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INTRODUCTION

The *Comparative, International and Development Education Centre* (CIDEC) brings together more than two dozen faculty and over 100 graduate students at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT). CIDEC has two mandates. First, it provides support to the Comparative, International and Development Education (CIDE) Graduate Collaborative Degree Program. It also promotes and encourages international research among OISE/UT faculty and students.

CIDEC has seen an enormous amount of change and growth over the past several years. Student enrolments have more than doubled since the programme opened in 1998. In 2002. Professor Karen Mundy returned to OISE/UT from Stanford University and became CIDEC's co-director. Dr. Mundy received a Canada Research Chair, opening up exciting new opportunities for the Centre. In 2004/5, the CIDE centre amalgamated with Dr. Mundy"s Canada Foundation for Innovation (CFI) funded *Global Governance and Educational Change Research Laboratory.* The amalgamated Centre, now situated on the 7th Floor of OISE/UT, houses a seminar room with state of the art technology for distance communication and research collaboration, a new research laboratory and an administrative office. In addition the CFI funding has supported the development of a CIDE website, a student research database and other online research resources. This new infrastructure

DIRECTORS AND CORE FACULTY

DIRECTORS

Karen Mundy, Associate Professor
Department of Adult Education and Counselling Psychology
Joseph P. Farrell, Professor
Department of Curriculum, Teaching and Learning

CORE FACULTY

Stephen Anderson, Associate Professor
Department of Theory and Policy Studies in Education
Nina Bascia, Associate Professor
Department of Theory and Policy Studies in Education
Kathy Bickmore, Associate Professor
Department of Curriculum, Teaching and Learning
Alister Cumming, Professor
Department of Curriculum, Teaching and Learning
George J. Sefa Dei, Professor
Department of Sociology and Equity Studies in Education
Rose Baaba Folson, Associate Professor
Department of Sociology and Equity Studies in Education
Ruth E. S. Hayhoe, Professor
Department of Theory and Policy Studies in Education
Reva Joshee, Assistant Professor
Department of Theory and Policy Studies in Education
Shahrzad Mojab, Associate Professor
Department of Adult Education and Counselling Psychology
Daniel Schugurensky, Assistant Professor
Department of Adult Education and Counselling Psychology
David N. Wilson, Professor
Department of Curriculum, Teaching and Learning

** *An additional twenty five OISE/UT Faculty are affiliates of the CIDE program.*

PARTICIPATING DEPARTMENTS AT OISE/UT

Department of Adult Education and Counselling Psychology
Department of Curriculum, Teaching and Learning
Department of Theory and Policy Studies
Department of Sociology and Equity Studies in Education

RESEARCH AND

1. Educating for citizenship in a changing world: perspectives and classroom practices 2002-2004

Project Team: Principal researchers Mark **Evans** and Cecilia Reynolds (University of Saskatchewan) and over 30 educators from

3. Portraits of Influential Chinese Educators
1997 – 2004

Project Team: Dr. Ruth Hayhoe

This project studies the lives and educational ideas of eleven of China's most influential educators in the period since 1949. The intention is to illustrate some of the core values of Chinese educational philosophy through the life-stories and educational contributions of these individuals. The project has been underway since 1997, and has involved extensive interviews with each of the scholars, including a great deal of interaction and feedback as the project developed. The Comparative Education Research Centre, University of Hong Kong, and Springer, Europe will publish "Portraits of Influential Chinese Educators" in both English and Chinese, later in 2005.

4. Comparative Education Textbook for B.Ed Students
2004 -

Project Team: Principal researchers **Ruth Hayhoe**, **Kathy Bickmore** and **Karen Mundy,** with graduate assistant Annick Corbeil

This project involves surveys of 3 classes of B.Ed students and interviews with B.Ed faculty at several Canadian universities. The results will inform the introduction of some of the new themes emerging in the comparative education literature related to: global

5. Programme of International Students Assessment

Project Team: Principal researcher **David Wilson**

Funding : German Institute for International Education Research – DIPF

6. Encyclopaedia of Technical and Vocational Education and Training (TVET)

Project Team: Principal researchers **David Wilson** and Rupert Maclean

Funding : UNEVOC-UNESCO International Centre for TVET: Bonn, Germany

7. Planning the Selebi-Phikwe College of Applied Arts and Technology, Botswana Educational Consulting Services for The Department of Vocational and Technical Education
2004 – 2005

