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Director Karen Mundy, Associate Professor
Department of Adult Education and Counselling Psychology

Core Faculty Stephen Anderson, Associate Professor
Department of Theory and Policy Studies in Education

Nina Bascia, Associate Professor
Department of Theory and Policy Studies in Education

Kathy Bickmore, Associate Professor
Department of Curriculum, Teaching and Learning

Alister Cumming, Professor
Department of Curriculum, Teaching and Learning

George J. Sefa Dei, Professor
Department of Sociology and Equity Studies in Education

Joseph P. Farrell, Professor
Department of Curriculum, Teaching and Learning

Paul Olson, Associate Professor
Department of Sociology and Equity Studies in Education

Ruth E. S. Hayhoe, Professor
Department of Theory and Policy Studies in Education

Reva Joshee, Assistant Professor
Department of Theory and Policy Studies in Education

Shahrzad Mojab, Associate Professor
Department of Adult Education and Counselling Psychology

Sarfarozi Niyozov, Associate Professor
Department of Curriculum, Teaching and Learning

Daniel Schugurensky, Assistant Professor
Department of Adult Education and Counselling Psychology

David N. Wilson, Professor *Emeritus*
Department of Curriculum, Teaching and Learning



Jim Cummins ,Professor
Department of Curriculum, Teaching and Learning

Megan Boler ,Associate Professor
Department of Theory and Policy Studies in Education

Mark Evans ,Senior Lecturer
Department of Curriculum, Teaching and Learning

Grace Feuerverger ,Associate Professor
Department of Curriculum, Teaching and Learning

Antoinette Gagné, Associate Professor
Department of Curriculum, Teaching and Learning

Denis Haché, Associate Professor
Department of Theory and Policy Studies in Education

Monica Heller, Professor
Department of Sociology and Equity Studies in Education

Dick Holland ,Instructor
Department of Curriculum, Teaching and Learning

Gustavo Indart ,Professor
The Centre for International Studies

Glen Jones ,Professor
Department of Theory and Policy Studies in Education

Normand Labrie ,Professor
Centre de recherches en Éducation Franco-Ontarienne

Daniel Lang ,Professor
Department of Theory and Policy Studies in Education

David Levine ,Professor
Department of Theory and Policy Studies in Education

David Livingstone ,Professor
Department of Sociology and Equity Studies in Education

Angela Miles ,Professor
Department of Adult Education and Counselling Psychology

Kiran Mirchandani ,Assistant Professor
Department of Adult Education and Counselling Psychology

Cecilia Morgan ,Assistant Professor
Department of Theory and Policy Studies in Education

Roxana Ng ,Associate Professor
Department of Adult Education and Counselling Psychology

John Portelli ,Professor
Department of Theory and Policy Studies in Education

Jack Quarter ,Professor
Department of Adult Education and Counselling Psychology

Katharine Rankin ,Assistant Professor
Department of Geography, U of T

Richard Sandbrook ,Professor
Munk Centre for International Studies, U of T

Alissa Trotz ,Assistant Professor
Department of Sociology and Equity Studies in Education

Rinaldo Walcott ,Associate Professor
Department of Sociology and Equity Studies in Education

Njoki Nathani Wane ,Assistant Professor
Department of Sociology and Equity Studies in Education

Richard Wolfe ,Associate Professor
Department of Human Development and Applied Psychology



Vandra Masemann, Associate Professor
Comparative International and Development Education

Jane Knight, Associate Professor
Comparative International and Development Education

and four (4) other graduate students working in a consulting capacity. Data collection was highly effective as we completed the first year of discourse analysis of four key online political sites, which resulted in hundreds of pages of coded data. We wrote and validated a survey to be administered to 600 people during the summer. Interviews of 60 people began in the summer. Students have been supported to attend and present at international conferences. From this project, at least 4 co-authored essays are planned in the next report year; and two single-authored essays are being finished this year.

Project Staff:
Jim Cummins, Canada Research Chair (Tier1)

Funding and Duration:
Social Sciences and Humanities Research Council of Canada
March 1, 2006 to February 28, 2013.

This Chair, together with funds from the Canadian Foundation for Innovation (CFI) will support a research program focused on exploring innovative approaches to promoting language and literacy development in linguistically and culturally diverse contexts. The Chair will become operational in May 2006.

