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1. DIRECTOR'S MESSAGE



Warm greetings, as the academic year 2017-2018 comes to a close. Congratulations to the 32 graduates from CIDE, May 2017 through April 2018. Thanks to the CIDE Students Association (CIDESA) core team for their hard work in 2017-18: Yecid Ortega, Ashraf Tanjin, Alaa Ahmed, Sunnya Khan, Shukri Hilowle, Ayan Jama, Labib Malik, Sarah Morales, Zohra Lakhani, Ummejuthi Jamila and Wales Wong. Contact the

CIDESA (oisecidesa@gmail.com) if you want to get involved in the coming year, in CIDESA and/or in an interest group such as the Grupo de Estudios Latinoamericanos or Teachers inCIDE.

CIDE is pleased to welcome a full complement of new OISE students arriving in 2018—new to OISE, and some continuing students who have transferred into our specialization. CIDE also welcomes faculty members recently affiliating with our community: Dr. Elizabeth Buckner (LHAE, Higher Education) joined the OISE faculty in 2017. Dr. Lance McCready (LHAE, Adult Education and Community Development), Dr. Gavin Moodie (adjunct faculty LHAE, Higher Education) and Dr. Leesa Wheelahan (LHAE, Higher Education), and Dr. Miglena Todorova (SJE, Social Justice Education) are continuing OISE faculty who have joined CIDE within the past year. We look forward to welcoming back (January 2019) two CIDE faculty members who have been missed while away on secondment to other posts: Dr. Karen Mundy (LHAE, Adult Education and Community Development) and Dr. Sarfaroz Niyozov (CTL, Curriculum Studies and Teacher Development). We are also very pleased to welcome a new CIDE and OISE faculty member arriving this summer, Dr. Claudia Diaz Rios (LHAE, Educational Leadership and Policy).

Looking back at some recent highlights: As always, our CIDE Seminar Series has hosted presenters from near and far, including visitors Dr. Aaron Benavot, State University of New York School of Education; Dr. Phillippe Losego, Haute Ecole Pédagogique de Lausanne (Switzerland), visiting scholar at CREFO (OISE); Kassim-Lakha, AKDND, Kyrgyz Republic; Dr. Marie Agnès Détourbe, MCF D'Anglais Laboratoire Culture Education Société, Toulouse, among others. Thank you to CIDE faculty member Dr. Carly Manion and co-host CIDESA for organizing 2018's annual special event in the Seminar Series, CIDE presents the *Joseph P. Farrell Student Research Symposium*, held February 23: it included 12 student presenters, memorable comments by Dr. Vandra Masemann, and a full house of lively participants.

CIDEC continues with many exciting projects, including our collaboration with local NGO, Midaynta Community Services, which has involved in part, supporting the hosting of an annual conference. This year's conference, *Youth Resiliency, Hate, Racism and Radicalization*, was held May 7-8, 2018 at Munk School of Global Affairs at University of Toronto. Two CIDEC students are currently assisting in the production of the conference report as part of their practicum work (CIE1002). CIDEC collaborated with other Ontario Universities to co-sponsor a lively and engaging conference on Education, Youth, and Peacebuilding in Conflict-Affected Contexts at Wilfrid Laurier University, November 30-December 1, 2017. Photos featuring CIDE members and [conference report](#) are posted on the website of the Peace and Conflict Studies Association of Canada (PACS-Can).

Congratulations to CIDE faculty and visiting scholars with new books out or in press, including Diane Gérin-Lajoie (forthcoming Fall 2018): *Le rapport à l'identité des jeunes des écoles de langue minoritaire anglaise au Québec*. Quebec City: Les Presses de l'Université Laval, Collection sur les Minorités de langue officielle au Canada, and Malini Sivasubramaniam and Ruth Hayhoe (Editors, 2018). *Religion and Education: Comparative and International Perspectives*. Oxford: Symposium Books.

