From the Editor
Rhiannon Williams

From the President
Regina Cortina

From the President-Elect and CIES 2019 Program Chair
David Post

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Welcome to the Pre-Conference Edition of the CIES Perspectives Newsletter!

The CIES 2019 conference is right around the corner, less than a week away. At this conference we will grapple together around the complex question: What is the longer-term cost of an education that promises productivity, industrialization, modernity, and consumption? At this conference many have worked hard to organize different events for members to discuss, share, and organize around a future of education for sustainability. I encourage you all to take a few moments to look through the newsletter and see what special talks, roundtable discussions, or excursions have been planned by SIGs and Committees around the topic of education for sustainability.

In addition, we have our inaugural “Teaching Corner” contribution. In this piece, Donny Baum presents how he integrated ideas, theories, and methodologies from comparative education into an education policy course. Overall, the Teaching Corner section of the newsletter aims to provide practical insight from teachers in the academic fields related to CIES. Topics include diverse pedagogical strategies, innovative lesson plans, dynamic syllabi, reflections on teaching, and related content. The focus will be undergraduate and postgraduate curricula, but contributions and perspectives across educational levels are welcome. The general aim is to strengthen instructional practices and to expand the teaching of Comparative and International Education topics within a range of potential courses.

This new section is brought to you by the Teaching Comparative Education SIG, which promotes research and practice on teaching in comparative education, international education, and education and development. The SIG aims to encourage vibrant teaching and to promote innovative teaching ideas across CIES, and this Teaching Corner in the CIES Perspectives Newsletter is one effective way to share ideas broadly. For contributions or ideas, please contact SIG leaders, Anne Campbell (accampbell@middlebury.edu) or Donny Baum (dbaum@byu.edu).

Looking forward to seeing everyone at the CIES 2019 Conference in San Francisco! Safe Travels!
As we prepare to head to the 63rd annual conference of the Society in San Francisco, I would like to thank everyone who has contributed to making this a great year for the Comparative and International Education Society. I would especially like to thank the Office of the Executive Director and President-Elect David Post’s team from Pennsylvania State University for coordinating and organizing the 2019 conference. As the Society grows, the planning and execution of this conference is an enormous undertaking; we hope that you are able to take advantage of all that is planned for this exciting week!

I expect there will be much fruitful dialogue around this year’s theme of “Education for Sustainability.” My call to the Society is that in thinking about a sustainable future for all, we cannot separate what is happening in schools in the Global South from schools in the Global North. The theme of sustainability is interconnected with the maintenance and promotion of multiple knowledges and cultures within global communities. For instance, environmental sustainability depends in large part on maintaining biodiversity, which in turn is linked to language diversity. One of the central contributions of education to achieve a truly sustainable future, then, should be to recuperate the knowledges from our local and global communities.

In addition to the theme, I encourage you to make the most out of the sessions, plenaries, mentoring and networking opportunities this conference will provide. This Pre-Conference edition of the newsletter gives you a glimpse into the many special events and sessions the Committees and SIGs have planned for you. Thank you to all of the volunteers who have helped bring CIES 2019 to fruition, and see you in San Francisco!
This Spring we will begin our historic attempt to reimagine comparative method and international education for an era where sustainability must become central to research and debate on education and development. Welcome to San Francisco.

It was here, at the end of the Second World War, where nations convened to create the basis for their hoped-for peace and progress. Led by the United States, delegates gathered at the Herbst Theater to sign the UN Charter. Monday evening we will return to the Herbst for our Kneller Lecture and a special UNESCO panel (also live-streamed for the benefit of those unable to purchase tickets). With twelve plenary panels and hundreds of parallel sessions, we will highlight some key themes of the UN Sustainable Development Goals. We will search for ways to make our foundational ideas and agendas newly relevant to Sustainability. In terms of media, our conference this year will be multi-lingual, featuring panels in Spanish and Chinese (two heritage languages of California), as well as new forms of presentation.

