenges | George JS Dei | Tues | 17:30-20:30 | Online Synchronous |

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

# CIDESTUDENT ASSOCIATION 2021-2022

## CIDE Student Association (CIDESA) Overview 2021-2022

This year, CIDESA continued to engage with students and community-building online throughout the second year of the Covid-19 pandemic. Our focus this year was on hosting social and academic events to bring faculty, alumni, and current students in the CIDE collaboration together. These events were held on various dates and times to accommodate students in different time zones and class times. Due to low attendance at some initial events, we opted to offer incentives through gift cards for the first few attendees. This did help draw greater attendance on some occasions, but we noticed that it did not make a substantial difference. The most well-attended events were simple meet-ups to catch up, talk, and meet others, as these presented valuable opportunities to socialize in an informal setting. Through these events, we also worked to increase engagement in the CIDESA WhatsApp group, started by last year’s Co-Chairs, and the membership in this group doubled to over 40 participants. The group has been an important site for students to share events, ask questions, and discuss different topics of concern to the CIDE student community.

This year, we have also worked to develop stronger relationships with Interest Group (IG) leads, by inviting IG leads to present at various events where they could engage with more students and increase membership in these groups. We developed a [Terms of Reference](https://docs.google.com/document/d/1Rpga-WhsGLNtXzlrf8oKsPolFgnU4_yRg3y4qmYb87I/edit?usp=sharing) document to facilitate future CIDESA-IG communications, and we shared it with IG leads for their feedback. Within this document, we also suggested a way to contribute CIDESA funding to IG activities, through a form request system, available [here](https://forms.gle/drZzdEz6JAJj714V8). The development of this process remains in progress, but we are hopeful that it will leave an effective starting point for a more streamlined system in the future. Further discussion on this in the September meeting with Interest Groups will be helpful to discuss this in more detail.

Finally, this year we also started an Instagram page for CIDESA [(@cidesa\_oise](https://www.instagram.com/cidesa_oise/)) to engage more students through social media. Initially managed by a CIDE team member, it is now mostly managed by the Co-Chairs. As of March 2022, it has 34 followers and minimal engagement, but we hope to continue to grow participation. We believe that having a designated team member for social media engagement would enhance CIDESA’s ability to reach more people and groups.

## CIDE Student Association (CIDESA) Members 2021-2022

A person with the mouth open

Description automatically generated with low confidence

**Sudhashree Girmohanta**

Co-Chair, CIDESA

Sudhashree (she/her) is a doctoral student in the Department of Curriculum, Teaching and Learning with a collaborative specialization in Comparative International and Development Education at the Ontario Institute for Studies in Education, at the University of Toronto.

A person smiling for the camera

Description automatically generated with low confidence

**Lois Boody**Co-Chair, CIDESA

Lois (she/her) is a second-year M.Ed student in the Social Justice Education department at OISE, University of Toronto. She is pursuing two collaborative specializations in Comparative, International, and Development Education, and in Environmental Studies.

A person with curly hair

Description automatically generated with low confidence

**Yara Abdelaziz**

Team member, CIDESA

Yara is a PhD student in Education Leadership & Policy with the Ontario Institute for Studies in Education at the University of Toronto. She holds an M.Ed. in Research on Teaching and Learning from the Technical University of Munich and a BA in Economics from the American University in Cairo.

**Yesica Ayme**

Team member, CIDESA

A picture containing person, person, plant

Description automatically generatedYesica is in her second year of her master’s degree in the LLE program and CIDE collaborative specialization at OISE. She is interested in Quechua language revitalization policies and practices in Peru. She has recently received the Canada Graduate Scholarship – Masters (SSHRC).

A person smiling for the camera

Description automatically generated with medium confidence

**Jennifer Walsh Marr**

Team member, CIDESA

Jennifer is an academic English lecturer in the Arts faculty at UBC Vantage College. She holds a BA in Applied Linguistics and Japanese Studies, an MA in Curriculum & Instruction, and is a doctoral student in Language & Literacy Education at OISE.

CIDE Student Association (CIDESA) Key Events 202-2022

## CIDE Student Association (CIDESA) Key Events

|  |  |  |
| --- | --- | --- |
| **Event Name** | **Date** | **Event Description** |
| **Post-Orientation CIDESA-hosted Social** | September 9th, 2022 | CIDEC Director Carly Manion invited CIDESA to host the social portion of the CIDEC Orientation. We led an introduction to CIDESA, encouraged students to join our WhatsApp group, invited IG leads to speak, and then managed the creation of breakout rooms for small-group socializing. |
| **CIDESA Social** | September 24th, 2022 | CIDESA invited new and returning students and faculty to join for a casual social event where they could meet others in the CIDE community. Some IG Leads were also invited to present on their groups and invite students to join the research groups. |
| **Movie Night** | November 27th, 2022 | We invited students and faculty to join us for a movie night and discussion on the film, Wallay, about a young boy in Burkina Faso. |
| **Holiday Mingle** | December 2nd, 2022 | In this end-of-term social, we invited students to join us for a networking event where we discussed some networking strategies, shared our favourite holidays and cultural traditions and winter break plans. (We had intended to do a “breakout room roulette” where attendees would have short 1-on-1 chats with others, but due to a relatively small group size, we ended up socializing as a group) |
| **Winter Social Event** | January 14th, 2022 | For this social event, we welcomed students and faculty back for the winter term and caught up in an informal meet-up. |
| **J.P Farrell Symposium Social** | February 18th, 2022 | CIDEC Director Carly Manion invited CIDESA to lead a social event following the day of presentations. We were joined by various students and faculty members for a social event reflecting on the day’s presentations and catching up with one another. |
| **CIDESA Talent Show** | April 14th, 2022 | In this end-of-year event, we put together an online talent show to continue the tradition of last year’s CIDESA chairs. We put out a call for participation and had three students volunteer to share their talents (Singing, Poetry, & Jazz Saxophone). After the performances, a Q&A for the artists followed, along with a more general social event. |

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THANK YOU to CIDESA for all their hard work!