Project Team: Principal researcher **David Wilson**, with Jay Salkin, Michel de Jocas

Funding : Ministry of Education -

8. Canadians Abroad: Colonial Perceptions and Imperial Realities in Canadian Travel to Britain and Europe, 1870s-1930sô

Project Team: Principal researcher **Cecilia Morgan**

This research examines the travels of Canadian women and men who became „imperial tourists." It is based on letters and diaries of those who made such trips abroad (approximately 55 collections from archives across Canada), as well as a selection of English-language newspaper and periodicals from across Canada, twelve book-length published travel accounts, and a few novels. Close attention to these travellers" perceptions of themselves as Canadians and as imperial subjects.

9. Role of womenôs organizations in post-war reconstruction: Diaspora-homeland relations in the Kurdish "Safe Haven", 1991-2003

Project Team: Principal researcher **Shahrzad Mojab**

SSHRC Standard Grant

13. Safe and Inclusive Schools: A Comparative Analysis of Anti-Violence Policies and Programs

Project Team: Principal researcher **Kathy Bickmore** with Mona Ghali & Sharri Plonski

Funding :SSHRC Standard Research Grant (on-going)

This is a comparative case study analysis of current and recent policies, policy development, and program implementation for “safe and inclusive” education in urban Canadian school boards with differently-diverse student populations. The study examines „peacemaking" (intervention for safety), „peace building" (education for overcoming problems and injustices that underlie violence), and „citizenship" (education for social and political participation) initiatives.

14. Employment Policy in an Open Economy: Paraguay 2002-2005

Project Team: Principal researchers George Dei Albert Berry and **Gustavo Indhart,** with Jorge Katz (ECLAC - Santiago, Chile), Ernesto Schiefelbein (Universidad de Chile and Harvard University), Guillermo Garcia-Huicdobro (ILO - Santiago, Chile), Andrew Nickson (University of Birmingham), Nelson Aguilera (CADEP - Asuncion, Paraguay), Luis Galeano (CPES - Asuncion, Paraguay), Fernando Masi (CADEP - Asuncion, Paraguay), etc.

Funding: IDRC grant and undertaken jointly by the university's Centre for International Studies (CIS) and CADEP of Paraguay.

This project will analyse of a set of inter-connected issues related to the design of an employment strategy for Paraguay, taking account of the regional and global economic context in which the country now finds itself.

15. The Politics of International Organisation and Cooperation in the Field of Education 2003 - 2006

Project Team: Principal researcher **Karen Mundy**

Funding: SSRHC Standard Research Grant

The research funded through this grant focuses on three areas; the changing role of international organizations in the field of education; the emergence of education for all as a common framework for international development aid; and the changing nature of Canada"s international relations and foreign policies in the field of education.

16. Global Governance and Educational Change

18. Goals and Activities for ESL Writing: Learning and Instruction in the Pre-University/University Interface
2001 – 2005

Project Team: Principal researcher **Alister Cumming** with Kyoko Baba, Michael Busch, Jill Cummings, Usman Erdosy, Keanre Eouanzoui, Jia Fei, Tae-Young Kim, Luxin Yang, and Aili Zhou (graduate research assistants)

Funding :SSRHC: Standard Research Grant.

Phase 1 of this project involved interviews with 45 young

19. La francite transnationale: pour une sociolinguistique de la mouvance
2004 - 2007

Project Team: Principal researchers **Monica Heller and Norman Labrie** with: (CREFO; Annette Boudreau, Reads Dubois, Mathieu LeBlanc, Mélanie leblanc-côté, Chantal White (University of Moncton); Peter Auer (Universtät Freiburg), Werner Kallmeyer (Institute für Deutsche Sprache), Carolyne Moïse (University of avignon)

Funding: SSHRC Standard Research Grant

20. La nouvelle francophonie et le multilinguisme mondialisé 2001 - 2004

Project Team: Principal

24. Minority Education in Comparative Contexts: Dealing with Difference and Diversity in Ghanaian Schooling
2001– 2004

Project Team: Principal researcher **George Dei**

Funding : SSRHC: General Research Grant and SSRHC/GRG Small Scale Grant.