Looking forward: All are welcome to CIDE seminars in 2018 and beyond. There is still one seminar coming up with Dr. Gaële Goastellec of the University of Lausanne on Wednesday June 6, 11:30-1:00 on *Access to Higher Education and Degrees as an Instrument of Social Organization*. Note that, for one or two of their minimum five seminars, students have the option of attending in person or contacting Joanne Bacon (CIDEC administrator) at cidec.oise@utoronto.ca about participating online (live). Also contact Joanne if you prefer to choose one seminar video from the CIDE website archive and write a 400-500 word reflective summary on it. CIDESA is currently inviting student input about seminar day and time preferences: seminars currently run Mondays through Fridays, some mid-day and some late afternoon, to ensure that all can find convenient times to attend.

The 2018 CIDE welcome, welcome back, and Orientation will be mid-September. Dr. Vandra Masemann, back by popular demand, will present "All you need to know about applying for and attending conferences - CIES and CIESC in particular" on in early September. Looking further ahead, please plan to attend CIDE's end of term potluck and cultural celebration in early December. Please consult the [Seminar Series calendar](#) about the full range of upcoming seminars as their dates approach.

Please consider sharing your scholarship with the world: The Comparative and International Education Society (CIES) 2019 will be April 14-18 in San Francisco. The Comparative and International Education Society of Canada (CIESC at CSSE) 2019 will be June 1-7 at University of British Columbia. CIDE members also may be interested in participating in the American Educational Research Association 2019, April 5-9, as it will be held in Toronto (presentation proposals are due in July).

I hope that all have had a terrific year, and that you will be actively engaged in CIDE and CIDEC in the coming year. Best wishes for a wonderful summer.

Peace! Kathy Bickmore (CIDE and CTL)

2. OUR THANKS TO DR. STEVE ANDERSON

Many thanks and best wishes to Dr. Steve Anderson, who is retiring in 2018 after five years as Director and co-Director of CIDEC and the CIDE Specialization. Steve will continue to be involved in the CIDE community as Professor Emeritus.



To the right, Steve is pictured in Santiago, Chile, as part of his work with *Líderes Educativos: Centro de Liderazgo para La Mejora Escolar* (Educational Leaders: Leadership Center for School Improvement),

one of two national educational leadership centres funded by the Chilean government based at the Pontificia Universidad Católica de Valparaíso. CIDEC is pleased to be an international partner of *Líderes Educativos*, and provider of professional services to this center.



To the left, Steve is pictured sharing some of his musical talents at the Winter potluck (OISE Peace Lounge). The CIDE community took the opportunity to wish him a happy retirement and thank him for his many contributions and service as CIDE Director.

3. INTERVIEW WITH DR. ELIZABETH BUCKNER

By: Breanna Myles



We would like to welcome Dr. Elizabeth Buckner to the OISE Faculty! Elizabeth is a Stanford graduate with a concentration in Comparative Education and Sociology of Education. She is a specialist in higher education, and has extensive field experience in the Middle East and North Africa. Her research examines how globalization and neoliberalism affect higher education and countries' ability to develop the capacities of their citizens more broadly. Most recently she was a Visiting Assistant

Professor at Teachers College, Columbia University.

PhD., Stanford University, Graduate School of Education. M.A., Stanford University, Sociology. B.A., Swarthmore College. Sociology/Education, with Highest Honors.

First of all, thank you so much for sharing your time and your experience with us for this interview. I would like to start off with having you tell us a little bit about your academic background.

I went to undergrad in a small liberal arts college in Pennsylvania called Swarthmore College and that's where I took my first class in education and when I first became exposed to education as a powerful social institution. I also spent a semester abroad in Morocco, where I studied a new mother tongue language education policy, which started my trajectory into international and comparative education. After undergrad, I lived in Morocco as a Fulbright Scholar and was there for almost two years and I studied the growth of English language education in Morocco. It was through this opportunity that I was asked to teach a university level class in English at the Mohammad V University in Rabat which was an eye-opening experience. After that experience, I became fascinated with the question of how higher education institutions either do - or do not - prepare young people for future opportunities and since then, most of my research has focused on higher education.