We received a record number of submissions this year, and tried to accommodate as many as possible based on the input of thousands of peer reviewers. We experimented with diverse criteria for assessing the submissions, creating different expectations for applied, theoretical, and empirical research. Thanks to all of you who assisted with the selection, especially to our unit planners and the members of my own program planning committee and student support group at Penn State. I further appreciate material and collegial support from my own College of Education for our programming efforts and for Sunday’s Opening Reception. CIES is most grateful to our partners and sponsors for grants and support of many enhanced programs this year, including a film festival in a nearby theater, ALS signage, childcare, and more. Despite the richness of the conference program, I hope you will use some of your time to explore California and the world beyond the Hyatt by taking advantage of the many ecological outings that are being cosponsored by our Special Interest Groups.

My heartfelt thanks go to the hardworking staff of the Office of the Executive Director, including Hilary Landorf, as well as to the wonderful support of the CIES leaders, including our out-going President Regina Cortina. The theme of this year’s conference will – one hopes- begin to steer our agenda toward themes of the environment that will remain central for next year’s exciting meeting in Miami, to be led by the next President-elect, Iveta Silova.
Standing Committee Reports

Gender & Education Committee

The following are the Gender and Education Committee Activities taking place at CIES 2019 that we invite you to join in!

• **Gender and Education Symposium 2019**
  This year’s CIES GEC Symposium examines the ways gender shapes participation, representation, and opportunity in the Society and the field of Comparative and International Education. Organized by former GEC Chairs, Karen Monkman (DePaul University) and Nancy Kendall (University of Wisconsin-Madison), in consultation with leaders in the GEC community, the Symposium will bring scholars and practitioners together for an interactive, participatory double-session examining the role of the CIES Gender and Education Standing Committee in monitoring gender equality within CIES.

The symposium will begin with a panel discussion with former GEC Co-Chairs to provide historical memory on the GEC’s activities from its inception in 1990 to present day. Afterward, participants will engage in participatory roundtable activities to identify opportunities to (re)conceptualize gender within the Society’s policies and practices.

**Tuesday April 16, 2019, 8:45 am - 12:00 pm**
Hyatt Regency, Atrium (Level 2), Garden Room A

• **Pre-Conference Workshop**
  Gender and Education Committee Pre-Conference Workshop Co-Hosted by the Society of Gender Professionals
  Organized by Carly Manion, Kristy Kelly, and Karine Lepillez

Organized by the [CIES Gender and Education Committee](#), this workshop draws on the strengths of its members and those of a newly established sister-organization, the [Society of Gender Professionals](#), to develop collective and personal strategies to address the inherent politics of inequality in gender and education research and practice. In teaming up, this workshop will create new connections and opportunities for CIES members, raise the profile of gender expertise in comparative and international education research and praxis, and attract new members to CIES from the gender professions.

**Morning session: “Publishing Applied Research 101”**: This 3-hour session will focus on connecting senior academics with practitioners for a hands-on workshop to develop collaborations for joint publishing.

**Afternoon session: “Gender and Education Consulting 101”**: This 3-hour session will offer a hands-on workshop for graduate students and academics interested in consulting in the gender and education sector. A panel of experienced consultants and donor organizations that hire consultants will be on hand to share their experiences and expertise.
• **Consultation on Gender-Transformative Education**

Plan International, UNICEF, UNGEI, and the CIES Gender and Education Standing Committee are co-sponsoring a consultation on gender-transformative education. This event will invite scholars and practitioners to provide input into the development of an operational framework to guide gender-transformative education programming.

The consultation will identify the concepts and theories underpinning the term gender-transformative education and what it looks like in practice, feeding into the development of an open-access white paper. Participants will have the opportunity to join a reference group if they wish to continue feeding into the development of the white paper. Register at this link or contact contact gender@cies.us or yona.nestel@plan-international.org for more information.

**Time:** Wednesday April 17, 5:00-6:30 pm  
**Location:** Hyatt Regency, Bay (Level 1), Bayview A

• **Innovating Gender Monitoring in CIES: Recruiting Research Participants Soon!**

Interested in enhancing monitoring of gender equality and women’s participation in CIES? Have your voice heard in a research project entitled Innovating Gender Monitoring in CIES, directed by members of the CIES Gender and Education Committee (Emily Anderson, Kristy Kelly, Christine Min Wotipka and Catherine Vanner) and funded by a CIES Innovation Research Grant.

