



**Comparative and
International
Education
Society of
Canada**

**Société
Canadienne
d'Éducation
Comparée et
Internationale**

JANUARY 2023

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>.

For questions about this newsletter, or for submissions for future editions, please contact us at info@ciescanada.ca.

IN THIS ISSUE / DAN CETTE ÉDITION

- **President's Message / Le Message de la Présidente**
- **Publications and Member Update / Publications et Mise à Jour des Membres**
- **Promoting Grad Student Research / Faire la Promotion de la Recherche des Étudiants Diplômés**
- **Call for Proposals / Appel à Propositions**

PRESIDENT'S MESSAGE

**Dr. Melody Viczko
President, CIESC/SCECI**

Greetings from the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples. Warm wishes for peace as we begin the new year of 2023. I'm pleased to send some updates to you from CIESC/SCECI.

The 5th WCCES Symposium was held on November 16-18, 2022, as a virtual conference. Thank you to the members who participated through presentations and reviews of the paper proposals. The symposium was organized by WCCES and President Dr. N'Dri T. Assie-Lumumba to continue the academic connections of scholars between the World Congress conference. This year's symposium was a great success, and we are looking forward to the next time we are able to meet.

Following the Congress and CSSE conference in June 2022, CSSE President Dr. Louis Volanté brought together two task force committees aimed at advising the CSSE Board of Directors in the development of an EDI-D policy and a code of conduct. Each task force committee has representation from various societies under the CSSE umbrella and continues to complete its work. President Volanté plans to share updates with the CSSE community at the upcoming conference. The work of these committees will also be a part of the CIESC/SCECI conference.

Thanks go out to the CIESC/SCECI Program Chair Dr. Nombuso Dlamini for her work in coordinating the conference program. We look forward to the opportunity to welcome all the new and returning members to York University at the CSSE conference this year from Saturday, May 27 (pre-conference day) to Thursday, June 1 (post-conference day). Please remember to check out the [CSSE website for updates](#). We will send you updates in the winter term, as well.

It has been wonderful to work with the CIESC/SCECI Executive Committee this year. Many thanks to all of them for their work: Dr. Steve Sider (Past-President), Dr. Karen Pashby (Vice-President), Dr. Oliva Zhang (Secretary & Treasurer), Dr. Nombuso Dlamini (Program Chair), Dr. Dan Cui and Hayley Brooks (Members-at-Large). Please follow us on Twitter @CIESC_SCECI.

Happy new year to each of you, and best wishes for the Winter Term.

LE MESSAGE DE LA PRÉSIDENTE

**Dre. Melody Viczko
Présidente, CIESC/SCECI**

Salutations des territoires traditionnels des peuples Anishinaabeg, Haudenosaunee, Lunaapeewak et Attawandaron. Je voudrais envoyer à chacun d'entre vous mes vœux chaleureux de paix pour la nouvelle année 2023.

Le 5^e Symposium CMAÉC a eu lieu du 16 au 18 novembre 2022, sous forme de conférence virtuelle. Merci aux membres qui ont participé aux présentations et aux révisions des propositions d'articles. Le symposium a été organisé par le CMAÉC et la présidente Dre N'Dri T. Assie-Lumumba afin de poursuivre les liens académiques des universitaires entre la conférence du Congrès mondial. Le symposium de cette année a été un grand succès et nous attendons avec impatience notre prochaine réunion.

À la suite du congrès et de la conférence du SCÉÉ en juin 2022, le président du SCÉÉ, Dr Louis Volanté, a réuni deux comités de groupes de travail visant à conseiller le conseil d'administration du SCÉÉ dans l'élaboration d'une politique ÉDI et d'un code de comportement. Chaque comité du groupe de travail est composé de représentants de diverses sociétés sous l'égide de la SCÉÉ et chaque comité continue son travail. Le président Volanté prévoit partager des mises à jour avec la communauté SCÉÉ lors de la prochaine conférence. Les travaux de ces comités feront également partie de la conférence SCECI/CIESC.

Merci à la présidente du programme SCECI/CIESC, Dre Nombuso Dlamini, pour son travail de coordination du programme de la conférence. Nous attendons avec impatience l'occasion d'accueillir tous les nouveaux et anciens membres à l'Université York lors de la conférence SCÉÉ cette année du samedi 27 mai (journée pré conférence) au jeudi 1^{er} juin (journée post conférence). N'oubliez pas de consulter [le site Web de la SCÉÉ](#) pour les mises à jour. Nous vous enverrons également des mises à jour au trimestre d'hiver.