I went back to graduate school and did my Masters and PhD at Stanford University. My Masters was in Sociology and my PhD was in International and Comparative Education. Combining my interests in globalization and higher education, I studied the privatization of higher education as a global phenomenon. In addition, since my time in Morocco, I was always interested in the Arab Middle East so in graduate school, I had the opportunity to live in several countries including Syria, Egypt, Jordan, Tunisia, and more recently, I have been spending a lot of time in the United Arab Emirates where I have a partnership with a research foundation.

After my PhD, I spent a year working at FHI360, an international development agency in Washington, D.C. Afterwards, I joined the faculty of Teachers College at Columbia University for two years where I was a visiting professor in International and Comparative Education with a focus on the Middle East and North Africa and then I joined the faculty here in 2017.

Would you like to tell us more about the research currently you are involved in?

My broader research agenda examines the effects of globalization on higher education institutions around the world. I think of globalization broadly as not only an economic phenomenon but also a social and cultural phenomenon. I think a lot about not only the economic imperatives and pressure that institutions are under, but also how other cultural shifts are also affecting the university - these are things like the professionalization of higher education administration and also the underlying dynamics of global competition. For example, today, we take for granted that we can rank universities and that we should do so, which assumes a lot about the comparability of institutions across countries.

My primary interest has been the privatization of higher education: I have investigated the role that global development community has played in making private higher

education both an acceptable and, at times preferable, policy even in nations that once outlawed private universities. Now I'm interested in looking at the effects of private higher education and whether it is exacerbating inequalities or expanding access and if it is having effects on quality. I am also doing research on internalization of higher education which is an issue not only here at OISE and the University of Toronto but also around the world. I am doing research on why universities develop internationalization strategies and the factors that shape those strategies.

Some of my other research projects have included: policies governing urban refugee education with a focus on Lebanon (US State Department), teacher professional development policies in OECD nations (OECD-funded), the link between educational inequality and violent conflict outbreak over the past four decades (UNICEF-funded), the effect of private higher education on access to higher education in Egypt, cross-national analyses of how globalization is portrayed in textbooks over time, applied research on mobile devices as educational tools in Palestine and Tanzania, and youth attitudes to private higher education in Syria.

Were there any challenges that you faced on your journey through your Doctoral journey? If so, how did you address them?

I found writing my dissertation to be very isolating. The PhD in general can be very isolating, because even though you may start out in a cohort of other students who are taking the same classes, after the first two years, you are really on your own. In addition, I did a year of international fieldwork in Morocco, Tunisia and Jordan, and it was very lonely to essentially pick up and move to a country you are new to and where you don't have social networks established. It can be very lonely and very challenging. And when I came back, although I had a social network and support, writing your dissertation is just you and your computer. Sitting in front of your computer or reading all day long can be very lonely and so my thought on that is to prioritize social networks and relationships who can help create a supportive network for you. Also, I would add that it definitely gets better! Completing the PhD and dissertation is a huge step – there's definitely a light at the end of the tunnel.

What is something you have yet to accomplish or a goal that you would like to one day achieve?

So many! One is that I would like to write a book on higher education in the Middle East and North Africa that draws on my experiences and the research projects that I have done in the area for more than a decade now. I would like to contribute to reframing the narrative and highlight the many positive changes that are going on in the region. The consequences of the crisis rhetoric and technical solutions that is used by the World Bank and other development agencies that is used to imply higher education is in a constant state of crisis and that it is the failings of higher education that causes high unemployment rates and radicalism of youth in the region. It is a very partial slice of reality and very problematic, so I would like to use this book project to reframe the discussion.

Why should students get involved with the CIDE specialization? What do you think are the positive things that students would get out this program, or even courses?

CIDE is an extremely exciting and dynamic field, and on that note, OISE students are very lucky to have such a well-established and prestigious CIDE specialization. It is well-respected and every year we go to our annual conference (CIES) and people from around the world really look to OISE faculty and students as being on the cutting edge in the field.

In Fall 2017, I had the pleasure of teaching the Introduction to Comparative, International and Development Education class and we get to study such a range of fascinating topics such as low-fee private schools, higher education reforms, and refugee education. Moreover, a lot of these topics have parallels in Ontario, and it is exciting to see these students make connections between their own lives, their teaching practice in Ontario schools, or development work they have done in other countries. There is so much we can learn from this comparative perspective- it really deepens your understanding of the world and your own life, so I think that is another pitch for participating in the specialization.