Project Staff:
George Dei (Principal Investigator)

Funding and Duration:
Social Sciences and Humanities Research Council, SIG Grant
Cdn\$1,896: 2005

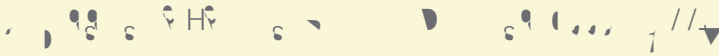
This study is guided by four interrelated learning objectives: First, to explore and understand what particular teachings are emphasized in local cultural resource knowledge base through local proverbs, parables, fables, myths, mythologies and folktales; second, to critically examine the specific instructional, pedagogic, and communicative values and challenges that are contained in these teachings; third, to understand the ways these bodies of knowledge can be engaged to enhance learning for a diverse group of students using Indigenous/local cultural resource knowledge as sites of multiple knowings; and lastly, to tease out the extent to which such local cultural knowledges deal with difference and the relational aspects (i.e., race/ethnicity, gender, class, sexual, [dis]ability, language, cultural and religious differences and dynamics of knowledge) in communities with implications for promoting inclusive learning in pluralistic contexts.

Project Staff:
Antoinette Gagné (Principal Investigator);
Ping Deters, Sameena Eidoo, Farahnaz Faez, Amir Soheili-Mehr (Research Assistants)

Funding and Duration:
Ontario Bridging Programs Initiatives Fund,
OISE/UT School University Partnership Fund, 2004 to present.

NNES teacher candidates', teacher educators', host teachers', and administrators' perceptions of the types of

linguistic and cultural knowledge needed to succeed in Ontario classrooms has informed the language and cross-cultural support services offered to OISE/UT teacher candidates within the context of the Academic and Cultural Support Centre embedded within Student Services. In addition, findings have shaped the content of the Crossing Cultures Series – Internationally Educated Teachers in Canada.



Project Staff:
Ruth Hayhoe (Principal Investigator)

This project studies the lives and educational ideas of eleven of China's most influential educators in the period since 1949. The intention is to illustrate some of the core values of Chinese educational philosophy through the life-stories and educational contributions of these individuals. The project has been underway since 1997, and has involved extensive interviews with each of the scholars, including a great deal of interaction and feedback as the project developed. One major achievement of 2005 was the completion of the book *Portraits of Influential Chinese Educators*, a monograph of 398 pages. The Comparative Education Research Centre, University of Hong Kong, and Springer, Europe published "Portraits of Influential Chinese Educators" in both English and Chinese, in 2006.



Project Staff:
Ruth Hayhoe (Principal Investigator)

Funding and Duration:
SSHRC \$170,748

Project Staff: Ruth Hayhoe, Principal Investigator; Co-Investigars: Jing Lin, associate professor, University of Maryland and Qiang Zha, assistant professor, York University; Jun Li, Postdoctoral fellow; Cristina Pinna, Visiting postdoctoral fellow from University of Cagliari, Italy; Guangli Zhou, Visiting professor Huazhong University of Science and Technology; Mingdong Huang, Visiting professor from Wuhan University; Graduate Assistants, Marina Ma, Ji'an Liu, and Yuxin Tu.

Description: China's move to mass higher education has been remarkably rapid over the past decade, and this project will explore how far it follows sociological patterns identified in other parts of the world and what are some of its unique features. It will look at this transition in terms of the national level policy making process and the empirical experience. It will also consider the implications for the growth of civil society and for China;s future cultural contributions to the global university community.



Project Staff:
Jane Knight (Co-Principal Investigator)

Funding and Duration:
Carnegie and Ford Foundations 2006-2008.

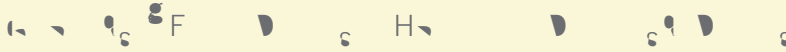
Africa Internationalization Project. This project will undertake a comparative analysis of the current issues and emerging trends related to the internationalization of higher education (HE) in selected African countries and the region as a whole. Case studies on the international dimension of higher education institutions and the

national system will be completed in ten countries. The Ford and Carnegie Foundations are supporting this project. The findings of the study will be published and a seminar planned. It is similar in purpose and design
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Funding and Duration:

\$75,000 CIDA; \$25,000 IDRC January 2006-April 2007

Description: This research looks at the role played by civil society organizations (NGOs, teachers unions, faith based groups and parents associations) in four sub-Saharan African countries where major education sector reform programs are underway. A series of research papers are the expected output.



