



CIES@UMASS AMHERST

NE Regional Conference

Nov. 1 & 2, 2013

Education in Uncertain Times



Center for International Education
College of Education

CIES Northeast Regional Conference Sponsors



Institute
for Global Education
Policy Studies

UNIVERSITY AT ALBANY State University of New York



sea change

COLLEGE of EDUCATION

University of Massachusetts Amherst

Education Policy, Research, and Administration Department
College of Education | University of Massachusetts Amherst

TEACHERS COLLEGE

COLUMBIA UNIVERSITY

Read conference participants' reflections on education and development at <http://goo.gl/SXqNNo>



Join the virtual conversation!



CIE_Amherst



CIE_Amherst



CIES NE Regional Conference

use #uncertaintimes when talking about the conference

ABOUT CIES

The Comparative and International Education Society (CIES) was founded in 1956 to foster cross-cultural understanding, scholarship, academic achievement and societal development through the international study of educational ideas, systems, and practices. The Society's members include more than 2,000 academics, practitioners, and students from around the world.

The members' professional work is built on cross-disciplinary interests and expertise as historians, sociologists, economists, anthropologists, and educators. The Society also includes approximately 1,300 institutional members, primarily academic libraries, and international organizations.

Over the last four decades, the activities of the Society's members have strengthened the theoretical basis of comparative studies and increasingly applied those understandings to policy and implementation issues in developing countries and cross-cultural settings. The membership has increased global understanding and public awareness of education issues, and has informed both domestic and international education policy debate. The Society works in collaboration with other international and comparative education organizations to advance the field and its objectives.

CIES supports the activities of its members to:

1. Promote understanding of the many roles that education plays in the shaping and perpetuation of cultures, the development of nations, and in influencing the lives of individuals;
2. Improve opportunities for the citizens of the world by fostering an understanding of how education policies and programs enhance social and economic development; and
3. Increase cross-cultural and cross-national understanding through educational processes and by the study and critique of educational theories, policies and practices that affect individual and social well-being.

2013 NORTHEAST REGIONAL CIES CONFERENCE STAFF

Conference Co-Chairs and Organizers

Hunter Gray
David R. Evans

Conference Program

Natia Mzhavanadze
Dani O'Brien

Conference Budget

Hye Seung Cho
Barbara Gravin Wilbur

Social Media Outreach Coordinator

Sara Chang

Conference Organizing Committee

Christina Chen
Ben Herson
Sangeeta Kamat
Jacqueline Mosselson
Bjorn Harald Nordtveit
Yaëlle Stempfelet

Graphic Artist

Stephen Richardson

Conference Logistics

Tamar Lomiashvili

Submission Review Committee

Sumera Ahsan
Jacob Carter (Chair)
Lasha Kokilashvili
Katie Lazdowski
Tamar Lomiashvili
Natia Mzhavanadze
Mahboob Morshed
Stephen Richardson
Cristine Smith



Dear Participants,

On behalf of the conference planning committee, I would like to welcome you to the Northeastern Regional Conference of the Comparative and International Education Society (CIES)! We are looking forward to spending the next two days with colleagues from Boston to Beijing!

More than a year ago, when the committee began planning for this conference, we agreed that we wanted the theme of the conference to be relevant to pressing issues confronting our field today. *Education in Uncertain Times* encapsulates the discussions and debates we see characterizing our work as we walk the scholar/practitioner path. Our intent with this conference is to engage with participants in critical, meaningful conversations about how to analyze the field of development and underlying causes of global inequities to improve access, quality, and the purpose of education.

One unique component that we have built into this conference is the professional development sessions, which we hope will arm researchers and practitioners alike with skills to address the complex issues confronting international and comparative education. We also engaged you via social media outlets leading up to the conference and it is our hope that these forums will be used following the conference to continue the dialogues inspired by discussions within the sessions. We greatly appreciate your enthusiastic responses to this conference, the new initiatives, and look forward to continuing to work together with our colleagues from across the northeast and far beyond.

We look forward to welcoming you to the University of Massachusetts Amherst and hope you enjoy the conference!

Sincerely,

Hunter Gray
Conference Co-Chair
CIES Northeastern Regional Conference 2013
Graduate Student, International Education





Dear Participants,

As the Center for International Education in the College of Education begins its 46th year we are honored to be able to host the Northeast Regional CIES conference at UMass Amherst. We last hosted a regional conference in 2001 so it is once again our turn. The conference has drawn strong registration from institutions in the Northeast and beyond with more than 50 institutions represented on the program. Registration before the conference was at 250 so we are expecting an active conference with lots of dialogue and interaction.

The topic of the conference is unfortunately all too relevant in today's world as conflicts, natural disasters, large-scale refugee movements, and economic crises all create a climate of uncertainty within which education must struggle to serve. Many of the presentations deal with uncertain contexts for education and provide testimony to the challenges being faced.

CIE is grateful for the support we have received from other institutions in organizing the conference. We would like to thank CIES, SUNY Albany, Teachers College Columbia, the UMass College of Education and its Department of Education Policy, Research and Administration.

Sincerely,

Dr. David R. Evans, Director
Conference Co-Chair
Center for International Education
University of Massachusetts Amherst





A Letter from the CIES President

¡Bienvenidos! Welcome! ...to Amherst and the Northeast Regional CIES Conference.

We are all very grateful to the superb team of scholars, practitioners, and students at the Center for International Education (CIE) at the University of Massachusetts Amherst for building on their long-standing leadership in our field and Society by hosting this year's regional meeting.

This year we are witnessing a resurgence in regional conferences and here also our Society is indebted to the leadership of the CIE. The theme of this year's conference, *Education in Uncertain Times*, is opportune and thought provoking. The rich agenda of professional development opportunities, paper presentations, panels and the innovative keynote dialogue that have been prepared around this theme will undoubtedly insure that these two days will be full of the globe-spanning, cross-disciplinary, collegial discussion and debate that is the unique signature of CIES.

I am looking forward to a stimulating conference in Amherst, and as a long time neighbor of this part of Massachusetts, I urge you all to enjoy the Pioneer Valley -- as fertile in innovative ideas, culture, and scholarship as it is in natural beauty.

Gilbert A. Valverde, Ph.D.
President.





UNIVERSITY OF MASSACHUSETTS
AMHERST

124 Furcolo Hall
813 North Pleasant Street
Amherst, MA 01003-9308

Office of the Dean
College of Education

voice: 413.545.2705
fax: 413.545.4240

October 2013

Dear Conference Participants,

Welcome to UMass Amherst! On behalf of the University's faculty, staff, students, and administration, I would like to welcome you to the Northeast Regional Conference of the Comparative and International Education Society (CIES). The Conference committee has worked hard to put together an innovative program, and we hope you enjoy the thought provoking conference sessions while forging new professional and personal relationships. The CIES community is both global and durable, and I am sure you will continue to meet and exchange experiences and ideas for decades to come, in this country and across the world.



Dr. Kumble Subbaswamy, Chancellor of the University of Massachusetts Amherst, has made internationalizing the campus one of the top priorities in the university's strategic plan. Our campus shares the values of CIES participants in exploring the compelling issues that relate to development and education. The theme of this conference, "Education in Uncertain Times," is particularly relevant in this era of rapid political and social change across the world. Our community of scholars and students hope to help identify new solutions to the complex global forces influencing the field.

While you are on campus, we invite all of you to explore the many opportunities the University has to offer. UMass Amherst, now in its 150th year, is the Commonwealth's flagship university, committed to excellence in research, teaching, and public service. The College of Education has been preparing education professionals for more than 100 years. Ranked among the top public Graduate Schools by US News & World report, the College of Education faculty and graduate students have won prestigious research, teaching, and public service awards. The College is particularly proud of its Center for International Education, now in its 46th year, which has had a truly global impact in improving educational systems and ensuring equity, and access in education.

We are proud of the contributions of the faculty, staff, and students of the College of Education—and the International Education program in particular—as we work together to advance scholarship, knowledge, policy, and practice that transcends borders, to provide equality of opportunity for all human beings.

Best regards,

A handwritten signature in black ink, reading "Christine B. McCormick".