A co-authored manuscript with OISE/UT graduate students, Alireza Asgharzadeh, Sharon Eblaghie-Bahador, and Riyad Shahjahan, is with the University of Toronto Press arising from this research. The book, titled "Schooling and Difference in Africa: Democratic Challenges in a Contemporary Context", is currently under consideration for publication in the spring of 2006.

25. A Study of Local Proverbs, Folktales, Parables, Fables and Songs as Indigenous Knowings - African Indigenous Knowledges

Project Team: Principal researcher **George Dei**

Funding : SSRHC/SIG Grant.

This summer project examines the available literature on African proverbs, fables and tales as forms of local cultural resource collection in local universities and colleges in Ghana. The learning objective is to use the literature as a starting base to develop a major research project on the pedagogical implications of African proverbs and folktales.

26. Educational Stories from the Margins: A Reflective Inquiry into the Immigrant/Refugee Experience in Toronto and Montreal

Project Team: Principal researcher **Grace Feuerverger**

Funding : SSRHC Large Scale Grant.

Extensive data for this project was collected over a period of more than three years. This study focuses on the school experiences of immigrant and refugee students in Toronto and Montreal. Several new chapters have been added to a second book project, which is sole-authored by the project investigator, as was the first one. A full draft of this manuscript concerning the immigrant/refugee experience within the context of a school-based ethnography is nearly completed. It is hoped that this second book will open a dialogue about the appropriateness of pedagogical strategies and curriculum materials that currently inform teaching-learning experiences for immigrant and refugee populations.

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Bascia, N. (2005) Triage or Tapestry: Teacher Unions' Contributions in an era of Systemic Reform. In N. Bascia, A. Datnow, K. Leithwood & D. Livingstone (Eds.), *International Handbook of Educational Policy*, 593-609. The Netherlands: Kluwer Academic Press.

Liethwood, K., McAdie, P., **Bascia N.**, Rodrigue, A. & Moore, S. (2004) Deep understanding for all students. In K. Leithwood, P. McAdie, N. Bascia & A. Rodrigue (Eds.), *Teaching for Deep Understanding: What Every Educator Should Know*, 1-8. ETFO.

Bascia, N., Rodrigue, A. & Moore, S. (2004) The importance of partnerships to support and sustain teaching for deep understanding. In K. Leithwood, P. McAdie, N. Bascia & A. Rodrigue (Eds.), *Teaching for Deep Understanding: What EvJETBJ1tBT/F2 12 Tf82*

Dei, G. (in press) Anti-Racist Education. In M. Asante and A. Mazama (Eds.), *Encyclopedia of Black Studies.* Sage Publications.

Dei, G. (in press) What is Anti-racist Education? In J. Portelli and W. Hare (Eds), *What to Do? Case Studies for Educators.* Edphil Books.

Dei, G. (in press) Thinking and Responding to Difference: Pedagogical Challenges for African Education. In A. Mazama and M. Asante (Eds), *Africa in the 21st Century.*

Dei, G. & Shahjahan, R. (in press) Equity and Democratic Education in Ghana: Pedagogy of Difference.

Mojab, S. (2004). The Particularity of „Honour" and the Universality of „Killing": From Early Warning Signs to Feminist Pedagogy. In Shahrzad Mojab and Nahla Abdo (Eds.), *Violence in the Name of Honour: Theoretical and Political Challenges*. Istanbul: Bilgi University Press, pp. 15-37.

Mojab, S., and Abdo, N. (2004). Introduction. In Mojab and Abdo (Eds.) *Violence in the Name of Honour: Theoretical and Political Challenges*. Istanbul: Bilgi University Press, pp. 1-12.

Mojab, S. (2004). From the „Wall of Shame" to September 11: Wither Adult Education? In Peter Kell, Michael Singh, and Sue Shore (Eds.), *Adult Education at 21st Century*. New York: Peter Lang, pp. 3-19.

Mojab, S. (2004). No "Safe Haven" for women: Violence against women in Iraqi Kurdistan. In W. Giles and J. Hyndman (Eds.), *Sites of Violence: Gender and Identity in Conflict Zones*. Berkeley: University of California Press, pp. 1U‰H„SrIrT#63ERxH®

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Wilson, D. (in press). Vocationalising Secondary Education: Promise and Performance: Has the Baby Been Thrown Out with the Bathwater? In Jon Lauglo and Rupert Maclean (Eds.), *Vocationalisation of Secondary Education*. Dordrecht: Kleuwer/Springer Academic Publishers. (First volume in Book Series to be released March 2005).