Advice for students?

I would encourage CIDE students to take full advantage of all the opportunities of going to the various public lectures and seminars and engaging in them. Also, if possible, I would recommend going to annual conferences because it is such a dynamic field. If you are looking for work in the field, it is a great opportunity to meet people and network, so you are in a good position to take advantage of opportunities when they come up.

I want to sincerely thank Professor Buckner for taking the time to speak with me for this newsletter interview. For more information, check out <https://elizabethbuckner.com/>

*Please note that this interview has been edited and condensed.

4. CIDE PRESENTS THE *JOSEPH P. FARRELL STUDENT RESEARCH SYMPOSIUM 2018*

On Friday, February 23, the CIDE community came together to share and learn about the research that is being done by our students. It was exciting to see the room filled with audience members for the full day, eager to engage! Special thanks to the presenters, volunteer chairs, CIDE GA, Ramesh Pokharel, CIDESA, Carly Manion and Joanne Bacon for their valuable contributions to making this year's event a resounding success!

Session 1 - Internationalizing Higher Education: Experiences in Pakistan, Kuwait and Vietnam [Chair: Carly Manion]

- *Understanding External Policy Influences in Pakistani Higher Education* [Aamir Taiyeb, PhD Candidate, LHAE]
- *Higher Education Students' Experiences of Internationalization in Kuwait: The Case of Arab Open University* [Amal Berrwin, PhD Candidate, CTL]
- *International Joint Universities: Towards New Models in Global Higher Education? Insights from Vietnam* [Diane Simpson, PhD Student, LHAE]



Session 2 – Issues of Relevance, Inclusivity and Indigenous Knowledges in Higher Education [Chair: Vandra Masemann]

- *The Liberal Arts Curriculum in China's Christian Universities and Its Relevance to China's Universities Today* [Leping Mou, MA Student, LHAE]
- *Voices from Teachers: How Much Can Teachers of Japanese as a Second Language Learn from the Ontario Experience with TESOL?* [Yoshie Tate, MEd Student, CTL]
- *Assessing the Ways Clinicians Working in Conflict-Affected Countries Integrate Indigenous Knowledges into their Practice of Social Work* [Hoda Samater, PhD Student, SJE]

Session 3 - Racism, Social Development, and Labour Market Opportunities for Immigrants: Perspectives from Canada and Nepal [Chair: Carly Manion]

- *Pedagogies of Archives: Tracing the (Re)production of Race and Racism in Canadian Archives* [Muna-Udbi Abdulkadir Ali - PhD Candidate, CTL]
- *Road Building: Social Relations, Learning, and Ideologies* [Pushpa Hamal, PhD Candidate, LHAE]
- *Completing the Puzzle: Exploring the Factors behind Career-Compromise of South Asian Skilled Immigrant Women in Toronto* [Rozalina Omar, PhD student, LHAE]

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

- *Korean-Canadian Children's Bilingual Development Through a Church-Based Korean Language School* [Soon Young Jang, PhD Candidate, CTL]
- *The Commodification of English as Development: An Examination of Short-Term English Language Teaching Voluntourism Organizations* [Melissa Beauregard, MA Student, CTL]
- *Innovative Pedagogies: Active-Learning Pedagogies in Northern, Rural Tanzania* [Munira Tayabali, MA Student, CTL]

5. CONFERENCE ON EDUCATION, YOUTH & PEACEBUILDING IN CONFLICT-AFFECTED CONTEXTS



CIDE co-sponsored a conference on *Education, Youth and Peacebuilding in Conflict-Affected Contexts*, co-led by Prof. Timothy Donais of the University of Waterloo and Prof. Kathy Bickmore of OISE, held in Waterloo, Ontario on November 30 and December 1, 2017. It explored the contribution that education can make in helping fragile and conflict-affected societies to successfully transition from armed conflict to