Christine B. McCormick
Dean

About the Conference

The 2013 Northeast Regional CIES conference has attracted a large and diverse group of attendees and presenters. There are 250 students and faculty members registered, representing 48 universities and half a dozen other institutions and organizations. While most come from the United States—with a very generous interpretation of the meaning of “Northeast”—there are individuals or groups from Palestine, China, Mexico, Bangladesh, Canada, Denmark and Sweden.

The universities represented at the conference are listed below.

Appalachian State University	Sam Houston State University
Azusa Pacific University	SIT Graduate Institute
Boston College	Southwest University
Bunker Hill Community College	SUNY at Buffalo
Clark University	SUNY at Stony Brook
Columbia University	SUNY at Albany
Concordia University, Montreal, Canada	SUNY at Cortland
Diego Portales University	The Chinese University of Hong Kong
Eastern Mediterranean University	UMass Amherst
Hampshire College	UMass Boston
Harvard University	UMass Dartmouth
Hofstra University	Universidad Autónoma de Tamaulipas
Indiana University, Bloomington	University of Dhaka
Institute of Education, Xiamen University	University of Kentucky
Johns Hopkins University	University of Maryland
Lehigh University	University of Northern Iowa
McGill University	University of Pennsylvania
Michigan State University	University of Pittsburgh
Morrisville State College	University of South Carolina Aiken
Mount Holyoke College	University of Toronto
New York University	University of Wisconsin-Milwaukee
Northeastern University	Uppsala University
Pennsylvania State University	Worcester State University
Roskilde University	Zhejiang Normal University

If you need anything during the conference, please don't hesitate to call us.

Conference Point Person **Hunter Gray** can be reached at: 413-362-6554

Conference Point Person **Dani O'Brien** can be reached at: 413-512-1375

Friday, November 1, 2013

What	Where	When
Check-In & Registration	Campus Center, Main Concourse <i>Sponsored by Teachers College, Columbia University</i>	9:00-10:30
Session I	<ul style="list-style-type: none"> a. Telling Stories with Film: An Increasing Imperative for Education in Development*** (<i>Amherst Room</i>) b. Moving from Managing Work to Leading People*** (<i>Room 101</i>) c. PISA and the Spread of Learning Assessments: Research, Policy, and Marginalized Students (<i>Room 162</i>) d. Incorporating Education Abroad into Your Curriculum*** (<i>Room 163</i>) e. Education in a Time of Globalization: Case Studies (<i>Room 168</i>) f. Transforming Racialized Legacies through Student Leadership (<i>Room 904</i>) 	11:00-12:30
Lunch	Lunch is on your own. Please check the dining options in your conference folder	12:30-1:30
Session II	<p style="text-align: center;">Keynote Session with Steven Carney</p> <p style="text-align: center;"><i>Where Do We Go From Here? Globalization, Education and the Challenge of Uncertainty</i></p>	1:30-3:00
Coffee Break	<p style="text-align: center;">Main Concourse</p> <p style="text-align: center;"><i>Sponsored by the Education Policy, Research and Administration Department at the UMass Amherst</i></p>	3:00-3:30
Session III	<ul style="list-style-type: none"> a. Poster Session (<i>Main Concourse</i>) b. Teachers and Global Teacher Policies in Uncertain Times (<i>Room 101</i>) c. Contemporary Gender Issues: Rights, Refugees, Violence, and Integration (<i>Room 162</i>) d. Scholarly and Practitioner Publishing: A Conversation with Journal Editors*** (<i>Room 163</i>) e. Research and Practice: Working in Communities Impacted by Trauma, Violence, and Conflict*** (<i>Room 168</i>) f. Lessons Learned During the Implementation of the Teacher Education Improvement Program in Palestine (<i>Room 904</i>) 	3:30-5:00
Welcome and Reception	<p style="text-align: center;">Amherst Room</p> <p style="text-align: center;"><i>Sponsored by the College of Education, University of Massachusetts Amherst</i></p>	5:00-7:00

Saturday, November 2, 2013

What	Where	When
Session I	<ul style="list-style-type: none"> a. Indigenous Education (<i>Amherst Room</i>) b. Education in Fragile Contexts: The Significance of Culture, Reform, Violence, and Debt (<i>Room 101</i>) c. Partnerships in Education: Stakeholders, Engagment and New “?” Approaches (<i>Room 162</i>) d. Global and National Policies (<i>Room 163</i>) e. Community Factors (<i>Room 168</i>) f. Interdisciplinary Perspectives on Education for Sustainable Development (<i>Room 904</i>) 	9:00-10:30
Coffee Break	<p style="text-align: center;">Main Concourse</p> <p style="text-align: center;"><i>Sponsored by the Institute for Global Education Policy Studies and the Students of Educational Adminstration for Change both at SUNY Albany</i></p>	10:30-11:00
Session II	<ul style="list-style-type: none"> a. Language, Literacy, and Culture: Policies and Practices (<i>Amherst Room</i>) b. Teacher Education: In-Service Teacher Support (<i>Room 101</i>) c. Institutional Transition in Higher Education (<i>Room 162</i>) d. The Ugly Side of Education (<i>Room 163</i>) e. Youth Activism and Engagement (<i>Room 168</i>) f. Policy Processes in Education for Sustainable Development: Exploring the Role of the State, NGOs, and Higher Education (<i>Room 904</i>) 	11:00-12:30
Lunch	Lunch is on your own. Please check the dining options in your conference folder	12:30-1:30
Session III	<ul style="list-style-type: none"> a. From the Margins: Issues of Equity, Access, and Human Rights (<i>Amherst Room</i>) b. Who's Afraid of the Big Bad MOOC?*** (<i>Room 101</i>) c. Power, Hierarchy, and Reform in China's Universities (<i>Room 162</i>) d. Technology in Schools: Encouraging the Use of ICT (<i>Room 163</i>) e. Discourse, Conflict, and Uncertainty in Education: “Glocal” Perspectives (<i>Room 168</i>) f. Compressed Ethnographies in International Settings*** (<i>Room 904</i>) 	1:30-3:00
Coffee Break	<p style="text-align: center;">Main Concourse</p> <p style="text-align: center;"><i>Sponsored by the Center for International Education at UMass Amherst</i></p>	3:00-3:30
Session IV	<ul style="list-style-type: none"> a. Taking Stock of LGBTQ Issues within Various Educational Contexts (<i>Amherst Room</i>) b. Teacher Education: Policies and Professional Development (<i>Room 101</i>) c. Higher Education in China: Comparing University Systems (<i>Room 162</i>) d. Equity in Uncertain Times: What are the Challenges to Achieving Equity in Educational Outcomes in the Developing World and Beyond? (<i>Room 163</i>) e. Curriculum Development Issues (<i>Room 168</i>) f. The Challenge of Linking Education and the World of Work (<i>Room 904</i>) 	3:30-5:00

Keynote Session
Where Do We Go From Here?
Globalization, Education, and the Challenge of Uncertainty
Stephen Carney, Associate Professor, Educational Studies, Roskilde University

Globalization, when understood as the spatialization of modernity, presents challenges to all social scientists, especially those with a comparative and international education (CIE) orientation. I start by outlining my own approach to studying global dynamics in education where I have described processes of reconfiguration, rupture *and* indeterminacy. I then consider critiques of this work and illustrate how they flow from certain dominant (modernist) understandings of globalization and education. I argue that CIE will be better able to respond to contemporary uncertainty by engaging with theories and concepts that resonate with contemporary conditions rather than those that seek to control or eliminate them. This has implications for intellectual critique as well as practical action.

As an informal address rather than traditional keynote, participants will be invited to reflect on a written paper that raises three central questions: Where do we *do* comparative education research under conditions of profound global interconnectivity? What counts as data in the emerging global *cultural* economy? What type of progressive project is possible in such research?

About the Speaker

Australian by birth and educated in England, Stephen Carney has published widely within the field of CIE in contexts including Denmark, England, Nepal and China. He has recently become a co-editor of the *Comparative Education Review* and maintains a long-standing relationship to CIES as co-chair of the Globalization and Education Special Interest Group.