All interested CIES members will be invited to participate at the CIES 2019 GEC Symposium or through a focus group at the CIES 2019 Conference. Those not attending the conference may participate in a virtual interview afterward. We will share a sign-up sheet for focus groups and interviews shortly through the GEC email listserve and social media. To receive updates, follow us on Twitter [@CIESGenderEduc](https://twitter.com/CIESGenderEduc), Facebook [@CIESGenderCommittee](https://facebook.com/CIESGenderCommittee), or write gender@cies.us to be added to our listserve.

• **Annual Business Meeting**

All CIES members are invited to the GEC’s Annual Business Meeting. It will cover agenda items such as Incoming Co-Chair Selection, the Innovating Gender Monitoring in CIES research project, the Pilot GEC Peer Mentorship Program, and the Creation of New Positions.

**Time:** Mon, April 15, 1:30 to 3:00pm  
**Location:** Hyatt Regency, Street (Level 0), Grand Ballroom B

• **Childcare & Caregivers’ Suites at CIES 2019**

Take note that caregivers’ suites for breastfeeding or other caregiver needs and subsidized child care will be available at the CIES 2019 conference. More information about these resources is available at: [https://cies2019.org/childcare/](https://cies2019.org/childcare/).
The New Scholars Committee (NSC) is delighted to provide various networking, academic interaction, and professional development opportunities to bridge the gap between novice researchers, expert academics, and practitioners within the comparative and international education (CIE) field. It is our profound pleasure to present a snapshot below of NSC activities at the 2019 CIES conference in San Francisco.

**New Scholars Orientation Breakfast** - We invite you to attend our Breakfast Orientation Meeting, addressed mainly to new CIES attendees, along with other senior scholars. This session will be held on Monday April 15, 2019 from 7:30 am - 9:30 am, Atrium (Level 2), Garden Room A. We have invited several people, including the CIES president, Committee and SIG members, as well as other academics and graduate students to talk about their involvement with CIES and to give some tips on how new attendees can maximize their experience during the conference.

**New Scholars Dissertation and Publication Mentoring Workshops** – This mentoring workshop will be held from Monday to Wednesday during the CIES 2019. Feedback is provided in small groups with other mentees and mentors providing feedback on design, theoretical framework, methods and methodology, data collection, analysis and findings of their academic research. This is a closed session and only those who have already accepted will participate. For those not participating this year, we encourage you to apply for next year’s conference.

**New Scholars Essentials and Special Panels** – The NSC will host Five (5) essentials panels and a special panel this year. Please note: The New Scholars Essentials Panels are open to all conference participants.

- **Essentials Series 1:** Tips on collaborating with other scholars. Monday April 15, 2019, 1:30 to 3:00 pm, Atrium (Level 2), Waterfront A.
- **Essentials Series 2:** Maintaining Wellness and Balance in Academia. Tuesday April 16, 2019, 1:30 to 3:00 pm, Atrium (Level 2), Waterfront A.
- **Essentials Series 3:** Academia and Womanhood: Navigating boundaries, inequities, and relationships. Wednesday April 17, 2019, 1:30 to 3:00 pm, Atrium (Level 2), Waterfront A.
- **Essentials Series 4:** Navigating the Academic Publishing Landscape. Wednesday April 17, 2019, 5:00-6:30 pm, Atrium (Level 2), Waterfront A.
- **Essentials Series 5:** Applying for Research Grants for Early Career Academics. Thursday April 18, 2019, 11:45 am - 1:15 pm, Atrium (Level 2), Waterfront A.
- **Special Panel:** Speed Mentoring for Careers in Comparative and International Education. Tuesday April 16, 2019, 5:00-6:30 pm.

**Business Meeting** - The business meeting is open to people interested in learning more about the work of the NSC, its strategic direction, its role at CIES, and ways to get involved with the Committee. The meeting is scheduled on Wednesday, April 17 2019, 3:15 to 4:45pm, Street (Level 0) - Grand Ballroom C, and is also a good opportunity to meet the people behind the programming done by the NSC.

We are looking forward to seeing you in San Francisco!

For more information, visit our [website](#) or connect with us on [Facebook](#), and on [Twitter](#).
At CIES 2019, UREAG’s Full Day Symposium 2019 “Global Village” will host several exciting sessions including our well-known mentoring workshop called “UREAG Essentials – Navigating the Academy”.