Wilson, D. (in press). The Education and Training of Knowledge Workers. In Joseph Zaida (Ed.), *International Handbook on Globalisation and Education Policy Research*. Dordrecht: Kleuwer/Springer Academic Publishers.

Wilson, D. (in press). The World Council of Comparative Education Societies: A Preliminary History. In David Baker and Alexander Wiseman (Eds.), *International Perspectives on Education and Society*. London: Elseiver Science.

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Cumming, A., Eouanzoui, K., Gentil, G. & Yang, L. (2004) Scaling changes in learners" goals for writing improvement over an ESL course. In D. Albrechtsen, K. Haastrup & B. Henriksen (Eds.), *Writing and vocabulary in foreign language acquisition*, Special Issue of *Angles on the English-Speaking World, 4*, 35-49. Copenhagen: Museum Tusculanum Press, University of Copenhagen.

Yang, L., Baba, K., & **Cumming, A.** (2004). Activity systems for ESL writing improvement: Case studies of three Chinese and three Japanese adult learners of English. In D. Albrechtsen, K. Haastrup & B. Henriksen (Eds.), *Writing and vocabulary in foreign language acquisition*, Special Issue of *Angles on the English-Speaking World, 4*, 13-33. Copenhagen: Museum Tusculanum Press, University of Copenhagen.

Cumming, A., Baba, K., Busch, M., Cummings, J., Eouanzoui, K. Erdosy, U., Fretz, C., Gentil, G., Kim, T., Yang, L, & Zhou, A. (2004). Goals for writing improvement in a pre-university ESL program. In H. McGarrell & R. Courchene (Eds.), *Special research symposium issue* of TESL Ontario's *Contact, 30*, 2, 23-28.

Cumming, A., Kantor, R., Baba, K., Erdosy, U., Eouanzoui, K., & James, M. (In press) Differences in written discourse in independent and integrated prototype tasks for Next Generation TOEFL. To appear in *Assessing Writing*.

Dei, G. & Asgharzadeh, Ali. (2004) Farewell to Edward Said: A Tribute. *Journal of Postcolonial Education,* 2(2): 3-10

Dei, G. (2004) Dealing with Difference: Ethnicity and Gender in the Context of Schooling in Ghana. *International Journal of Educational Development*, 24: 343-359

Mojab, S. (2005). Kurdish women. In Suad Joseph (Ed.), *Encyclopedia of Women and Islamic Cultures*. Volume II, Family, Law and Politics. Brill: Leiden-Boston, pp. 358-366.

Mojab, S. (2005). Honor: Iran and Afghanistan. In Suad Joseph (ed), *Encyclopedia of Women and Islamic Cultures*. Volume II, Family, Law and Politics. Brill: Leiden-Boston, pp. 215-216.

Mojab, S. (2004). Layla Zana. In Philip Mattar (Ed.), *Encyclopedia of the Modern Middle East and North Africa,* Vol. 4, 2nd Edition. Detroit, Michigan: Mcmillan Reference USA.

Mojab, S. (2004). Introduction. In Bannerji and Mojab (Eds.) *War and Militarization*, special issue of *Resources for Feminist Research*, 30 (3/4):7-12.

Mojab, S. (2004). State-university power struggle at times of revolution and war in Iran. *International Higher Education*, No. 36, Summer: 11-13.

Mojab, S. and Hassanpour, A. (2004). Kurdish diaspora. In Ian Skoggard (Ed.) *Encyclopedia of Diasporas*. Diasporas. Human Relations Area Files, Inc: New Haven, Connecticut: 214-224.

Mundy, K. and Murphy, L. (forthcoming) New Roles of INGOs in the Education for All Movement. *International Journal of Educational Development*.

Schugurensky, D., and Naidorf, Judith (2004). Parceria universidade-empresa e mudanças na cultura acadêmica: Análise comparativa dos casos da Argentina e Canadá. *Educação & Sociedade: Revista de Ciência da Educação*, 25, (88), 997-1022. [University-industry partnerships and changes in academic culture: A comparative analysis of Argentina and Canada]

Schugurensky, D., Armony, V., and barriga, M. (2004). Citizenship learning and political participation: The experience of Latin American immigrants in Canada. *Canadian Journal of Latin American and Canadian Studies*, 29, (57-58), 17-38.