About the Respondents

Gilbert A. Valverde currently serves as the President for the Comparative and International Education Society, as well as the Chair for the Department of Educational Policy and Leadership. Dr. Valverde is a core member of the faculty of the Global Educational Policy Studies Institute, School of Education, University at Albany - State University of New York. Dr. Valverde specializes in scholarship and applied research in the broad areas of international assessment, curriculum policy and development assistance for education. A parallel line of research inquires into cross-national trends in curriculum governance policies: focusing on the role of complex partnerships of global-domestic, private-public, and for profit-not for profit actors and agencies in educational standards, indicator systems, textbook and assessment policy and the configuration of educational opportunity

Jen Sandler is a Lecturer in the Department of Anthropology at UMass Amherst, and Director of the UMass Alliance for Community Transformation. Jen has worked as an ethnographic researcher, educator, and activist in many urban U.S. cities as well as in Mexico. She has conducted research on popular education, community organizing coalitions, evidence-based policy advocacy groups, philanthropic education reformers, and World Bank knowledge system policy shifts. Much of her current teaching and research examines education as a site of struggle over what and whose knowledge will shape power and governance.

Moderated by
Joseph B. Berger
Associate Dean of Research and Engagement
University of Massachusetts Amherst

NOTES

PROFESSIONAL DEVELOPMENT SESSIONS

Telling stories with film: An increasing imperative for education in development

Amherst Room

Friday 11:00-12:30

This professional development (PD) session will explore the use of film as a documentation, advocacy, and fundraising tool for international education and development projects. With the advent of accessible prosumer digital camera equipment and accessories, inexpensive digital editing technology and the almost free and limitless platform of the Internet as a distribution tool, film has exploded to become a valuable tool to build awareness about education initiatives and development projects. The use of this powerful medium brings about important questions for educators, NGOs, and program developers: How do we choose which narratives to tell? How do we explain complex social and political issues in ways that respect subjects? How much will it cost? How do I begin a film project? Professional filmmakers experienced in creating films for global organizations will address these and other questions.

Sebastian Lindstrom is a Swedish graduate student at the Center for International Education at the University of Massachusetts Amherst and a guerrilla filmmaker. In 2009 he founded [whattookyousoalong.org](http://www.WhatTookYouSoLong.org)—a company seeking untold stories and unsung heroes in the most remote areas of the world. Lindstrom and his crew have worked in over 65 countries on documentary expeditions for non-governmental organizations and social businesses, focusing on everything from camel milk entrepreneurship to non-formal education solutions in conflict zones.

Sebastian Lindstrom; What Took You So Long? Camels and more at <http://www.WhatTookYouSoLong.org>; tweet me @SebLindstrom

Stephen Richardson is a lifelong learner, educator, and arts advocate. His experience in arts education ranges from teaching music in formal school settings to using the arts as a platform for youth development in South Africa, the latter of which was under the umbrella of ConsciousFlowz, a nonprofit organization he co-founded in 2006, whose mission was to motivate youth to actively shape their futures through new, interactive programs utilizing the arts, particularly employing the elements of hip-hop, to foster critical thinking and civic engagement. In addition, Stephen developed youth programs for the Museum of Fine Arts, Boston which allowed youth participants to actively disrupt the identities they perceived were perceived by the institution and create more interactive spaces of arts engagement for their peers. During his graduate studies, Stephen has been actively involved in filmmaking for public interest, nonprofit fundraising, and events.

Ben Herson is an educator, social entrepreneur and media producer. In 2001, Herson founded Nomadic Wax, a media and educational events production company that uses music, film and the arts to promote cultural exchange and social change. He is an experienced educator with ten years of classroom experience in New York City public and private schools and lectures regularly at institutions of higher learning (Harvard, MIT, NYU, Columbia and UCLA among others) and media conferences (SXSW, CMJ, Womex). Herson has screened his award winning films at film festivals and theaters internationally. Herson has been interviewed and featured on NPR, BBC, Billboard Magazine and the New York Times. He is also a consultant and media producer for clients that include MTV, USAID and US Department of State.

Moving from Managing Work to Leading People

Room 101

Friday 11:00-12:30

This presentation serves as a professional development session for people seeking to improve their leadership skills within organizational and international development settings. This session explores various leadership styles, qualities and the potential results they yield for organizations and their staff. Competency models of leadership are explored, as well as the roles of personal character and emotional intelligence on leadership qualities. A couple particular aspects discussed in making the personal transformation from simply “managing” to “leading” including being proactive (versus reactive) and spearheading change (versus maintenance of the status quo). Such changes require a paradigm shift whereby the leader feels empowered to make choices rather than simply acting on existing circumstances. Likewise, to successfully make this transition; leaders need to have a clear idea of long-term goals and a strategic plan for achieving them. The second part of the presentation highlights the need for leaders being able to effectively manage themselves before modeling behavior and leading others. This includes having a high emotional competence, in part, based on striking a balance between personal character and capability, as well as taking care of oneself. These and other characteristics, sorely lacking in the international development setting, will be explored at length. Session facilitators will highlight the leadership styles and characteristics discussed with examples from their own experiences of having worked in international development settings for more than twenty-five years.

Shannon Meehan has worked internationally for 25 years. She is currently an International Consultant associated with Leadership for Humanitarians, InsideNGO, and Steve Kroll and Associates. She recently served as Country Director for the Peace Corps in Burkina Faso from 2010 - 2012. A former Peace Corps volunteer in Senegal from 1989 - 1991, Meehan went on to represent the American Refugee Committee (ARC) in Guinea responding to the Liberian and Sierra Leonean refugee crises. After, she served in Kosovo as Country Director for ARC. As a humanitarian consultant, Meehan conducted missions in Senegal, Somalia, Guinea, Liberia, Cote D'Ivoire, Sudan, the DRC, Rwanda, Uganda, Kosovo, Macedonia, Afghanistan, Kuwait, Syria, Jordan and Iraq. As Director of Advocacy and Policy for the International Rescue Committee (IRC), Meehan advocated the IRC's policy priorities for the Middle East, Violence against Women, Refugee Resettlement and Civilian-Military issues toward the EU in Brussels. While in Washington DC, she was the lead advocate for conflict areas in Africa focusing on the effectiveness of the humanitarian responses in: DR Congo, Sudan, Uganda, Liberia, Cote D'Ivoire, and Somalia. She is an expert on humanitarian and protection needs of displaced populations and refugees. She provided a seminar, “Responding to Complex Emergencies”, at the University of Marseille to Masters' Students. Her article on refugee resettlement, “Just Do It”, was published in the Academic Council of the United Nations Newsletter on the 60th Anniversary of the Universal Declaration on Human Rights. Her work was highlighted in the book, *Those Who Dare*, by Katherine Martin (2004).

Michael Simsik has two decades of development work and research experience in international settings, with a focus on Africa. Michael is currently the Chief of Operations for the Africa Region in the U.S. Peace Corps, a position he has held for the past year. Previous to his current position, Michael was the Peace Corps Country Director in Mali (2008-2012) as well as the Deputy Director (in Mali, 2006 to 2008 and in Madagascar, 2005-2006). Before this current stint of work with the Peace Corps, Michael worked for Cornell University Cooperative Extension in New York City, first as an Urban Forester with the Environmental Issues Program (2002-2003) and then as Director of the Urban Agriculture Program (2003-2005). Other work experience includes three years as a Peace Corps campus recruiter at the University of Massachusetts, Amherst (1996-1999), and before that, working as the Director of Rural Development for the World Wildlife Fund on a rainforest conservation project in Madagascar (1995-1996). Michael has also worked as a technical trainer during ten pre-service training programs in Togo, Senegal, Mali, Lesotho, Madagascar, as well as in the United States (between 1991-1999), and before that, he served as a forestry Volunteer in Benin (1986-1989). Michael previously served on the Board of Editors of the Journal of Extension. Michael holds Bachelor's and Master's degrees in Forestry from the University of California at Berkeley and the University of Michigan, respectively, as well as a Doctorate in Education Policy, Research and Administration from the University of Massachusetts, Amherst.

Incorporating Education Abroad Into Your Curriculum

Room 163

Friday 11:00-12:30

Workshop participants will learn the value of education abroad in all aspects of the educational experience and how to incorporate this pedagogy into their curriculum. In this workshop they will how to design and implement a study abroad experience for their discipline. The workshop will cover reviewing program design models and criteria for choice; factors to consider when making curriculum choices (different faculty and “campus” roles, using location effectively in experiential delivery); integrating content with environmental and cultural considerations; reviewing logistical considerations (staffing, budget, health and safety); when and how to communicate with “home”; and program evaluation methods.

