



May, 2018

WHAT WE DO:

Our goal is to promote comparative and international studies in Canadian education.

Want to find out more about our history, our constitution, and what we do? Check out the website:

<http://ciescanada.ca>

2018 CONFERENCE

We are looking forward to our annual conference from May 27-30 at the University of Regina. Please join us at the AGM on Monday, May 28 (12:15-1:15, Room ED514), the student panel on Tuesday, May 29 (4:30-5:45, Room ED621), and the reception on Tuesday, May 29 (7-9 pm, Fireside in Regina).

CANADIAN JOURNAL FOR NEW SCHOLARS IN EDUCATION

The Canadian Journal for New Scholars in Education/Revue Canadienne des jeunes chercheuses et chercheurs en éducation (CJNSE/RCJCÉ) is an open access, bilingual, peer-reviewed, non-masked education journal published by graduate students in education for the dissemination of graduate student research in Canadian faculties of education. The ninth volume and first issue of the journal, a special issue titled "Pedagogies of Resistance," is available at

<https://journalhosting.ucalgary.ca/index.php/cjnse/issue/view/4274>

For those interested in publishing in our Fall 2018 issue, the deadline for submissions is July 15. More information can be found at <https://journalhosting.ucalgary.ca/index.php/cjnse/announcement/view/259>

FOCUS ON A NEW PUBLICATION

Exploring the Toxicity of Lateral Violence and Microaggressions: Poison in the Watercooler, Palgrave-McMillan (978-3-319-74759-0) <https://www.palgrave.com/us/book/9783319747590>

By Christine L. Cho, Julie K. Corkett and Astrid Steele (Eds.).

Drawing from the contributions of experts, this book examines the subtle forms of aggression, violence and harassment that occur in our society and manifest in our institutions and places of work. Lateral (horizontal) violence, microaggressions, and incivility are terms describing social marginalization and expose the ways in which individuals are rendered vulnerable and work to navigate exclusionary climates. The chapters, organized into three sections, are a collection of perspectives in which contributors explore how bodies disrupt the status quo in multiple contexts and locations (Section I: explorations of disruption); insights into how institutions are structured and how practices that may cause harm are maintained (Section II: hierarchical layers and practices); and, finally, our contributors consider progressive and proactive alternatives (Section III: towards systemic change). This book would appeal to academic and professionals in education, sociology, nursing, law, business and political science.

Contact Christine at christinech@nipissingu.ca if you are interested in more information.

Check out these publications by our colleague Xuemei Li:

Li, X. (2017). Genre awareness and instruction in academic writing: Personal narrative and comparative analysis. *Asian EFL Journal*, 19(3), 122-142. <https://www.asian-efl-journal.com/10382/quarterly-journal/2017/09/volume-19-issue-3-september-2017-quarterly-journal/>

Li, X., Que, H., & Power, K. (2017). Welcome to “the rock”: Service providers’ views on newcomer youth integration in Newfoundland and Labrador. *Journal of International Migration and Integration*. 18(4), 1105–1122. <https://link.springer.com/article/10.1007/s12134-017-0520-6>

HAVE AN ARTICLE, BOOK CHAPTER, OR BOOK THAT YOU WANT TO HIGHLIGHT?

Our goal is to publish our next newsletter late in 2018. We would be happy to highlight your research and publications in the next newsletter so please send an email to Steve Sider (ssider@wlu.ca) by October 1 with the reference for the publication(s).

CENTRE DOING EXCITING WORK?

If you are involved with a centre doing exciting work in international and comparative education, we would love to highlight what you are doing! Send us a short description of what you are doing and we will highlight it in a future newsletter. Contact Steve Sider (ssider@wlu.ca).

CIES REPORT (MARIANNE LARSEN)

The CIES (Comparative and International Education Society) annual conference was held in Mexico City from March 25-29, 2018. The theme, this year, was ‘Re-mapping Global Education’, which aimed to shift the traditional starting point of research to a greater extent toward the global South. Over 3,300 people registered to attend the conference and many of them were CIESC members. Here is a brief snapshot of some of the contributions of CIESC members to our ‘sister’ organization’s conference.

Shibao Guo, the current CIESC President, presented two papers along with Yang Guo. They were entitled, “Spotlight on China: Chinese education in the globalized world” and “Exploring experiences of school integration among Syrian refugee children in Canada.” And I presented a paper on my research on barriers to academic mobility entitled, “Dying to be mobile: Academic Mobility and Immobility.”

CIESC graduate students were also well represented at the conference. For example, graduate students Thursica Kovinthan and Catherine Vanner (along with Dr. Spogmai Akseer) held a panel entitled 'Printing for peace: Contributions to peace and conflict through learning materials in Afghanistan, South Sudan and Sri Lanka'. The panel profiled the initial results from their collaborative project on the role of textbooks in post-conflict peacebuilding, with three country case studies. They introduced a conceptual framework showing the overlapping roles of education in conflict and post-conflict scenarios as accomplice, transformer and victim.



CIESC Members Thursica Kovinthan,
Catherine Vanner and Spogmai Akseer

In addition, a number of PhD candidates from Western University's Faculty of Education presented papers at the CIES conference. Vanessa Sperduti presented on "Global service learning and the impact on host communities: Framing with postcolonial literature" and Melanie Lawrence presented a paper entitled, "Globalization, neoliberal rationality, and remaking the subject in higher education in Canada." Lin Sun presented a paper on "A Paradigm Shift in English Literacy Pedagogy in China-What Does Core Competency Mean?" Here are Lin Sun's reflections about the value of attending the conference:

I audited a number of presentations in the field of literacy and teacher education and presidential panels, from which I obtained an overview of the general trend of research as well as the central themes related to my research field to keep my knowledge updated. From my own experience of presentation and from observing how researchers from different countries presented their research work, I learned a lot of practical knowledge to improve my presentation skills. CIES also creates the opportunities for me to build an academic network with international scholars in different fields which enables me to conduct transnational, comparative research in the future.