Project Staff:

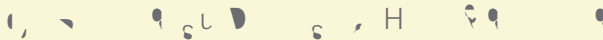
Karen Mundy (Principal Investigator)

Vandra Masemann and Karen Edge, co-Investigators, with Graduate Student Researchers Carolyn Manion, Meggan Haggerty, Kirk Perris, Angela MacDonald, and Annick Corbeil.

Funding and Duration:

\$ 75,000 UNICEF CANADA September 2005-January 2007

In August 2005, Unicef Canada invited a team at OISE-UT to study the way in which global education is taught across Canadian elementary schools. Field research was conducted in 7 provinces/territories, at the ministry, district and school levels. The final report from this project will be published by UNICEF Canada in 2007; and several journal articles are also envisaged.



Project Staff:

Karen Mundy, Ruth Hayhoe and Kathy Bickmore,

with Graduate Students Meggan Madden and Kathy Madjidi.

Funding and Duration:

September 2005-March 2008

A team of OISE-UT faculty has worked together to prepare a textbook on Comparative Education suitable for use in preservice and masters of education programs. In addition to the project staff, chapters have been contributed by Professors Stephen Anderson, Joe Farrell, Sarfaroz Niyozov



Project Staff:

Karen Mundy (Founding Director of the CGCE)

Funding and Duration:

Funding received from 20 member groups and the Conference Facility of CIDA.
International Development Agency Cdn\$ 21,000

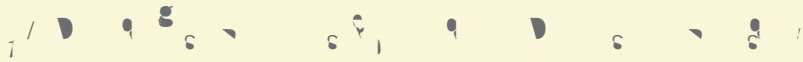
The Canadian Global Campaign for Education is a coalition of Canadian NGOs, teachers organizations and Faculties of Education that works together to promote Canada's efforts to support universal access to education.

Graduate Student: Meggan Madden.

Funding and Duration:

University of Toronto Instructional Courseware Development Fund Grant, \$ 12,500
2006/7

Development of electronic resource to support the participation of pre-service teachers in the field of comparative, International and development education. Resources include a series of podcast lectures, website development, and an online object repository for materials and resources.



Project Staff:

Sarfaro Niyozov (Principal Investigator)

Funding and Duration:

Connaught International Symposia colloquia, University of Toronto
Cdn \$10,000

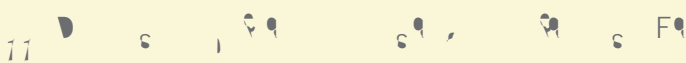
This study involves an exploration of the professional (conceptual), methodological, logistic, and political challenges the researchers face in conducting and producing research in education in Central Asia. It explores the Central Asian scholars' research conceptions and practices, and the various contexts that have formed them.



Project Staff:

Daniel Schugurensky (Principal Investigator)

This international project deals with the connections between citizenship learning, participatory democracy and local governance. The first four cases analyzed in this project are the participatory budget of Porto Alegre (Brazil), the Seniors' Task Force of Toronto (Canada), the neighbourhood councils of Montevideo (Uruguay) and the neighbourhood assemblies of Rosario, Argentina.. This study explores, among other things, the relations between different types of learning (formal, non-formal, and informal) about democracy, the changes in knowledge, skills and values that result from participation in processes of deliberation and decision-making, the potential of participatory democracy for the redistribution of political capital, and the links between civic engagement and public policy.



Project Staff:

Daniel Schugurensky (Principal Investigator)

Research Assistants: Nadya Weber and Sara Carpenter.

This study explores changes in the last 25 years in Ontario's public education system, and examines the causes and consequences of these changes in a global context. The study, which includes focus groups and interviews with educators and administrators in K-12, adult education and higher education, is a component of a comparative and international project that includes 16 countries and is coordinated by the University of California at Los Angeles (UCLA).

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Dei, G. & Kempf, A. (Eds.) (2006). *Anti-colonialism and education: The politics of resistance*.
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Amin, N. & Dei, G. (Eds.) (2006). *The poetics of anti-racism*. Halifax, N.S.: Fernwood Publishing.

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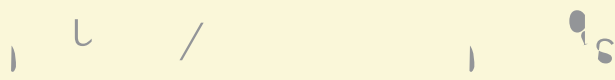
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Sandbrook, R. "Africa's Great Transformation?" *Journal of Development Studies* 41(6), 2005, pp. 1118-1125. Sole author. Refereed.