Janet Y. Thomas is Associate Professor of International Education at World Learning SIT Graduate Institute in Brattleboro, Vermont. Janet received her PhD in educational policy studies from the University of Illinois at Urbana-Champaign. Her areas of focus are international educational policy, internationalization in education, program design, program evaluation, educational assessments, educational administration, intercultural communication, and team-building. She has lived and worked in southern Africa and the Middle East and is focused on education in developing countries. Dr. Thomas has held positions at Zayed University in Dubai, the University of Pennsylvania, Rutgers University, and Johns Hopkins University. She is the author of *Educating Drug-Exposed Children* (Routledge/Falmer Press, 2005) and is a member of the Comparative and International Education Society, the American Educational Research Association, Phi Delta Kappa International Honor Society in Education, and Kappa Delta Pi International Honor Society.

Sora Friedman is Associate Professor & Chair of the International Education Degree Program at World Learning SIT Graduate Institute in Brattleboro, Vermont. Sora has worked in the field of international education for 27 years, focusing on the administration of adult exchanges in public diplomacy, international training programs, high school exchanges, and international policy advocacy. Sora holds a doctorate in cultural studies, as well as a master’s in international administration and a certificate in distance education. Dr. Friedman has led numerous short-term education abroad programs, most recently for MBA students studying in Chile and Mexico, also to the (former) Soviet Union, Morocco, Korea, and across the United States. In addition to teaching and advising, she coordinates the administration of SIT’s International Education low-residency program and serves as NAFSA: Association of International Educators Region XI Chair (incoming). Former NAFSA leadership roles include Chair of NAFSA: Association of International Educators’ Training Coordination Subcommittee, the Management Development Program, the Academy for International Education, and Trainer Corps. Before joining SIT, Sora taught at George Mason University and the University of Pennsylvania’s Lauder Institute, and in Mexico and Chile. She has lived in Bolivia, Colombia, and England, and is fluent in Spanish.

Linda Drake Gobbo is Professor of International Education at World Learning SIT Graduate Institute in Brattleboro, Vermont. In the area of short-term program design, she has travelled as faculty with SIT Graduate Institute programs to Turkey and Morocco, and provided administrative support from the home campus to various SIT Study Abroad programs in the field. Linda Drake Gobbo teaches courses and advises students in international education and management in both the online and face-to face programs. Linda served as the first elected chair of the Teaching, Learning, and Scholarship Knowledge Community in NAFSA, on its subcommittee on information management, and currently serves as Chair of the Training Subcommittee. Professor Gobbo also served as lead designer and trainer of NAFSA’s original Academy for International Education, sponsored and funded by the U.S. Department of State’s Bureau of Education and Cultural Affairs., Linda’s interest areas include program and curriculum design, strategic organizational change, internationalization, and multicultural group dynamics. Linda holds two master’s degrees, an MBA from the University of Massachusetts and an MA in student personnel administration from Springfield College

Scholarly and Practitioner Publishing: A Conversation with Journal Editors
Room 163
Friday 3:30-5:00

Emily Bishop is managing editor of *Current Issues in Comparative Education* (CICE), an international online, open access journal inviting diverse opinions of academics, practitioners and students. CICE shares its home with the oldest program in comparative education in the US, the Teachers College Comparative and International Education Program, founded in 1898. Established in March 1997 by a group of doctoral students from Teachers College, Columbia University, CICE is dedicated to serve as a platform for debate and discussion of contemporary educational matters worldwide.

Sally Campbell Galman is the editor-in-chief of *Anthropology and Education Quarterly* (AEQ), the journal of the Council on Anthropology and Education, a professional association of anthropologists and educational researchers which is a section of the American Anthropological Association. AEQ is a peer-reviewed journal that draws on anthropological theories and methods to examine educational processes in and out of schools, in US and international contexts. Articles rely primarily on ethnographic research to address immediate problems of practice as well as broad theoretical questions. The authors of many submissions are students.

Bjorn Nordtveit on July 1, 2013 began as chief editor of the *Comparative Education Review* (CER), one of the world's oldest scholarly journals in this field, founded in 1957. Two coeditors also based at UMASS are Cristine Smith and Jacqueline Mosselson. CER has often considered and published submissions from students, as well as from practitioners. While CER is affiliated and partially supported by the US-based CIES, the majority of its contributors in recent years are based outside of the United States. It's print and electronic versions are published by the University of Chicago Press and back issues are maintained by JSTOR.

David Post recently completed a second five-year term as editor of the *Comparative Education Review*. He is concerned about the impact of scholarly publishing on the types of questions that researchers around the world investigate and about the impact of quality assurance exercises on the measurement of "productivity." Under his editorship, CER began to publish translations of abstracts, as well as selections from an open file of editorial correspondence between authors, editors, and external reviewers (available on the journal website).

Doing Research & Practice: Working in Communities Impacted by Trauma, Violence and Conflict
Room 168
Friday 3:30-5:00

This workshop underlines two different yet complementary approaches to conducting research and working in the field of conflict and post-conflict education. Presenters will initially define and present conceptual frameworks for “trauma informed practices” (TIPs) and “social-emotional learning” (SEL) strategies that researchers and practitioners in the field can use when in communities impacted by trauma, violence, conflict, and crisis. In these presentations, participants will be exposed to a wide range of contexts and case studies that demonstrate the feasibility and usefulness of using TIPs and SEL in order to ensure promote the physical, social and emotional well-being of research participants and intervention beneficiaries. Participants will then be asked to relate these concepts back to their research and work as well as map how they can adopt TIPs and SEL practices in the future.

Richard Rodman is a long time CIES member and Professor of International Education at the SIT Graduate Institute. Recent interests include internationalization of higher education and as co-editor of *The International Journal of Higher Education and Democracy* focusing on “Rethinking Internationalization” and the impact of globalization on international faculty as stakeholders. He maintains a continuing fascination with the role and use of social cartography in comparative and international education with contribution to Weidman and Jacob’s eds. *Beyond the Comparative: Advancing Theory and its Application to Practice*. Dr. Rodman has extensive experience in teaching, international education program administration and development education, a long association with Africa and with assignments in more than fifty countries in South Asia, Middle East, East Asia, Latin America and Europe. Experience, research interests, and his role as chair of SIT’s Institutional Review Board has sparked fresh interest in field research ethics, “trauma informed practices” in our discipline, and tools for international educators practicing across cultures

Maria Tarajano Rodman is an international, national, state and local speaker and trainer on trauma-informed practice, peer participatory process, and community collaboration. She serves as a Senior Leader at Berkshire Children and Families with primary responsibilities in strategic planning, program development and management, community collaborations, and institutional advancement. She directs the Office on Women’s Health national “Trauma-Informed Training Initiative” Project and co-developed its Trauma-Informed Training curriculum “A Public Health Response to Trauma: Creating Conditions, Connection and Community for Women and Their Families.” Ms. Rodman developed and directed the SAMHSA best practices community-based program “Franklin County Recovery Community Project” – a trauma-informed, recovery focused, peer participatory community model.

Meredith Gould, Ph.D. has 15 years of experience in conflict resolution, violence prevention, peace education and gender. She has a PhD in Conflict Analysis and Resolution with a focus on vulnerable and underserved communities. Her dissertation and research is on “Adolescent Black Girls: Self-Image, Empowerment and Conflict”. Her expertise focuses on training /curricula/program design, implementation and assessment. She is currently the Social and Emotional Learning Technical Advisor in the education division at the IRC. Her experience is both grounded in theory and in practice: She is also a certified trainer of diversity, gender responsiveness, bullying prevention, youth violence, inter-ethnic conflict, relationship violence, and violence prevention. Last year was a keynote speaker in Kenya at an African Development Conference focusing on the “Impact of Empowering Girls in Shaping a Nation”

Paul Frisoli, Ed.D. candidate at the University of Massachusetts – Amherst, has over 12 years technical experience in teaching, materials creation, and education technology for teacher professional development programs. He has worked extensively in primary and secondary education in Guinea, Senegal, the Gambia, Sierra Leone, Liberia, Chad, the Democratic Republic of Congo, Madagascar, the Comoro Islands, Haiti, Pakistan and Palestine. Paul has served as a university lecturer, teaching undergraduate and graduate courses such as “Education Technology in International Education”, “Cultural Studies in International Development”, “Education in emergencies”, “Global Issues & Cross-Cultural Preparation” as well as “Introduction to International Education” and “Introduction to Cultural Anthropology”. He has presented in major conferences and authored peer-reviewed journal articles in *The Journal of International Development* and *The International Journal of Qualitative Studies in Education*. He is currently finalizing his dissertation entitled “Teachers’ Experiences of Professional Development in Crisis and Post-Crisis Democratic Republic of Congo: A Case Study of ‘Teacher Learning Circles.’”