Wilson, D. (2004). To Compare is Human: Comparison as a Research Methodology. *Education and Society*, 21,3, 5-18.

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Cumming, A. (In press). [Review of G. Wigglesworth (Ed.), *The kaleidoscope of adult second language learning: Learner, teacher and researcher perspectives.*] *Modern Language Journal*.

Farrell, J. P. (2004) „The Egyptian Community Schools Program: Case Study". A Case Study of a Successful Alternative Primary Education Program in the Developing World. Prepared for The Academy for Educational Development, Washington, D. C. and USAID. February 2004

Dei, G. (2005, January 24-29) *Democracy, Development, Destiny: Setting the African Agenda and the Implications for Africans in the Diaspora*. Paper presented at the "Africa Awareness Conference" at the University of British Columbia.

Dei, G. (2004, October 1-2) *The Resistance to Amputation: Connecting Spiritual Knowing, Afrocentricity and Anti-Racism Education.* Paper presented at the "16th Annual Cheikh Anta Diop International Conference" at the Holiday Inn, Historic District, Philadelphia, Pennsylvania.

Dei, G. (2004, September 23-25) *Anti-Colonial Thought and „Development" Practice in the South: Situating Critical Questions of Race and Social Difference*. Paper presented at the "Fifth Annual Meeting of the Race, Gender and Class", organized by the Southern University of New Orleans, Hampton Inn, New Orleans, LA.

Dei, G. (2004, May 30-June 1) *Anti-Colonial Thought and African Development: Towards A Critical Discursive Engagement*. Paper presented at the "Annual Congress Meeting of the Canadian Association for t

Hayhoe, R., and Qiang, Z. (2004, June 22). *Overview of China's Education Priorities*.

Labrie, N. (2004). *Linguistic pluralism and language politics in the new economy. Estonia's integration model at an era of change*. In M. Luik (Ed.), Proceedings of International Conference "Multicultural Estonia", October 24-25, 2002, Tallinn, Estonia. Tallinn: Integration Foundation, 30-38.

Labrie, N. (2004). *Transformation of ideologies of multilingualism in a changing Europe*. Communication: Invited Panel: "Communicating Europe": Language Policies, Participation and Democratization, 37th Annual Meeting British Association of Applied Linguistics, September 9-11, London.

Lang, D. (2004, August). *What is a World Class University?* Presented at the Beijing Forum, Beijing, China.

Lang, D. (2004, August). *Funding Formulas in the 21st Century*. Presented at the International Symposium on China Education and Human Resource Development, Peking University, Beijing, China.

Mojab, S. (2004, December). *Combating patriarchal violence against women: Focusing on violence in the name of honour*. Report from the International Conference, Stockholm, Dec. 7-8. The Swedish Ministry of Justice and The Swedish Ministry for Foreign Affairs, pp. 31-33.

Mojab, S. with Grace, A., Cruikshank, J., Gouthro, P., Nesbit, T., and Rubenson, K. (2004). *Mediating lifelong learning in Canadian and OECD contexts: Instrumental, social, and cultural perspectives*. In Darlene Clover (Ed.), Proceedings of Conference "Adult Education for Democracy, Social Justice, and a Culture of Peace". University of Victoria, Victoria, BC: Canadian Association for the Study of Adult Education and Adult Education Research Conference, pp. 533-540.

Mundy, K., & Bhanji, Z. (2004, June 4) *Canadian Aid to Education: Challenges and Prospects*. Presented at the Annual Meeting of the Canadian Association for Study of International Development, June 4, 2004.

Mundy, K., & Bhanji, Z. (2004, May 29) *Knowledge-based Aid to Education: Challenges and Prospects*. Presented at the Annual Meeting of the Canadian Society for the Study of Education, May 29, 2004.

Mundy, K. (2004, October) *Education for All and the New Development Compact*. Paper presented at the World Congress of Comparative and International Education Societies, Havana, Cuba.

Mundy, K. (2005, May 27-29) *Education for All on an International Stage: The politics and prospects of international aid to education*. Paper prepared for the Canadian Society for the Study of Education (Cross listed with the sub-conference "International Education Dynamics"), University of Western Ontario.