UREAG began a tradition of hosting a full day Symposium “Global Village” some years ago at the CIES conference in Washington, D.C. Since then, the morning breakfast and opportunities to connect, recharge, relax, and engage in dynamic conversations has become a favorite.

This year, UREAG is pleased to host two sessions of our mentoring workshop “Essentials Series,” two Global Village panel sessions, a round-table session, and a Keynote Speaker that boast some influential contributors to the international educational arena.

**Essentials Series I – Navigating the Academy: The Bumpy Road from Assistant to Associate Professor... and Other Discussions** (Wednesday, April 17, 10:00 to 11:30am, Bay (Level 1), Seailiff A)

Come learn about the trials and pitfalls that you may face while seeking tenure.

**Essentials Series II - Navigating the Academy: Administrative leadership from diverse leaders... and Other Discussions** (Wednesday April 17, 1:30 to 3:00pm, Bay (Level 1) -Seailiff A)

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Dr. Manuel A. Dr. Manuae A. Gonzalez, discussant of the Essentials Series II session, is currently the Executive Director for the Center for Global Education at Moravian College and was recently the Associate Dean for the Center for Global Education and International Services at Northampton Community College (NCC) in Bethlehem, Pennsylvania, and he had held this position since 1999. He received his Doctorate of Education in Foundations of Curriculum and Instruction in 1992 from Lehigh University and in 1990 his Masters of Arts degree in Secondary Education and Spanish also from Lehigh. He received his Bachelors of Arts degree in Spanish and French from Moravian College in 1984. Dr. González also spent one year at the Universidad Complutense de Madrid, in Madrid, Spain. As an educator, Dr. Gonzalez has taught Spanish and English as a Second Language (ESL) at the high school and college levels throughout his career. As the Executive Director at Moravian College he has increased International Student Enrollment y almost 50% in his first six months.

As Associate Dean At NCC, his duties included: the recruitment and oversight of over 200 international students, planning and coordination of all international efforts at NCC, international contracted training, program design and delivery, and managing over twenty study abroad programs, and technical assistance. Dr. González has published numerous articles, curriculums, and model programs in International Education and Adult Education in particularly in the area of working with under-served populations. Dr. González is a sought after speaker in the area of International Education and has presented his research and has performed workshops at hundreds of conferences across the country and the world. In 2012, Dr. González received the Werner Kubsch Award for his Outstanding Achievement in International Education.

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He is an avid supporter of underrepresented scholars and truly enjoys mentoring scholars and aspiring administrators because he recognizes that less than 2% of all Higher Educational Administrators are from diverse backgrounds. He will provide practical advice on how to land an administrative position as well as a common sense approach about how to navigate the challenges diverse administrators face during their career.

**Global Village Keynote Address**

**Diversity in higher education: Reflections, visions, and empowerment**

(Wednesday, April 17, 8:00 to 9:30 am, Bay (Level 1), Seacliff A)

This year’s keynote speaker will be Dr. Susan Rae Banks-Joseph. Dr. Banks-Joseph is an enrolled member of the Arapahoe Tribe and a graduate of Penn State’s American Indian Leadership in Special Education program. Currently, she is an Associate Professor of Special Education at Washington State University where she has published on American Indian special education, Native teacher education, and Native people in higher education. Within her is a love for research, teaching, mentoring, and educating to empower Native families/communities which she shares by volunteering to aid and assist Native children with and without special needs and their families navigate through the maze of educational systems and support services in pursuit of quality service provision. In addition, Dr. Banks-Joseph presents on special education processes and laws in tribal communities, conferences, and gatherings.

Dr. Banks teaches Early Childhood Special Education, Assessment and Curriculum for Students with Disabilities, Multicultural Issues in Special Education, Inclusion Strategies for Special Education Teachers, Teaching Students with Intense Needs, and Special Education Law and Professionalism. Banks also has varied experience in the pre-K through high school realm of education, teaching birth-to-three programs, an integrated pre-school program, an elementary resource and inclusion program, and high school community-based transition programs as well as initial experience within an institutional setting for children and adults who were medically fragile. Banks is a member of the National Indian Education Association and the Washington State Indian Education Association.
SIGnatures
CIES 2019 Highlighted Events

Citizenship and Democratic Education (CANDE) SIG

The Citizenship and Democratic Education (CANDE) SIG is excited to continue its annual Outstanding Paper Award and to launch its new Emerging Scholar Award offered for the first time this year!