Who's Afraid of the Big Bad MOOC?

Room 101

Saturday 1:30-3:00

There is much ado about MOOCs. Are they the salvation or death knell of higher education? Do they expand access to great teaching or merely provide an illusory tease? Using scalable technologies, educational content is more widely available than ever before. But what can one really learn through a MOOC? And perhaps even more important, HOW does one learn through a MOOC? Through a hands-on exploration of several current MOOCs, we will explore this new education medium and how it might be shaped better in the future.

Zachary Davis is a fellow at HarvardX. Previously at the metaLAB (at) Harvard and the Carnegie Endowment for International Peace, Zachary is a graduate of Brigham Young University, where he majored in International Relations and Philosophy. He lives in Cambridge Massachusetts.

Compressed Ethnographies in International Settings
Room 904
Saturday 1:30-3:00

This professional development session explores the use of compressed ethnographies for conducting research in international settings. Compressed ethnographies have gained recognition in light of the limitations and demands that traditional ethnographies present in terms of time and resources (Jeffrey & Troman, 2004). Compressed ethnographies follow the same principles of ethnographic research but require three conditions: (a) familiarity with the local setting and language, (b) focus on one particular aspect of the culture to be studied, and (c) collaboration with local experts (LeCompte & Schensul, 2010). This method also involves an intensive data collection period, which may require utilizing multiple elicitation techniques (Jeffrey & Troman, 2004; LeCompte & Schensul, 2010). Compressed ethnographies are particularly valuable when conducting small scale research (Knight, 2002) because this type of research involves one or few researchers, limited or no funding and limited time in the field. For these reasons, compressed ethnographies may be appealing for practitioners conducting evaluations, for graduate students conducting dissertation or thesis work, and for early career faculty members.

Gretchen B. Rossman serves as Professor of International Education and Chair of the department of Educational Policy, Research & Administration at the School of Education at the University of Massachusetts Amherst. With an international reputation as a qualitative methodologist, she has expertise in education reform and capacity building at international, national, and local levels, qualitative research design and methods, mixed methods monitoring and evaluation, and inquiry in education. Over the past 25 years, she has co-authored nine books, two of which are editions of major qualitative research texts (*Learning in the Field*, 3rd ed., with Sharon F. Rallis, and *Designing Qualitative Research*, 5th ed., with Catherine Marshall). She has also authored or co-authored over 40 articles, book chapters, and technical reports focused on education reform internationally and domestically, as well as methodological issues in qualitative research synthesis, mixed methods evaluation, and ethical research practice. She has worked on capacity building and education reform projects in Azerbaijan, Hong Kong, India, Malawi, Palestine, Senegal, Tanzania, The Gambia, and the United States. Her Ph.D. in Education, with a specialization in higher education, is from the University of Pennsylvania.

Gerardo Blanco Ramírez, Ed.D. is Assistant Professor of Higher Education Administration at the University of Massachusetts Boston. He studies the effects that international quality practices in higher education, such as accreditation and rankings, have on the existing hierarchical relations between Global North and Global South. Gerardo's work incorporates critical and postcolonial perspectives to the analysis of globalization and internationalization in higher education systems, and his research relies on qualitative inquiry methods. Originally from Mexico, Gerardo earned his bachelor's degree at the Universidad de las Américas Puebla, his MEd in Higher Education at the University of Maine, and his Ed.D. in Educational Policy and Leadership at the University of Massachusetts Amherst. Gerardo's work has been published or accepted for publication in international peer-reviewed journals including *Quality in Higher Education*, *The Journal of Further & Higher Education*, and *Discourse: Studies in the Cultural Politics of Education*. He has authored or co-authored articles that document the complexities of higher education leadership and internationalization in different countries, including China, Mexico, and the Philippines. He has also served as a consultant for the Salvadoran Foundation for Economic and Social Development.

Karla Giuliano Sarr is completing her doctorate at the Center for International Education at the University of Massachusetts Amherst. Her studies focus on the interplay of culture, language, indigenous knowledges, formal schooling, and development particularly within post-colonial francophone African contexts. Recent publications include a chapter on language and the development discourse in Senegal, and an overview of educational practices for immigrant and refugee populations in the United States. Karla also has an interest in evaluation and research methods and has served as a consultant in this area. Prior to returning to the U.S., Karla coordinated educational programming at Africa Consultants International/Baobab Center in Senegal, an American NGO. She served as a Peace Corps Volunteer in Gabon. Karla holds a Bachelors degree from Georgetown University's School of Foreign Service and a MEd in Educational Policy and Leadership at the University of Massachusetts Amherst.

NOTES

A. Telling Stories with Film: An Increasing Imperative for Education in Development*
Amherst Room**

Ben Herson (*Nomadic Wax and the Center for International Education, University of Massachusetts Amherst*)

Sebastian Lindstrom (*Center for International Education, University of Massachusetts Amherst*)

Stephen Richardson (*Center for International Education, University of Massachusetts Amherst*)

B. Moving from Managing Work to Leading People* Room 101**

Shannon Meehan (*Leadership for Humanitarians*)

Michael Simsik (*U.S. Peace Corps*)

**C. PISA and the Spread of Learning Assessments: Research, Policy, and Marginalized Students
Room 162**

A world awash in learning assessments: Patterns and critical perspectives

Aaron Benavot (*University of Albany*)

The use of standardized assessments to improve marginalized student performance

Marisol Vazquez Cuevas (*Teachers College, Columbia University*)

What is the OECD doing in education? The use of PISA to benchmark schools based on global market-growth standards

Heinz-Dieter Meyer (*SUNY at Albany*)

An emergent PISA-based research agenda? Existing studies, missing question

Taya Owens (*SUNY at Albany*)

D. Incorporating Education Abroad Into Your Curriculum* Room 163**

Linda Drake Gobbo (*SIT Graduate Institute*)

Janet Y. Thomas (*SIT Graduate Institute*)

E. Education in a Time of Globalization: Case Studies Room 168

Per-capita funding of education in Post-Soviet space: Comparative analysis

Simon Janashia (*Teachers College, Columbia University*)

Religious secondary education in south Asia: Challenges for uncertain times

Pamelia Khaled (*University of Toronto*)

Globalisation as a substitute for thought

Jim Kusch (*Eastern Mediterranean University*)

Malfunctioning decentralization: A case study of educational reform in Georgia

Tamar Lomiashvili (*Center for International Education, University of Massachusetts Amherst*)

F. Transforming Racialized Legacies through Student Leadership Room 904

Dani Battle (*Clark University*)

Beverley Bell (*Mount Holyoke College*)

David Bell (*Clark University*)

Marianne Sarkis (*Clark University*)

Keynote Session with Steven Carney
Where Do We Go From Here?
Globalization, Education, and the Challenge of Uncertainty
Amherst Room

3:00-3:30

Coffee Break in Main Concourse

Sponsored by Education Policy, Research and Administration Department, UMass Amherst

A. Poster Session Main Concourse

Hye Seung Cho (*Center for International Education, University of Massachusetts Amherst*)

David Davenport (*Michigan State University*)

Valerie Kurka (*Social Development Commission*)

Rebecca Ragland (*SIT Graduate Institute*)

Maung Nyeu (*Harvard University*)

B. Teachers and Global Teacher Policies in Uncertain Times Room 101

Karishma Desai (*Teachers College, Columbia University*)

Daniel Friedrich (*Teachers College, Columbia University*)

Gita Steiner-Khamsi (*Teachers College, Columbia University*)

Chair and Discussant: Sangeeta Kamat (*University of Massachusetts Amherst*)

C. Contemporary Gender Issues: Rights, Refugees, Violence, and Integration Room 162

Sanitation and education in India: Expanding the "menstruation hypothesis"

Anjali Adukia (*Harvard University*)

Integrating Saudi women at WIU into campus and community activities: Designing and developing a Saudi women's group

Eshraq Alkhabbaz (*University of Northern Iowa*)