CIESC member, Lin Sun, presenting at the CIES conference in Mexico City, March 2018.

Another CIESC member, Chizoba Imoka, also reflected upon her experiences attending the CIES conference:

Apart from the joy of reconnecting with people from previous conferences and learning about their work, my personal highlights were having a sit down meeting with Prof. N'Dri Assie- Lumumba and presenting alongside Prof. Ali Abdi in the highlighted Africa session. I have known Prof. Abdi since my undergraduate days at University of Alberta, he mentored me when I was beginning Unveiling Africa- a youth advocacy organization. So, it's a humbling experience and 360 journey presenting my doctoral research findings on the same panel with him!



CIESC Member, Chizoba Imoka with N'Dri Assie- Lumumba, former CIES President



CIESC members Chizoba Imoka and Dr. Ali Abdi, past CIESC President

I know I have missed so many other CIESC members who attended and contributed to the CIES conference here. Do know that your involvement in the CIES is one of the many ways that we can build a strong and sustainable bridge between our two academic societies?

By Marianne A. Larsen, Western University, Faculty of Education (former CIESC President and CIES Secretary)

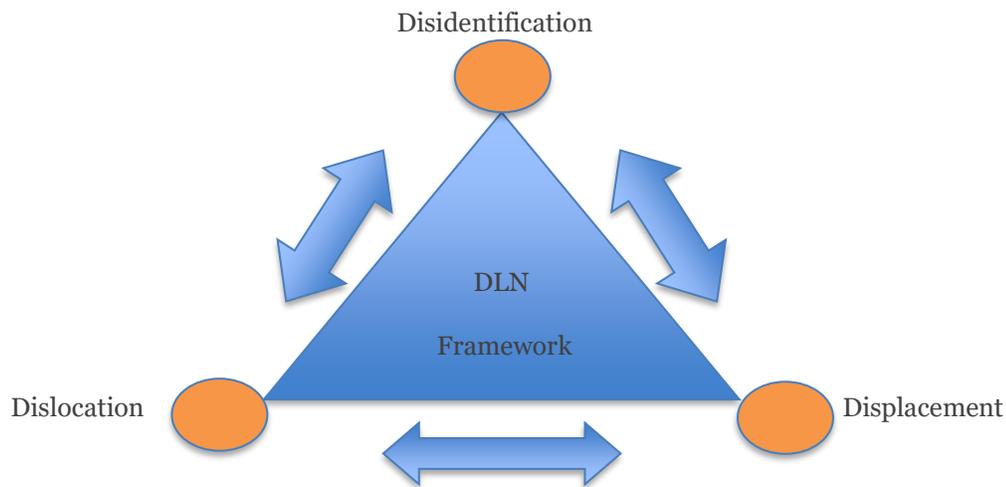
CALL FOR BOOK CHAPTERS (CALL WAS RECEIVED IN ENGLISH ONLY)

We would like to present you with an opportunity to submit a book chapter for our internationally informed collected volume on *Disruptive Learning Narratives in International Settings: Critical Challenges in Teacher Education Practicums Abroad*. We have a secured Sense Publishing for this book. We are hoping to have submissions from scholars based in Canada, America, Australia, India and other places in the world!

This book's framework is based on a theoretical framework entitled Disruptive Learning Narrative (DLN). The purpose of this DLN framework is to help make sense of "what our doing does" when we engage our teacher candidates in international service learning opportunities that challenge them critically. In international teaching practicums students are often confronted by complicated and uneasy feelings that emerge throughout their time abroad and when they return. As a result, our book will explore and share the experiences of the critical work teacher educators do with their students abroad.

To gain a deeper understanding of the DLN framework please request a copy of our paper in progress via emailing us (see below). We have submitted this manuscript to the *Journal of Teacher Education* and it is currently under review.

The 3 main tenets of the DLN can be seen in an intersectional and cyclical way. Please see the diagram below.



We suggest that contributing authors use the DLN framework when analyzing their international work with future teachers. We encourage scholars to present the limitations or challenges they have with the DLN framework. Alternatively, we are open to chapter submissions that use their own form of analysis of international teaching experience as well. We ask that all chapters use a critical lens when thinking about the international experiences in teacher education programs.

Some details if you are interested in submitting a chapter:

1. You will be expected to submit a chapter proposal or abstract. Proposals will be less than 500 words and give the co-editors a good understanding of how your proposed chapter will contribute to the book. All contributions, for both the proposal and final chapters, will be written using APA-6 and provided in Word format with a Times New Roman, size 12, font. Please provide your title and name along with contact information (email & daytime phone). The due date for this will be **June 30, 2018**.
2. Contributors whose proposals are accepted will write a chapter of 5000-7000 words without including references. The submission of chapter drafts will be by **August 30, 2018**.
3. Please be advised that this is a peer reviewed book and that authors of accepted chapters will be required to review up to two chapters following the submission due date in August.

Please submit proposals/drafts of chapters or any questions to:

dlnbook2019@gmail.com

Editors:

Dr. Manu Sharma, University of Wisconsin-River Falls

Dr. Andrew Allen, University of Windsor

Dr. Awad Ibrahim, University of Ottawa