As a continuation of its annual Outstanding Paper Award, this year, the CANDE SIG will be honouring the work of master’s and doctoral level students or early career scholars. The award, which was developed a few years ago in collaboration with Professor Judith Torney-Purta, recognizes an accepted unpublished paper to the CIES conference on issues related to education, democracy, and citizenship. The award offers an opportunity for networking, mentorship, and access to senior scholars, and a small honorarium (US$200). This year’s awardee is Dr. Cristóbal Villalobos for his paper entitled “Not so apocalyptic or so integrated. Profiles of the disposition of youth political participation in Latin America”.

Also, for the first time this year, the CANDE SIG will be featuring a newly established award to honour emerging scholars in the field of citizenship and democracy education. Awardees of the CANDE Emerging Scholar Award will be recognized during the CANDE SIG’s business meeting. The award offers an opportunity for networking and access to senior scholars, and a small honorarium (US$300). The inaugural awardee of the CANDE Emerging Scholar Award is Dr. Will Brehm.

We are grateful for the support of our CANDE members, all the applicants to these awards, and our reviewers who are a group of prominent senior scholars working in the areas of citizenship and democratic education.

For a full list of our various sessions and activities during CIES 2019, please visit this link.

Contemplative Inquiry and Holistic Education (CIHE)

Our SIG has been active at CIES for about six years. We are a SIG that is committed to non-traditional ways of thinking and learning, and how these may inform and transform the work we do as researchers, teachers, and professionals around the world. We would like to showcase the following three items for CIES 2019: 1) two leading scholars in our SIG who also will be leading our pre-conference workshop and our sessions 2) topics of conference sessions, and 3) Meditation/Prayer Room program.

Drs. Jing Lin and Tom Culham (previous SIG chairs) have been leading the field by teaching, researching, and publishing foundational, philosophical, and crucial work for the development of contemplative inquiry and holistic education. Dr. Jing Lin Professor at the University Maryland, has published several books, book chapters, and journal articles that focus on contemplative pedagogies, spiritual paradigm, transformative eco-education, and peace education (e.g., Lin, J., Culham, T., and Edwards, S. (Forthcoming 2019). Contemplative Pedagogies in K-12, University, and Community Settings: Transformation for Deep Learning and Being. Charlotte, North Carolina: Information Age Publishing). She has also presented at national and international conferences. She has further developed a course related to contemplative inquiry at the graduate level which has been taught for several years.

Dr. Tom Culham, Professor at City University in Canada, has published books, book chapters, and journal articles that focus on spirituality, transformation, and ethics in business and management (e.g., Culham,

At CIES 2019 we have three panel discussions, one formal paper session, and one round-table session. The topics focus on rethinking education with various Eastern spiritual and philosophical underpinnings and practices. Topics are as follows:

1. Remaking education: beyond the classroom (Round-table)
2. Education for sustainability and recovery of our spiritual and child-like Self: the promise of contemplative methods and pedagogies (panel)
3. Rethinking education: diversity, mindfulness, and movement (Paper)
4. Eastern wisdom traditions and implications for education (Panel)
5. Meditation and mindfulness for effective teaching/learning & wellbeing in adult and higher education settings (Panel)

We are also delighted to have a Meditation/Prayer Room organized by our SIG and sponsored by the CIES 2019 conference program team. It is a designated room for prayer (Muslim prayer time), meditation, and other mindfulness practices (yoga, Sanskrit mantra chanting, yin-yang contemplation, etc.). We hope that you take full advantage of this space as an oasis during this hectic conference period.

We hope to see you at the pre-conference workshop, prayer/meditation room, and SIG sessions.

**Education, Conflict & Emergencies SIG**

The ECE SIG is excited to welcome our SIG and all of CIES members to CIES 2019! Our leadership team is working hard behind the scenes organizing valuable panels, sessions, workshops and receptions to provide you with a great learning experience.