Doorways: An opportunity for implementation of a USAID program addressing gender-based violence in educational settings

Shannon Meehan (*Leadership for Humanitarians*)

Rohingya refugee girls in Bangladesh: Issues of limited access

Mohammad Mahboob Morshed & Hye Seung Cho (*Center for International Education, University of Massachusetts Amherst*)

Women's human rights education in Turkey

Felisa Tibbitts (*Teachers College, Columbia University*)

D. Scholarly and Practitioner Publishing: A Conversation with Journal Editors * Room 163**

Emily Bishop (*Teachers College, Columbia University*)

Sally Campbell Galman (*University of Massachusetts Amherst*)

Bjorn Nordtveit (*Center for International Education, University of Massachusetts Amherst*)

David Post (*Penn State University*)

E. Research and Practice: Working in Communities Impacted by Trauma, Violence, and Conflict* Room 168**

Paul Frisoli (*International Rescue Committee*)

Meredith Gould (*International Rescue Committee*)

Maria Tarajano Rodman (*Berkshire Children and Families*)

Richard Rodman (*SIT Graduate Institute*)

**F. Lessons Learned During the Implementation of the Teacher Education Improvement Program in Palestine
Room 904**

Shahnaz Ibrahim Far (*Ministry of Education, Palestine*)

Samah Iriqat (*Ministry of Education, Palestine*)

Basri Ahmad Saleh (*Ministry of Education, Palestine*)

Tharwat Zaid (*Ministry of Education, Palestine*)

WELCOME & RECEPTION

Amherst Room

5:00pm-7:00pm

*Sponsored by the College of Education, University of
Massachusetts Amherst*

Comments by

David R. Evans, Director
Center for International Education, UMass Amherst

Gilbert Valverde, President
Comparative and International Education Society

Joseph B. Berger, Associate Dean
College of Education, UMass Amherst

Cash Bar, Live Music, and Hors D'Oeuvres

A. Indigenous Education Amherst Room

Teacher training and indigenous student achievement: Ecuador, Peru, and Guatemala

Regina Cortina (Teachers College, Columbia University)

Teacher perspectives on in-service training and mentorship for Guatemalan indigenous rural schools

Katy De La Garza (Teachers College, Columbia University)

Indigenous performance and school effects in Guatemala and Peru

Joe Levitan (Penn State University)

Student achievement, ethnicity, and after-school work: A comparative study

David Post (Penn State University)

Discussant and Chair: *Gilbert Valverde, President of the CIES and associate professor of education (University at Albany)*

B. Education in Fragile Contexts: The Significance of Culture, Reform, Violence and Debt Room 101

Educational Reform: Madrasa, state, and modernization

Mika Abdullaeva (Center for International Education, University of Massachusetts Amherst)

Traditional culture and educational success in Senegal, West Africa

Maguette Diame (University of Massachusetts Amherst)

Public education and the debt crisis in Greece: An exploration of teachers' experiences and reflections

Margaret Felis & Andreas Tzineris (University of Massachusetts Amherst)

Lay down your arms and open your eyes, ears, mouths and hearts: The case for curbing school violence by promoting positive school culture

Benjamin Parsons (University of Massachusetts Dartmouth)

C. Partnerships in Education: Stakeholders, Engagement, and New “?” Approaches Room 162

Somewhere between development and alternatives: NGOs and education in Guatemala

Jacob Carter (Center for International Education, University of Massachusetts Amherst)

Capacity development: For what?

Stephen Richardson (Center for International Education, University of Massachusetts Amherst)

What we can learn from comparative studies in conflict: An assessment of education for binational partnership in Israel

Karen Ross (Indiana University)

Education system and civil society in Kyrgyzstan: Challenges and perspectives for public education reforms

Elmira Shishkaraeva (University at Albany)

D. Global and National Policies Room 163

Neglected problems - equity in Georgian education system

Natia Mzhavanadze (Center for International Education, University of Massachusetts Amherst)

Challenges to EFA in South Asia: Case studies from Afghanistan, Bangladesh and Pakistan

Mohammad Tareque Rahman (Center for International Education, University of Massachusetts Amherst)

Teachers' work, food policies, and gender in Argentina

Sarah Robert (University at Buffalo)

Acting and reacting: Youths' behavior in corrupt educational settings

Amra Sabic-El-Rayess (Columbia University)

Can STEM (science, technology, engineering, and mathematics) education level the playing field for the disadvantaged?

Pooja Saxena (Indiana University, Bloomington)

E. Community Factors Room 168

Schools as Communities: A quantitative study on the presence of support personnel in elementary schools in Uppsala municipality, Sweden

Gustaf Jansson Bjurhammer (Uppsala University)

If you call them will they come? The role of resources, capabilities and invitations in parental participation in the education in rural Honduras

Megan R. Gavin (The New School)

INEE minimum standards case study: Community engagement to ensure school enrollment for Eritrean refugees in Ethiopia

Adane Miheretu (Teachers College, Columbia University)

Citizen Participation and System Construction in Community Education

Fengjuan Zhang (University of Massachusetts Boston)

Education in rural Cambodia: Familial influence on children's schooling

Zhu Zhu (Teachers College, Columbia University)

F. Interdisciplinary Perspectives on Education for Sustainable Development Room 904

Collaborative ethnobotany curriculum development and exchange - leveraging EE as a mutually beneficial tool for partnership building between government and ethnic groups in Myanmar

Yadana Desmond (New York Hall of Science)

Learning to make environmental decisions in the middle Himalayas: A cross-cultural study across India and Bhutan

Sameer Honwad (New York University)

Philosophy and Ecology: Case for an Ecosophic Framework for Environmental Sustainability

Muhammad Ayaz Naseem (Concordia University)

Chair and Discussant: *Oren Pizmony-Levy (Teachers College, Columbia University)*

10:30-11:00

Coffee Break in Main Concourse

***Sponsored by the Institute for Global Education Policy Studies, SUNY Albany and
the Students of Educational Administration for Change, SUNY Albany***

A. Language, Literacy, and Culture: Policies and Practices Amherst Room

Literacy education for women in fragile states: A researcher's journey in eastern Democratic Republic of Congo
Samantha Basile (The Mama Project)

Evaluating education language policy implementation...
Katie Lazdowski (University of Massachusetts Amherst)

Between extinction and hope: An oral history project for culturally relevant education in native languages
Maung Nyeu (Harvard University)

Case study of a post-literacy program in Indonesia
Ryke Pribudhiana (Center for International Education, University of Massachusetts Amherst)

Cultural relevancy in primary education: A promising example
Karla Giuliano Sarr (Center for International Education, University of Massachusetts Amherst)

B. Teacher Education: In-Service Teacher Support Room 101

A triangulated approach to global professional development
William Edgington, James Hynes & Stacy Edmonson (Sam Houston State University)

Teachers' experiences of teacher professional development in (post)crisis DR Congo: Embedded characteristics of teacher learning circle case studies
Paul Frisoli (International Rescue Committee)

A comparative analysis of the effectiveness of teacher support
Noorullah Noori (Center for International Education, University of Massachusetts Amherst)

Sustainability of policy reforms: Teacher education in Pakistan
Emily Richardson (Columbia University)

Assets-based research for teacher professional development
Jules Sisk (McGill University)

C. Institutional Transition in Higher Education Room 162

China's quest for a world-class university in uncertain times
Roy Y. Chan (Boston College)

Expansion of higher education in Turkey: Challenges and problems
Ebru Kararas (University at Albany)

Development and challenges of the tertiary education sector plan in Botswana
Chaonan Xu (Zhejiang Normal University)

D. The Ugly Side of Education Room 163

Balochistan: The deadliest province for teachers in Pakistan

Hina Baloch (Penn State University)

Interrogating the construction of child marriages as an obstacle to education

Shenila Khoja-Moolji (Teachers College, Columbia University)

Sexually transmitted grades: Sexual abuse and other challenges faced by female secondary school students in Mozambique

Erin Lynum (Clark University)

Tampered representation: A critical look at gender and education policy realities in North Uganda

Naheed Natasha Mansur (Teachers College, Columbia University)

Exploring the reasons and consequences of shadow education in Bangladesh

Mohammad Mahboob Morshed & Sumera Ahsan (Center for International Education, University of Massachusetts Amherst)

E. Youth Activism and Engagement Room 168

The impact of entrepreneurship education for youth in Khujan

Vanessa Beary (Harvard Graduate School of Education)

Sustaining Himalayan community centers in uncertain times

Jeffrey Lee & Tiffany Ivins Spence (Azusa Pacific University)

Youth activism in out-of-school contexts: Atai shops and the intellectual forum in Liberia

Laura Quaynor (University of South Carolina Aiken)

Young adolescents and youth policy: Exploring developmentally appropriate strategies

Sandra L. Stacki (Hofstra University)

Fomentar el espíritu de pertenencia, identidad, y responsabilidad: Perceptions of Nicaraguan youth towards engagement

Nicole Webster (Penn State University)

F. Policy Processes in Education for Sustainable Development: Exploring the Role of the State, NGOs, and Higher Education Room 904

How serious are we to educate our students about environmental sustainability and related global issues and how to develop such pedagogy?