sustainable peace, bringing together experts working at the intersections of peace education and peacebuilding. It sought to assess the various roles played by education and the current 'state of the art' of peace education, and to explore ways of enhancing its impact and sustainability, as part of contemporary peacebuilding processes in violence-affected contexts. In the interests of promoting strategies to help societies prevent and recover from armed conflict, it reconnected the work of peace education scholars and practitioners with other approaches to peacebuilding that have focused on formal processes of democratization, institution-building, and rule of law. Across a range of thematic panels, conference participants presented evidence and reflected together on the mechanisms through which peace education programming can affect broad processes of social change, on the political and cultural constraints within which educators in conflict-affected contexts must operate, on appropriate curricular and pedagogical strategies for promoting peaceful relations within and outside the classroom, and on ways in which the impact and long-term sustainability of peace education programming can be assessed. In addition to seven panels on various topics, the conference featured a public forum on Education, Youth, and Peacebuilding as well as a networking and open discussion session. In both topic and approach, the conference facilitated connections among international scholars and offered inspiration for new directions for research. CIDE was well represented at the conference, including 5 presenters: Elizabeth Buckner (faculty LHAE), Sarfarozi Niyozov (online from Pakistan – faculty CTL), Kathy Bickmore (faculty CTL), and Diego Nieton Sachica (doctoral candidate CTL), along with former CIDE postdoctoral associate Sarah Dryden-Peterson (Harvard). 11 current or former CIDE & OISE graduate students also had program roles as chair-discussants or rapporteurs: A. Salehin Kaderi, Ángela Guerra-Sua, Mona Ghali (OISE PhD), Yomna Awad, Elena Toukan, Christina Parker (OISE PhD), Yecid Ortega Paez, Rim Fathallah, Neil Orłowski (OISE PhD), Najmeh Kishani (online from Iran), and Emily Dunlop (OISE MA, online from NY). Other CIDE-OISE students including Mabruk Kabir, Hoda Samater, Chrystal Smith and Amal Berrwin also participated.

6. ANNUAL CONFERENCE OF THE COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY (CIES) - MEXICO CITY, MARCH 25-29, 2018



Roundtable Session Facilitated by Professor Nina Bascia

The 2018 CIES conference theme was, *Re-Mapping Global Education: South-North Dialogue*. Every year, the annual CIES meeting draws a large number of faculty and students from OISE, particularly those associated with the CIDE collaborative

specialization. This year was no exception and we're pleased to say that we had over 85 individuals from OISE participating at CIES 2018. While 60 of these individuals presented papers, several were also involved in organizing conference-related activities in their roles as chairs of Standing Committees (SCs) and Special Interest Groups (SIGs). Here we mention Cristina Jaimungal, chair of the Cultural Contexts of Education and Human Potential SIG; Stephen Bahry, unit planner for the Languages SIG; Carly Manion, co-chair of the Gender and Education Standing Committee; Mary Drinkwater, program chair for the Africa SIG; Norin Taj, secretary for the South Asia SIG and Gender and Education Standing Committee. We also congratulate Norin (PhD Candidate) on her election to serve as Student Representative on the CIES Board of Directors.



CIDE Students & Faculty at CIES 2018

We want to thank all the faculty and student volunteers that assisted with the CIDE table - your time and efforts were very much appreciated!

7. CIES SYMPOSIUM

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

Distinguished guest speakers were drawn from within and beyond the field of CIE, and included, Anjali Adukia, Lesley Barlett, Emily Bent, Gerardo Blanco Ramírez, Peter



Demerath, Ameena Ghaffar-Kucher, Shenila Khooja-Moolji, Huma Kidwai, Shabnam Koirala-Azad, Patricia Parker, Leigh Patel, Oren Pizmony-Levy Drezner, Lilliana Saldana, Riyadh Shahjahan, Fran Vavrus, and Dan Wagner. In bringing together a diverse group of plenary speakers, the organizers aimed to provide a space for new questions, knowledges, and practices to be shared toward the goal of disrupting Eurocentric, hegemonic and neo-colonial research

processes long associated with CIE, that fail to fully reflect principles of inclusion, equity and justice.