To kick start this year’s CIES, ECE SIG is cosponsoring a pre-conference workshop entitled “Teacher Well-Being and the Missing Piece of the Puzzle: Rethinking support for teachers in context of conflict, crisis and fragility”. We are also co-sponsoring a plenary with the Religion and Education SIG entitled “Sanctuary: the response to refugee and undocumented children in California” on Tuesday, April 16, 11:45am to 1:15pm, whose speakers include Rabbi Michael Lerner, Rebecca Cheung, and Luis, Fernando Macias.

**ECE SIG’s two highlighted sessions for this year are:**

1. Expanding Educational Frameworks for Peacebuilding: Evidence from Colombia 2016-2018 taking place on Wednesday April 17, 2019 @ 1:30-3:00 pm in Hyatt Regency Bay (Level 1) Seaciff A
2. Achieving Humanitarian-Development Coherence in Education: Three Donor Perspectives taking place on Monday April 15, 2019 @ 10:00-11:30 am in Hyatt Regency Bay (Level 1) Seaciff B

Since it was a huge success last year, ECE SIG will be co-hosting the Education in Crisis and Conflict Network (ECCN) reception again this year with our partners, USAID Education in Crisis and Conflict Network, the Inter-Agency Network for Emergencies, the Journal on Education in Emergencies, the Basic Education Coalition and the SIG for Peace Education. The event will take place on Tuesday April
16, 2019 at 8:30 pm. We envision this event as a great opportunity for dialogue that crosses levels and areas of experience and region of interest.

In an effort to strengthen our community and support emerging scholars, ECE SIG is excited to announce that this year’s travel award will be awarded to Seun B. Adebayo, a PhD student at National University of Ireland Galway. We will also be granting a new paper award for an undergraduate/graduate student and it will be announced at our business meeting that will be held on Monday April 15, 2019 @ 10:00-11:30 am, Hyatt Regency, Street (Level 0), Grand Ballroom A. Our business meeting is a great opportunity for members to discuss activities of the SIG and future directions. We look forward to seeing you there.

Large-Scale Cross-National Studies in Education

You are warmly invited to join the Large-Scale Cross-National Studies in Education (LCSE) SIG at CIES 2019. This year we had a record number of high-quality submissions that will be presented in 11 paper sessions and 2 round-tables. The sessions focus on innovative large-scale cross-national assessment methods, as well as on topics such as educational inequality, citizenship education, teaching practices and school reform processes, to name a few. We particularly recommend our highlighted paper session, “Critical reflections on the development, use and policy impact of international large-scale assessments in education”. Moreover, we are proud to announce the recipient of our SIG’s Outstanding Early Career Paper Award, our young colleague Kalyan Kumar Kameshwara, for the contribution “Effects of Decentralisation in School Management on Student Learning: Empirical Analysis of Young Lives Survey Data Using Multi-Level Modelling”.

If you are interested in joining or learning more about our SIG please attend our sessions, the SIG business meeting and social event. We look forward to meeting you in San Francisco, but until then follows us in Twitter and feel free to reach out to LCSE co-chairs Andres Sandoval-Hernandez and Maria Magdalena Isac.

Post-foundational Approaches to CIE SIG

The Post-foundational Approaches SIG is pleased to announce its highlighted panel session for CIES 2019, entitled “Indigenous Research and Theoretical Proposals: Towards Resistance, Decoloniality, and Resurgence” on Wednesday, 10:00-11:30 am, Atrium (Level 2), Waterfront E. In addition, please join us at our PfA’s business meeting scheduled Tuesday, 8:00-9:30am, in Street (Level 0), Grand Ballroom A.
Teaching Comparative Education SIG

To All Teaching Comparative Education SIG Members and Friends!

We are so excited for the upcoming CIES conference in San Francisco, and in particular the excellent activities sponsored by our SIG.

These activities begin on Sunday with a pre-conference workshop focused on ‘Advancing the Teaching of Comparative and International Education’. This 3-hour workshop builds on the success of our 3-Minute Teaches Event held at the 2018 CIES conference in Mexico City (see photo), wherein members of the SIG shared brief insights into the pedagogical approaches, conceptual lenses, instructional resources (i.e., texts, videos), or assessment forms that they used in teaching comparative and international education (CIE).