Adeela Arshad-Ayaz (Concordia University)

Trends in the development and implementation of education for sustainable development in primary and secondary education in the developing world

Michelle Feder & Nisa Felicia (University at Albany)

The role of environmental NGOs in environmental education: Case study of the Society for Protection of Nature in Israel

Dafna Gan (Northeastern University)

Critical approaches to sustainability in peace education: Strategies and perspectives from political ecology

Nicolas Stahelin (Teachers College, Columbia University)

Chair & Discussant: *Oren Pizmony-Levy (Teachers College, Columbia University)*

A. From the Margins: Issues of Equity, Access, and Human Rights Amherst Room

The challenge of belonging: Turkish-German youth in Berlin

Bruce Burnside (Teachers College, Columbia University)

A mirror for the west: Analysis of the western representation of the Indian

Sonia Lindop (Center for International Education, University of Massachusetts Amherst)

Education, affective equality, and child labor policy

Vachel Miller (Appalachian State University)

Market reform and ethnic inequality in educational attainment in China

Zhang Wenwen (Chinese University of Hong Kong)

B. Who's Afraid of the Big Bad MOOC?* Room 101**

Zachary Davis (HarvardX)

C. Power, Hierarchy, and Reform in China's Universities Room 162

Multiple scholarship and educational leadership for creativity and innovation: An integrative approach to challenges in uncertain times in China

Yihong Fan (Institute of Education, Xiamen University)

Reform of the national college entrance examination system in China in the perspective of institutional change

Zhiyuan Sun (University of Massachusetts Boston)

A comparison study on Chinese and Dutch research university teachers' conception of teaching-research relationship: Based on the survey of Xiamen University and Leiden University

Wei Wu (Institute of Education, Xiamen University)

Power and responsibility structure in a Chinese university

Fengjuan Zhang (University of Massachusetts Boston)

D. Technology in Schools: Encouraging the Use of ICT Room 163

Recommendations to fight digital divide in the education system of Tamaulipas, Mexico

Rafael Baca (Universidad Autónoma de Tamaulipas)

Computer integration into Palestinian schools: Ambitions and actuality

Kefah Barham (Center for International Education, University of Massachusetts Amherst)

Digitizing the classroom: Using digital media production to document and facilitate multimodal learning

Benjamin Herson (Nomadic Wax and the Center for International Education, University of Massachusetts Amherst)

Incorporating digital media in mass communications curriculum in Afghanistan: Classroom action research towards lessons for resource-constrained and conflict-affected environments

Allyson Krupar (Penn State University)

E. Discourse, Conflict, and Uncertainty in Education: "Glocal" Perspectives Room 168

Is the promise of a fair and just society a reality or a myth?

Sumera Ahsan (Center for International Education, University of Massachusetts Amherst)

A cross-cultural perspective on perceived leadership exemplary competencies

Olga Buchko (Penn State University)

Globalization: The loadstone rock for curriculum

Elizabeth Janson (University of Massachusetts Dartmouth)

Commodifying children: Inculcation of fear through rhetoric

Carmelia Silva & Elizabeth Janson (University of Massachusetts Dartmouth)

F. Compressed Ethnographies in International Settings* Room 904**

Gerardo Blanco Ramírez (*University of Massachusetts Boston*)

Gretchen B. Rossman (*Center for International Education, University of Massachusetts Amherst*)

Karla Giuliano Sarr (*Center for International Education, University of Massachusetts Amherst*)

3:00-3:30

Coffee Break in Main Concourse

Sponsored by the Center for International Education, UMass Amherst

Session IV**Saturday, November 2, 2013****3:30pm - 5:00pm****A. Taking Stock of LGBTQ Issues within Various Educational Contexts Amherst Room**

Gender and sexuality in transnational academic migration: Challenging heteronormativity

Maria Chavan (State University of New York at Buffalo)

Strategies for applying effective evidence-based practices to affirm schools for LGBTQ students within the context of Latin America

Maru Gonzalez (University of Massachusetts Amherst)

Sexual prejudice and bullying of LGBT students in schools: A comparison of Israel and the United States

Oren Pizmony-Levy (Teachers College, Columbia University)

Chair & Discussant: Hunter Gray (*Center for International Education, University of Massachusetts Amherst*)

B. Teacher Education: Policies and Professional Development Room 101

Factors of teacher attrition in Afghanistan

Hassan Aslami (Center for International Education, University of Massachusetts Amherst)

A policy analysis of teacher evaluation in transitional times in China

Yumei Han (Southwest University)

Critical analysis of policies on teacher professional development in Georgia

Lasha Kokilashvili (Center for International Education, University of Massachusetts Amherst)

Teacher characteristics and learning outcomes: New evidence from Khyber Pakhtunkhwa Province, Pakistan

Bushra Rahim

Internationalizing teacher education and facilitating the development of cultural empathy

Raymond Young (SIT Graduate Institute)

C. Higher Education in China: Comparing University Systems Room 162

Aspirations and anxieties: The career choices of three Chinese undergraduates

Tracey Anderson (Stony Brook University)

The modern Chinese university administrative structure: The politics of international reputation

Alison Becker (Stony Brook University)

The funding of Chinese colleges: The role of government, private enterprise and student tuition

Mary Kate Boland (SUNY at Cortland)

Chinese campus living: An exercise in tolerance and respect

Emily Burt (Morrisville State College)

Student affairs programs and services: Meeting the needs of Chinese students in the US

Liliana Garces (Stony Brook University)

An analysis and comparison of the college admissions processes of China and the United States

Erica Rodriguez (Stony Brook University)

Leadership in the classroom: Teacher preparation in China and the US

Heather Williams (Stony Brook University)

Discussant: *Richard Gatteau (Stony Brook University)*

Chair: *Frank Shih (Stony Brook University)*

D. Equity in Uncertain Times: What are the Challenges to Achieving Equity in Educational Outcomes in the Developing World and Beyond? Room 163

Discourse and frames for addressing equity in educational outcomes: Where we are - Exploring where we need to go *Jane Benbow*

Is the focus on core skills the answer to overcoming the disadvantages of the disadvantaged?

Joanie Cohen-Mitchell (Peace Corps)

The promises and dilemmas of mother tongue instruction: What contribution to quality and equity in education? *Deborah Fredo (Institut pour l'Education Populaire [IEP]-Mali)*

E. Curriculum Development Issues Room 168

Implicit human rights education within China's education system

Aftan Baldwin (Lehigh University)

Dukkha: Suffering as a pathway towards an empathic pedagogy

David Epstein (Center for International Education, University of Massachusetts Amherst)

A comparative study of 4th and 8th grade math curricula in USA and Hong Kong: Findings from TIMSS 2011 assessments

Fen Fan (University of Massachusetts Amherst)

Challenging curriculum epistemicides: Towards a just curriculum theory

João Paraskeva (University of Massachusetts Dartmouth)

Uncomfortable bedfellows: The fundamentals of orthodox culture curriculum in Russia's public schools

Marc Wisnosky (University of Pittsburgh)

F. The Challenge of Linking Education and World Work Room 904

Assessing the workforce plans and educational programs of Abu Dhabi National Oil Company (ADNOC)

Rashed Alzahmi (Penn State University)

Road to decline or success? Developments and transformation in the German vocational education and training system since 2000

Annett Graefe (New York University)

Public-private partnership in farmers' training: A new experience for post-Maoist war Nepal

Bharat Poudyal (Ministry of Agricultural Development, Nepal)