Dei, G. (2005). Why I back School Board plan. Opinion piece. In *The Toronto Star*, November 26: p. A25.

Evans, M. & Reynolds, C. (2005). Educating for Global Citizenship in a Changing World: A Teacher"s Resource Handbook.
Resource is available from the TV Ontario (Teaching Resources) and the Comparative and International Development Education (OISE/UT) web sites.

Feuerverger, G. (2004) In Honour of Mick Connelly. Special Edition Festschrift in Honour of Dr. F. Michael Connelly, *AcT Community Journal*, Number 33

Hayhoe, R. (2005). Full Marx for reform on agenda. In *South China Morning Post*, Saturday, February 26, 2005 (1000 words).

Knight, J. (2004). Internationalization of Higher Education Practices and Priorities: 2003 IAU Survey Report. *International Association of Universities*. Paris: France.

Schugurensky, D. (2004). The tango of citizenship learning and participatory democracy. In K. Mundel and D. Schugurensky (eds.) Lifelong Citizenship Learning, Participatory Democracy and Social Change. *Transformative Learning Centre*. OISE/UT, pp. 326-334

Seminars. Workshops and Conferences

Conferences Hosted By CIDE

Launch of the Canadian Global Campaign for Education
April 25, 2005; Information Commons, OISE/UT
Conference April 26th, 2005 Munk Centre

Formed in December 2004, the Canadian GCE alliance is a coalition of academics, nongovernmental organizations, and teachers unions, housed at OISE/UTs CIDE centre and managed by a team of OISE/UT faculty and students. Its goal is to build a broad-based coalition of nongovernmental organizations, teachers unions, church based development groups, Canadian educational advocacy organizations and Canadian research organizations with an interest in promoting the universal right to

International Meeting on Citizenship and Teacher Education (citizED)
OISE/UT, July 19-23, 2005

Leading academics from around the world met to discuss citizenship and teacher education at an international conference co-hosted by the CIDE Centre at OISE/UT, and citizeED, a UK project.

Citizenship education is concerned with promoting a better understanding of contemporary society, exploring issues relating to individual and group identities and encouraging greater participation in local, national and international communities.

Speakers at the International Conference on Citizenship and Teacher Education also discussed current developments in research, policy and practice in citizenship and teacher education across the world at the national, regional and international level. They explored future initiatives in citizenship and teacher education. The inaugural issue of the International Journal of Citizenship and Teacher Education was launched at the conference.

Monday Group (Professional Development Workshop)

The Monday Group is a professional development workshop for CIDE graduate students.

January	10	Karen Mundy, Li Koo, Julia Dicum: Building Student Web-based Community/ Q&A
	17	Terence Frater: CIDE Newsletter and Annual Report
	24	Karen Mundy: Global Campaign for Education
February	7	Zhara Bhanji: Bridging the Divide: The Emerging Education Policy Role of Multinational Technology Corporations
	21	Kelly Akerman: International Learning Opportunities at UT
	28	Malini Sivasubramaniam: The Global Campaign for Education (GCE) general assembly : Lessons, directions and implications
March	7	CIES Prep: website http://www.stanford.edu/dept/SUSE/projects/cies/
	14	Break
	21	CIES Conference http://www.stanford.edu/dept/SUSE/projects/cies/
	28	

CIDEC Seminar Series, 2004-2005

In addition to the Monday group, CIDEC also sponsors a seminar series that brings faculty and practitioners from the field of comparative and development education to OISE to present their research, as well highlight current trends in the field. This engaging series contributes greatly to the vibrancy of the program.

The Seminar series last year consisted of the following presentations :

November 23	Dr. John Myers, School of Education University of Pittsburg *Pedagogy and politics: Educating for democratic citizenship in Brazil and in Canada*
November 30	*Dr.* Jane Knight, OISE/UT *Cross-border education programs and providers*
January 14	Ian Smilie, Freelance Author, Former Executive Direrctor CUSO *Reforming Overseas Development Assistance: Education Policy Debates (CO-Sponsored with the Munk Centre)*
January 28	*Dr.* Karen Mundy, OISE/UT *Reforming Canadian ODA: Education for All as a case of ODA Reform*
February 23	Patricia McCarney, Vice-president, Office of International Research and Development, UofT *UofT International: New directions in a changing global context*
March 2	*Dr.* Grace Feurverger, OISE/UT

Graduate Student Highlights

Theses Completed 2004-2005

Zaheer Bhyat (EdD) *Learning processes inherent in building national consensus: Selected South African perspectives*.