The 16 plenary speakers were grouped into four panels with the themes: a) Interrogating and Innovating CIE Research b) Decolonizing Methodology by Invoking Local Voices c) Destabilizing Power and Authority: Taking Intersectionality Seriously d) Implications for Methodology: Towards More Equitable Futures. Structured small-group activities were utilized in

each plenary panel, and throughout the sessions, participants in the audience were invited to interactively contribute questions and comments for further discussion and elaboration.

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



To build on the work accomplished at the symposium, a co-edited book is being produced and will be published by Sense in early 2019, entitled, *Interrogating and Innovating Comparative and*

International Education: Decolonizing Practices for Inclusive, Safe Spaces.

Symposium organizers (Carly Manion, Emily Anderson, Supriya Baily, Meagan Call-Cummings, Radhika Iyengar, Payal Shah and Matt Witenstein) will be co-editing the volume, with Halla Holmarsdottir editing the series, *New Research-New Voices* that it will be a part of. Chapters are expected from symposium participants as well as international scholarly and practitioner communities more broadly.

8. REPORT FROM THE FIELD with Aamir Taiyeb



I spent five months in Pakistan during the summer and fall of 2017 undertaking data collection for my thesis. While I had spent my formative years in the country, I had not lived in Pakistan for over 17 years. Much had changed. And by the time I left in January 2018, I too, found myself to have been changed by this very special country. What follows is a brief account of my time in Pakistan, and some of the challenges and

successes that I encountered during my time there.

The first few days and weeks were tough. I remember feeling demoralized, after having spent almost 4 weeks in July unable to secure a single-interview; it was going to take me much longer than I anticipated to get the sample size I needed. I also had to contend with the feeling that I, myself, was in many ways an outsider to this study. Having lived away from Pakistan for almost half my life, I could not consider myself an indigenous researcher. But, by the time I was wrapping up in December, I was experiencing the ‘pleasure’ of one particular day where I had four interviews back-to-back!

My exposure to Pakistan’s dynamic higher education sector had, until my return to the country, been limited. Luckily, my thesis topic dealt exclusively with this sector! Forty-two interviews later, I can now say that I have been exposed to an incredible diversity of institutions in the country – from women’s-only universities to military colleges – from modest universities located in a two-storey bungalow, to sprawling heritage campuses located on leafy streets.

My subject matter concerned external policy actors and their influences on the Pakistani higher education sector – particularly, on system governance. I was especially interested in the voices of the local ‘governors’ of the sector: senior university administrators such as Deans, Presidents and Vice-Chancellors. I was amazed at the number of individuals who gave so generously to me of their time – especially given how exceptionally busy such senior administrators are. Au contraire - many appreciated my study topic – considering it important for Pakistan, and were particularly pleased that I had included their institution in my sample!

Challenges abounded. Security concerns were paramount. This was driven home to me on one particular occasion at a public university campus in Karachi. On that day, I had taken a photo of the student cafeteria at this particular institution – a little souvenir for my own personal records. However, as I was preparing to leave the campus, the Head of Security for the university chased me down demanding to know why I had taken the photograph. As it turned out, a militant student group had been active on that campus in recent days, unbeknownst to me and security was worried about what I might do with the photos. Needless to say, I didn’t take too many photos at Pakistani

universities and colleges after that!

However, the kindness and openness of Pakistani society – and of members of the Pakistani higher education sector especially - was uplifting. Individuals always welcomed me warmly into their offices, with cups of steaming chai and the ubiquitous samosa. During the course of one particularly memorable interview, a university Dean felt he had so much to say before I left for another engagement that he suggested he personally drive me to my next appointment and that I continue recording his words while he drove!

2017 was certainly a period of growth and memorable moments – I am thankful to have had this opportunity afforded to me and hope to be able to effectively parlay this experience into my thesis.

9. ALUMNI NEWS



L-R: Kara Janigan, Vandra Masemann, Volker Masemann, Mira Gambhir, Carol Rolheiser

This Spring, Branksome Hall in Toronto opened the new [Chandaria Research Centre](#), with CIDECA alumna Dr. Mira Gambhir as the Director. CIDECA Adjunct Professor, Dr. Vandra Masemann and CIDECA alumna Dr. Kara Janigan and other OISE faculty were on hand to help celebrate the opening of the Chandaria Research Centre with Dr. Gambhir.