The role of international education in bridging divergent perspectives in environmental and reforestation programs: A case study in South America

Ashley Townes (SIT Graduate Institute)

**Thank you to all of our presenters, sponsors,
planning committee and everyone else who made this
conference possible. We appreciate everyone's hard
work in making this event a success!**

Comparative Education Review



Sponsored by Comparative and International Education Society

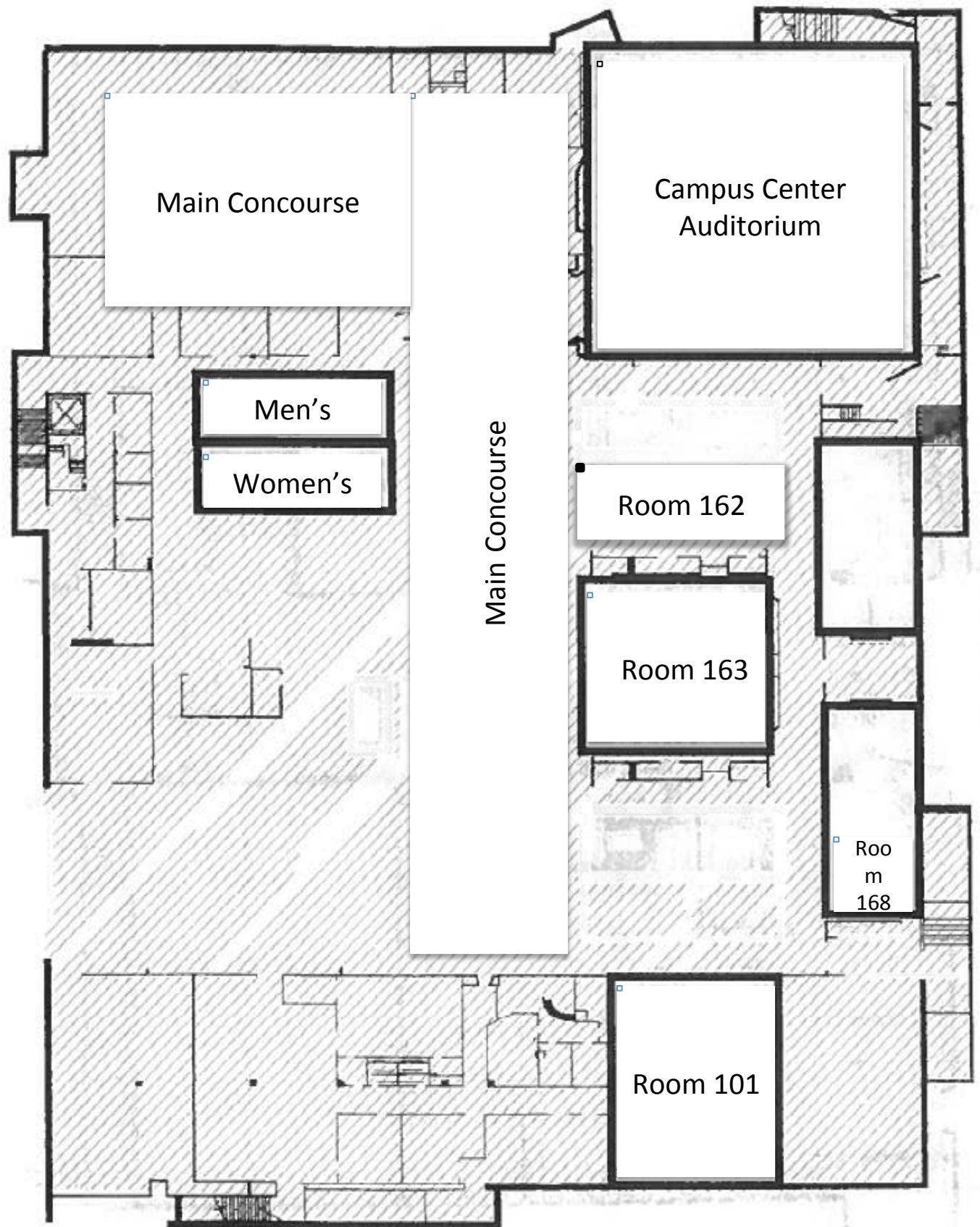
Comparative Education Review, the official journal of the Comparative and International Education Society (CIES), investigates education throughout the world and the social, economic, and political forces that shape it. Founded in 1957 to advance knowledge and teaching in comparative education studies, the Review has since established itself as the most reliable source for the analysis of the place of education in countries other than the United States, as well as the premier journal for the dissemination of research in the field of comparative and international education worldwide. As the Journal approaches the end of sixth decades of publication, a new team of editors from UMass Amherst and partner institutions (UCLA, Roskilde University, Denmark, Florida State University and the World Bank) has taken over the editorship of the *CER*. Their vision for the future of the Journal is based on the legacy and foundation of *CER* and its devotion to quality scholarship, renewed and carried forward through an ongoing exploration of the evolving field of comparative and international education.



Authors can submit and track the progress of their manuscript's status through our online editorial management system (www.editorialmanager.com/cer/).

See also instructions for authors on the Journal's web site for more information on the Journal's policies, word length and formatting of submissions, and how to reference sources (www.press.uchicago.edu/ucp/journals/journal/cer.html).

Ground Floor of Campus Center



Room 904 is located on the 9th floor
The Amherst Room is located on the 10th floor

CIES Northeast Regional Conference Schedule

Friday, November 1, 2013

Time	Amherst Rm	Rm 101	Room 162	Rm 163	Rm 168	Rm 904
9:00-11:00	CHECK IN & REGISTRATION					
Session I 11:00-12:30	Telling Stories with Film: An Increasing Imperative for Education in Development	Moving from Managing Work to Leading People	PISA and the Spread of Learning Assessments: Research, Policy, and Marginalized Students	Incorporating Education Abroad Into Your Curriculum	Education in a Time of Globalization: Case Studies	Transforming Racialized Legacies through Student Leadership
12:30-1:30	Lunch					
Session II 1:30-3:00	KEYNOTE DIALOGUE: Where Do We Go from Here? Globalization, Education, and the Challenge of Uncertainty <i>Stephen Carney</i>					
3:00-3:30	Break					
Session III 3:30-5:00	Poster Session in the Main Concourse	Teachers and Global Teacher Policies in Uncertain Times	Contemporary Gender Issues: Rights, Refugees, Violence, and Integration	Scholarly and Practitioner Publishing: A Conversation with Journal Editors	Doing Research and Practice: Working in Communities Impacted by Trauma, Violence, and Conflict	Lessons Learned During the Implementation of the Teacher Education Improvement Program in Palestine
5:00-7:00	Reception					

Saturday, November 2, 2013

Time	Amherst Rm	Rm 101	Room 162	Rm 163	Rm 168	Rm 904
Session I 9:00-10:30	Indigenous Education	Education in Fragile Contexts: The Significance of Culture, Reform, Violence, and Debt	Partnerships in Education: Stakeholders, Engagement, and New "?" Approaches	Global and National Policies	Community Factors	Interdisciplinary Perspectives on Education for Sustainable Development
10:30-11:00	Break					
Session II 11:00-12:30	Language Literacy and Culture: Policies and Practice	Teacher Education: In-Service Teacher Support	Institutional Transition in Higher Education	The Ugly Side of Education	Youth Activism and Engagement	Policy Processes in Education for Sustainable Development: Exploring the Role of the State, NGOs, and Higher Education
12:30-1:30	Lunch					
Session III 1:30-3:00	From the Margins: Issues of Equity, Access and Human Rights	Who's Afraid of the Big Bad MOOC?	Power, Hierarchy, and Reform in China's Universities	Technology in Schools: Encouraging use of ICT	Discourse, Conflict, and Uncertainty in Education "Glocal" Perspectives	Compressed Ethnographies in International Settings
3:00-3:30	Break					
Session IV 3:30-5:00	Taking Stock of LGBTQ Issues within Various Educational Contexts	Teacher Education: Policies and Professional Development	Higher Education in China: Comparing University Systems	Equity in Uncertain Times: What are the Challenges to Achieving Equity in Educational Outcomes in the Developing World and Beyond?	Curriculum Development Issues	The Challenge of Linking Education and World Work

	Professional Development
	Panel
	Poster Session
	Keynote



#uncertaintimes