Brenda Haiplik (PhD) *An Educational Success Story from Bangladesh: Exploring BRAC's NFPE Model and Teacher Training and Development System*.

Jennifer Hales (MA) *Learning Gender, Attaining Capital and Demystifying the North: Brazilian Women's Experiences with the Unofficial Curriculum of the*

Student Publications

Hales, J. (In Press). An Anticolonial Critique of Research Methodology. In George Dei & Arlo Kempf (Eds.), Anti-Colonialism and Education: The Politics of Resistance. NY: Peter Lang Publishing.

Howe, E. R. (2004a). Secondary teachers conceptions of critical thinking in Canada and JapanA comparative study. Teachers and Teaching: Theory and Practice, 10(5), 505-525.

Howe, E. R. (2004b). Comparative Education Conceptual Frameworks and the Sociocultural Contexts of Learning. Shobi University Journal of Policy and Management Studies, 7, 91-98.

Howe, E. R. (2005a). Japans teacher acculturation: A comparative ethnographic

Student Awards and Honours

Kelly Akerman received the OISE/UT Commendation Award (2004-2005). This is a certificate given to a graduate student for outstanding extra-curricular contributions to the Institute as judged by faculty, administrators and staff members. He was also the

Eric Jabal was a recipient of a SSHRC Doctoral Fellowship for 2004. Eric also won first place in the Third Annual Graduate Student Manuscript Competition of the *International Journal of Leadership in Education* for his submission - “Learning from Alumni: Hong Kong Lessons for School Leadership.”

Kate Moss was awarded the North American Association for Environmental Education"s Graduate Student Scholarship (Nov 2004), to attend the annual conference of the NAAEE in Biloxi, MS. Kate was also awarded the Specialist Additional Qualification in Environmental Science (Jan 2005), for educators after completing a three-year course with Charles Hopkins at York University.

Kayleen Oka was a recipient of the OGS award for 2004-2005 as well as for 2005-2006. The OGS program is designed to encourage excellence in graduate studies at the master"s and doctoral levels.

Lucia Padure was a recipient of a SSHRC Doctoral Fellowship in 2005 based on her submission in Fall 2004.

Ali Shahiduzzaman received a 2004 SSHRC CGS Masters Award.

Elizabeth Wickwire received the Innovative Research Award - a CIDA grant (administered through the IDRC), for research conducted in Nepal from 2003-2004. The Innovative Research Awards are for masters level students to undertake field research in collaboration with institutions or organizations in developing countries.

Marnie Hope Wohl

Bahry, Stephen (2004, October 15-17). *Curriculum Reform in Central Asia: A Comparison of the Attitudes of Governments and International Funding Agencies*. Paper presented at Central Eurasian Studies Society 5th Annual Conference. Bloomington, Indiana, USA.

Bahry, Stephen (2005, March 22-26). *Interacting Attitudes towards Textbook Provision: Tajikistan and the World Bank*. Paper presented at the Annual Comparative and International Education Society Conference. Stanford University, Palo Alto, California, USA.

Bahry, Stephen (2005, March 22-26). *The Role of Language in Traditional and Non-traditional Education in Developing Countries*. Paper presented at the Annual Comparative and International Education Society Conference. Stanford University, Palo Alto, California, USA.

Dicum, Julia (2005, Mar.) *Education in Emergencies: From The Practical to Policy Praxis through learner experience*. Comparative International Education Society Annual

Jabal, Eric (2004, May). *Pedagogy, practice and power: A one-act drama on the politics of adolescent identities.* Paper presented at Imagining Diasporas: Space, Identity and Social Change. Windsor, Canada.

Jabal, Eric (2004, October). *Learning from HK alumni: Lessons for inclusive school leadership.* Paper presented at the Commonwealth Council for Educational Administration and Management: Education Leadership in Pluralistic Societies. University of Hong Kong, Hong Kong.

Lavan, Daniel (2004, March 9-12) *Whole School Development in Ghana: Improved Quality of Basic Education or New Layers of Bureaucratic Façade*? Paper presented at CIES 2004, Salt Lake City, Utah.

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