10. VISITING SCHOLARS



Dr. Bahry and students at Nazarbayev University

Dr. Bahry has recently finished a one month period as Visiting Professor Nazarbayev University Graduate School of Education, Astana, Kazakhstan. Kazakhstan is attempting to implement trilingual K-12 education in Kazakh, Russian, and English with all three languages not only taught as subjects but also used as languages of instruction for the teaching and learning of core curriculum

content. While at NUGSE Dr. Bahry taught two intense graduate courses in the two-year MA in Multilingual Education program: "The Plurilingual Individual" and "Principles and Methods of Language Education in Multilingual Contexts". Both courses had a comparative component linking international research and practices to the context of Kazakhstan and Central Asia.

11. CONFERENCE PRESENTATIONS & KEYNOTE ADDRESSES

a) The Comparative Education Society of Asia (CESA) met in Cambodia for the first time, May 10-12, 2018. The theme of the conference was "*Education and Social Progress: Insights from Comparative Perspectives*" and the meeting was held in Siem Reap, near the remarkable archaeological treasures of Angkor Wat and Angkor Thom.



Peng Liu (PhD, 2012), Dr. Yeow-Tong Chia (PhD 2011) and Dr. Anatoly Oleksiyenko (PhD, 2008). Phirom is now a research fellow at the Cambodian Development Research Institute in Phnom Penh and was one of the co-organizers of the conference and Hantian is a postdoctoral fellow at the East China Normal University in Shanghai. Peng is assistant professor at the University of Manitoba, Yeow-Tong is senior lecturer at the University of Sydney and Anatoly is associate professor at the University of Hong Kong. Current OISE doctoral students Cassidy Gong and Oleg Legusov also made presentations, as well as Dean Glen Jones.

Ruth Hayhoe was one of the keynote speakers, and she spoke on "*The Gift of Asian Higher Learning Traditions to the Global Research University.*" She was delighted that several recent OISE doctoral graduates in Higher Education and CIDE also participated, including, Dr. Phirom Leng (PhD 2016), Dr. Hantian Wu (EdD 2017), Dr.

b) What does it mean to be Black and educated? We congratulate PhD (CIDE) student **Chizoba Imoka** who delivered the prestigious 2018 [Hancock Lecture](#) to a full house in the Great Hall in January 2018.





c) In November 2017, **Carly Manion** was an invited speaker at the G20 Education Dialogue in Guilin, China, hosted by Guangxi Normal University and the National Institute of Education Sciences. In her presentation, Carly comparatively explored policy and practice related to internationalization in teacher education.

12. AWARDS

a) In May 2018, CIDE PhD candidate, **Chizoba Imoka** was awarded an honouree distinction by the Government of Canada for her work in Human Rights and Social Justice as part of the Illuminence National Women's Awards.



b) **Yecid Ortega** has been awarded the SSHRC Doctoral Fellowship for his research project entitled: Social Justice and Peacebuilding curriculum (SJPBC) in English Classrooms in one



Colombian Public High School: A Critical Ethnographic Case Study.

Here Yecid explores how SJPBC is envisioned, enacted and experienced by English as a Foreign Language (EFL) teachers and their students and what influence has on their perceptions of inequities/injustices in their lives and in society during a Colombian post-accord era. One of his main research questions is: What is the influence of the macro, meso, micro power relations on the teachers and their students' lived experiences as they engage with SJPBC, learn English and become social agents of change?

Congratulations to Chizoba and Yecid!

13. CIDEC FACULTY & STUDENT PUBLICATIONS

Publications

Arnold, Christine, Wheelahan, Leesa, Moodie, Gavin, Beaulieu, Jacqueline, & Taylor-Cline, Jean-Claude. (2018). Mapping the typology of transition systems in a liberal market economy: the case of Canada. *Journal of Education and Work*, Early online. doi:<https://doi.org/10.1080/13639080.2017.1414941>

Chmielewski, Anna K. 2017. "Social Inequality in Educational Transitions under Different Types of Secondary School Curricular Differentiation." Ch. 1.2 (pp. 51-72) in *Pathways to Adulthood: Educational Opportunities, Motivation and Attainment in Times of Social Change*, edited by Ingrid Schoon and Rainer Silbereisen. London: UCL IoE Press.