Mundy, Karen (December 2005). "Millenium Challenges and Canadian Commitments: A spotlight on education." In the *NORRAG Review* (a research publication prepared by the Northern Policy Research Review and Advisory Network on Education and Training). 36: December 2005: p. 41-42. Mundy, Karen (August 2005). "Educational Quality: What Does Civil Society Have to Do with It? Researching Quality of Education for All in the South: Main Research Issues and Current Gaps. University of Amsterdam Institute for Metropolitan and International Development Studies (AMIDST) Occasional Papers Series.

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George Dei (2005). "Towards an Equitable Education for Black/ African-Canadian students in Ontario Schools". Report produced for the Literacy and Numeracy Secretariat, Ontario Ministry of Education. Toronto.



Tekyi-Annan, James CT PHD
Thesis/Project Title:
Educational Technology, Challenges and Possibilities: A Critical Look at Students

Corrigan, Sean M SE MA
Thesis/Project Title:
Beyond Provision. A Comparative Analysis of Two Long-Term Refugee Education Systems

Rosta, Caroline SE MA
Thesis/Project Title:
Centering Spirituality in the Academy: Decolonizing Implications

Smith, Valerie, A SE MA
Thesis/Project Title:
Locating Gender Within HIV/AIDS Education in Tanzania: Stepping Stones to Gender Equity in HIV/AIDS Programming



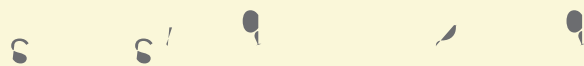
Hobin, Erin P CT MA
Thesis/Project Title:
Middle School Students' Concepts of Health in Ontario, Canada and the British Virgin Islands and the Implications for School Health Education

Rivera Brios, Yina M SE MA
Thesis/Project Title:
Quechua Language Education in Cajamarca (Peru): History, Strategies and Identity

Corbeil, Annick M TP MA
Thesis/Project Title:
The Experiences of International Students in Transnational Higher Education Programs in Singapore

Gormley, Louise C CT PHD
Thesis/Project Title:
A Case Study of Issues of Success in Four Public Primary Schools in a Low-Income Region of Northern Mexico

Neilson, Ailson L CT PHD
Thesis/Project Title:
Disrupting Privilege, Identity, and Meaning: A Reflexive Dance of Environmental Education



Kelly Akerman

Ontario Graduate Scholarship (2006-2007): one-year scholarship given for academic excellence in a graduate program at an Ontario university [value: \$15,000]

Government of Italy, Ministry of Foreign Affairs Long-Term Scholarship (2005 - 2006): one-year scholarship given for academic excellence in graduate studies and innovative research on a topic related to contemporary Italy [value: \$7,800,00]

Keith A. McLeod Scholarship (2005-2006): one-year scholarship given for academic excellence in graduate studies and to support innovative research on a topic related to diversity in education [value: \$2,500]

Muriel Fung Student Appreciation Award (2005): award given for outstanding extra-curricular involvement at the Institute as judged by fellow graduate students [value: \$200.00]

Ping Deters

2006-2007 Social Sciences and Humanities Research Council of Canada Doctoral Fellowship

2006-2007 Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) Academic Excellence Award

2006 Canadian Modern Language Review Student Presentation Award

2006 Centre of Excellence for Research on Immigration and Settlement (CERIS) Graduate Student Research Award

Haggerty, M.

SSHRC-CGS Masters Award, 2005

Ethel Elizabeth (Mackenzie) Anderson Graduate Award in Adult Learning, 2004

Caroline Manion

IDRC Doctoral Research Award for my proposal entitled: "The politics and practices of gender equity in education policy information: Religion and the secular state in The Gambia."

Social Sciences and Humanities Research Council (SSHRC) Doctoral Award 2006

Academic Excellence Award in the amount of \$2000 from OISE/UT, Toronto, Canada. 2006

School of Graduate Studies (OISE/UT) Travel Research Grant. 2006

Academic Excellence Award in the amount of \$2000 from OISE/UT, Toronto, Canada. 2005

Ontario Graduate Scholarship (OGS) in the amount of \$15,000.

Natalie Poulson

Awards: SSHRC Canadian Graduate Scholarship for 2006/2007

Thesis topic: Civil Society and Minority Language Education in Bangladesh

Yeow-Tong

School of Graduate Studies Travel Grant for 2006/2007.

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