The 2019 pre-conference workshop aims to raise critical questions and cultivate robust communities of practice dedicated to the teaching of CIE, including related courses (e.g., education and globalisation, education and international development). How do we teach comparative and international education? What theories, concepts, and practices do we emphasize? Which pedagogical approaches and forms of assessment do we use in our courses? How can we think and program innovative courses in CIE? Co-facilitated by a diverse team of team of scholar-educators (Bartlett, Baum, Brehm, Campbell, Ghaffarkucher, Magno, Salajan, Shirazi, and Thomas), the interactive workshop aims to provide a unique and valuable opportunity for participants to share, experience, and explore various approaches to teaching CIE.

During the week, the SIG features in three co-sponsored panel sessions. The first session is (currently) scheduled for Tuesday from 8:00-9:30 am and enables scholars of all levels to go behind the scenes to learn more about Comparative Education Review, the CIES society’s academic journal. The session will also invite views from attendees about what readers hope to see in the journal in coming issues.

On Wednesday, the SIG has a co-sponsored plenary session from 11:45am-1:15pm that showcases renowned scholars John Schwille and Martin Carnoy, who will be presenting their recent book contributions to the field of international and comparative education. Professor Schwille will discuss his book, Internationalizing a School of Education: Integration and Infusion in Practice (2017, Michigan State University Press), while Professor Carnoy will discuss his text, The Transformation of Comparative and International Education (2019, Stanford University Press). Members of the SIG will moderate the discussion during this exciting event.

Spanish speakers may also want to attend a session on Wednesday from 1:30-3:00 pm that concerns conceptualisations of CIE in Latin America, titled ‘sostenibilidad, sistemas educativos y educación comparada en América Latina’. This session is co-sponsored by the Latin America SIG and features several interesting papers as well as Discussant Pablo Cevallos Estarellas, from UNESCO-IIEP.
Finally, we’d love for you to attend the Teaching Comparative Education Business Meeting, which is a great opportunity to meet other educator-scholars who are interested in discussing and learning more about the purposes, pedagogies, and policies for teaching CIE and related courses. The meeting is currently scheduled for 3:15-4:45 pm on Tuesday, but for more information check the SIG Newsletter. And if you’re not a SIG member, please join! Use this link (http://www.cies.us/?page=Join) to join or update your account. We hope to see you in SF!
Overview

The CIES Teaching Corner aims to provide practical insight from teachers in the academic fields related to CIES. Topics include diverse pedagogical strategies, innovative lesson plans, dynamic syllabi, reflections on teaching, and related content. Each Perspectives newsletter contribution will profile a different topic, different instructor, or new innovation in teaching in the field. The focus will be undergraduate and postgraduate curricula, but contributions and perspectives across educational levels are welcome. The general aim is to strengthen instructional practices and to expand the teaching of Comparative and International Education topics within a range of potential courses.

This new section is brought to you by the Teaching Comparative Education SIG, which promotes research and practice on teaching in comparative education, international education, and education and development. The SIG aims to encourage vibrant teaching and to promote innovative teaching ideas for across CIES, and this Teaching Corner in the CIES Perspectives Newsletter is one effective way to share ideas broadly. For contributions or ideas, please contact SIG leaders, Anne Campbell (accampbell@middlebury.edu) or Donny Baum (dbaum@byu.edu).

Integrating ideas, theories, and methodologies from comparative education into an education policy course

The teaching of comparative education is often conceptualized within the context of graduate and undergraduate comparative education courses. However, given the changing focus of modern universities, many instructors don’t have the opportunity to teach courses explicitly on comparative education. In light of this reality, the Teaching Comparative Education SIG is dedicated to promoting the integration of ideas and insights from the fields of comparative and international education into a broad range of education, policy, development, and other courses. For students pursuing careers in a variety of education or public policy fields, there is a high level of value in drawing upon the rich history of comparative education thought. To this end, I offer some thoughts on teaching comparative education.

For the past three years, I have taught an undergraduate course entitled ‘International Education Policy.’ The course is offered as part of my university’s minor degree in International Development; and as such, it draws students from across a broad range of undergraduate majors (e.g., education, economics, political science, art, music, biology, communications, etc.). The incoming students are interested in education generally – especially in the structures and policies of education systems across countries – and have particular interests in international development. However, they bring to the course a diverse set of ideas, assumptions, and methods of academic inquiry. Very few students have experience critiquing and problematizing existing global systems and power

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structures. As such, my aim is to introduce these students to a diversity of paradigms and theories for examining educational issues. We address the predominant paradigms driving education decision-making globally – including the human capital, human rights, human capabilities, and social justice frameworks. I use these various perspectives as lenses to guide students through a history of international education policy from the ratification of the 1948 Universal Declaration of Human Rights up to the current day.