Flessa, J. & Weinstein, J. (2018). School leadership in Latin America: New research from an emerging field of study. *Educational Management Administration & Leadership*, 46(2), Special Issue on Latin America, pp. 179-181. Article first published online January 18, 2018. DOI: [10.1177/1741143217751728](https://doi.org/10.1177/1741143217751728)

Flessa, J., Bramwell, D., Fernandez, M., & Weinstein, J. (2018). School Leadership in Latin America 2000-2016. *Educational Management Administration & Leadership*, 46(2), Special Issue on Latin America, pp. 182-206. Article first published online: July 21, 2017. DOI: <https://doi.org/10.1177/1741143217717277>

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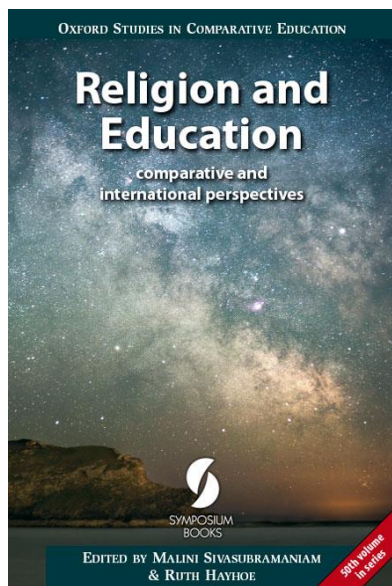
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NEW BOOK

Hayhoe, R. & Sivasubramaniam, M. (Eds) (2018). *Religion and Education: Comparative and International Perspectives*. Oxford, UK: Symposium Books.



Despite the increased trend towards secularisation in state schooling, issues of religion and spirituality have remained important. Increased pluralism within societies through expanding migration patterns is changing the religious and cultural contours of many countries in Europe and North America, and is creating a need for a deeper understanding of religious diversity. However, the lack of religious or spiritual education within the educational curriculum leaves a moral vacuum that can become a space to be exploited by religious extremism. More recently, religiously motivated incidences of terrorism in several parts of the world have heightened prejudicial attitudes and distrust of certain religions, in particular. These are profound concerns and there is an urgency to examine how

religion, religious education and interfaith initiatives can address such misconceptions. This book is thus timely, focusing on an area that is often neglected, particularly on the role of religion in education for sustainable development.

While religious organisations and faith communities have had a long history of involvement in both schooling and social service delivery in many countries, their role in reaching development goals has not always been explicitly recognised, as is evident even in the United Nations' most recently conceptualised 2030 Agenda for Sustainable Development. Undeniably, the integration of religious dialogue into mainstream development issues is crucial because deep cleavages resulting from the issue of minority religious rights continue to give cause for concern and conflict in many countries. This edited book explores some of these tensions and issues and draws parallels across differing geographical contexts to help enhance our collective and comparative understanding of the role of religious education and institutions in advancing the post-2015 development agenda. The contributors to this volume each demonstrate that, while religion in education can contribute to understanding and respect, it is also a space that can be contested and co-opted. Without addressing the salience of religion, however, it will not be possible to foster peace and combat discrimination and prejudice. This book will be of interest to researchers, scholars and students in the field of comparative education and development, religious studies, theology and teacher development and training. This book may also be of interest to national and international policy makers. There are also numerous faith-based organisations, as well as other non-governmental organisations (NGOs) working on religion and education issues that may find these case studies a useful resource.

14. Congratulations to CIDE Graduates - Fall 2017 and Spring 2018

Diana Barrero Jaramillo	Teodora Gligorova
Mashail Imran	Labib Malik
Rebecca Martyn	Alison Rimell
Sean Smyth	Qiaocheng, Shi
Donata Tin Yan Ling	Sahra Togone
Wales Wong	

Did we miss something? Please be sure to send newsletter items to
Carly Manion: carly.manion@utoronto.ca

Have a great summer!