One of the course assignments – a global education ‘career fair’ – introduces students to the preeminent actors and organizations influencing international education today. Students select an organization, research its historical and current contributions to education, and speak with an employee of the organization. These organizations include some of the more prominent multilateral (e.g., the World Bank, GPE, UNESCO, etc.) and bilateral organizations (e.g., DFID, USAID, and the Millennium Challenge Corporation), NGOs (e.g., Save the Children, Care International, Oxfam, The Malala Fund, etc.), and research organizations (Center for Global Development, Results for Development, JPAI, etc.). Each student sets up a booth on a day of the career fair, and provide information as well as answers questions about their organization, including its role in global education policy. This is one of my students’ favorite activities during the semester, and serves as a useful introduction for them to the current landscape of influential education institutions.

I intend for the course to engage students at both empirical and theoretical levels, as they navigate current research and knowledge relevant to international education. To this end, an additional assignment guides students through an exploration of the field of comparative education (including its history, topics, theories, and methods) by browsing through a variety of comparative education journals: Comparative Education Review; Comparative Education; Compare; Prospects; Research in Comparative and International Education; and Current Issues in Comparative Education. Students access the previous year’s articles for two journals, and do the following:

- Skim through the abstracts, methods, and conceptual/theoretical framework sections
- Record from each article (if discussed in the abstract, methods, or theoretical framework sections):
  - Article title
  - Educational topic or issue addressed
  - Methods used
  - Theoretical framework applied
- Share findings with the class

This activity helps introduce students to the research epistemologies – post-positivist, constructivist, and subjectivist – that guide the practice of education research today, highlighting the dominance of the post-positivist approach (e.g., RCTs and so called ‘rigorous’ research methods) within public policy spheres, and the related implications of prioritizing certain types of knowledge for decision-making (primarily Western). In contrast, students learn the need for critical social theories (e.g., social reproduction, postcolonial, post-structural, radical humanist, critical race, and feminist approaches) and methods that give voice to local communities, ideas, and expertise. Overall, I find that students expand their thinking within this class, beyond what is simply practiced within education systems, and towards, perhaps more importantly, an understanding of new approaches for examining education and critiquing existing social structures to better envision solutions for a more inclusive future.
Izhar Oplatka (2019)

Reforming Education in Developing Countries: From Neoliberalism to Communitarianism

Underpinned in the stream of thought named ‘communitarianism’, Reforming Education in Developing Countries argues that developing countries need educational reforms that are tightly entwined into their cultural, social, and organizational contexts. It questions the applicability of neoliberal reforms in developing societies, through an analysis of the main elements of neoliberalism in education. It highlights the critical role of the community and suggests new and alternative lines of thoughts for the practice of reform initiation and implementation in developing countries.

Anna Kaiper

(Re)Constructing Identities: South African Domestic Workers, English Language Learning, and Power
University of Minnesota, 2018

Emily Morris

Performing Graduates, Dropouts, and Pushouts: The Gendered Scripts and Aspirations of Secondary School Students in Zanzibar
University of Minnesota, 2018

Joanna Tzenis

Contradictions of Belonging: The Educational Aspirations and Agency of Youth in the Somali Diaspora
University of Minnesota, 2018
The International Bureau of Education-UNESCO recently hosted the second symposium of the World Council of Comparative Education Societies (WCCES) from January 14-15, 2019. The Symposium was entitled “Migration and comparative education: Call for (re-)engagement” and followed the 54th Meeting of the WCCES Executive Committee on January 14, which was attended by 17 comparative education societies.

The Symposium was co-organized by WCCES and the IBE and was financially supported by the Open Society Foundations. More than 100 participants attended to discuss the important issues of migration and displacement as they relate to education. For a more detailed description of the Symposium, see here: http://www.ibe.unesco.org/en/news/ibe-unesco-and-wcces-bring-issues-migrants-and-displaced-people-foreducation-research-policy.