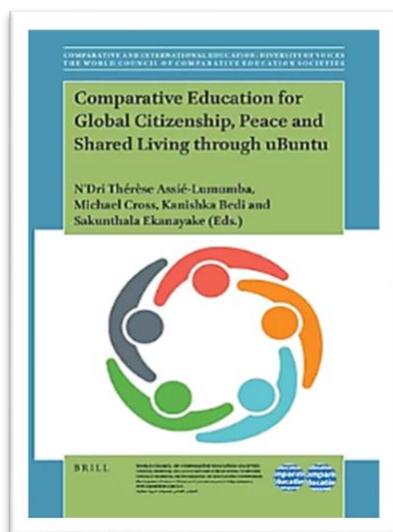
C'était merveilleux de travailler avec le comité exécutif du SCECI/CIESC cette année. Un grand merci à tous pour leur travail : Dr Steve Sider (président sortant), Dre Karen Pashby (vice-présidente), Dre Oliva Zhang (secrétaire et trésorière), Dre Nombuso Dlamini (présidente du programme), Dr Dan Cui et Hayley Brooks (membre sans portefeuille). Veuillez nous suivre sur Twitter @CIESC_SCECI.

Et, alors que 2022 se termine et que nous accueillons 2023, je voudrais envoyer à chacun d'entre vous mes vœux chaleureux de paix pour la nouvelle année.

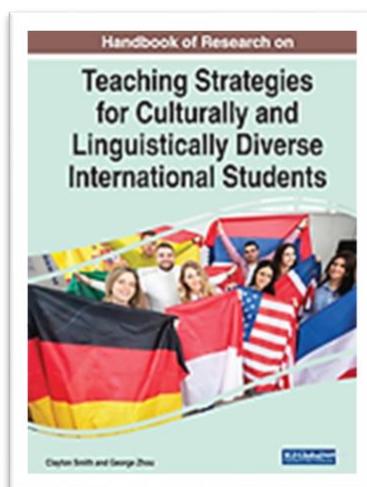
PUBLICATIONS AND MEMBER UPDATE / PUBLICATIONS ET MISE À JOUR DES MEMBRES

- Guo, S. (2022). Reimagining Chinese diasporas in a transnational world: Toward a new research agenda. *Journal of Ethnic and Migration Studies*, 48(4), 847-872. <https://doi.org/10.1080/1369183X.2021.1983958>
- Guo, Y., & Guo, S. (2022). Internationalization of Canadian teacher education: Teacher candidates' experiences and perspectives. *ECNU Review of Education*, 5(3), 425-449. <https://doi.org/10.1177/2096531120946045>
- Guo, Y., Guo, S., Yochim, L., & Liu, X. (2022). Internationalization of Chinese higher education: Is it Westernization? *Journal of Studies in International Education*, 26(4), 436-453. <https://doi.org/10.1177/1028315321990745>
- Lei, L., & Guo, S. (2022). Beyond multiculturalism: Revisioning a model of pandemic anti-racism education in post-Covid-19 Canada. *International Journal of Anthropology and Ethnology*, 6(1), 1-22. <https://doi.org/10.1186/s41257-021-00060-7>
- Anderson, D., MacCormack, J., & Sider, S. (2022). "I have learned so many things out of this pandemic": Exploring school principals' experiences as a way to reimagine education. *Canadian Journal of Educational Administration and Policy*, 200, 37-48. <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/73798>
- FitzGerald, C., MacCormack, J. & Sider, S. (2022). Perspectives of school leaders on supporting learners with special education needs during the COVID-19 pandemic: An ethic of care analysis. *Journal of School Leadership*. <https://journals.sagepub.com/doi/full/10.1177/10526846221133997>
- MacCormack, J., FitzGerald, C., Whitley, J., & Sider, S. (2022). How principals and parents made sense of home-school collaboration for students with SEN during emergency remote teaching in Canada. *Leadership and Policy in Schools*. <https://doi.org/10.1080/15700763.2022.2081217>
- Sider, S. (2022). Looking back, looking forward: Reflections and hopes for inclusive comparative and international education. CIESC Presidential Address, May 31, 2021. *Comparative and International Education/Éducation comparée et internationale*, 50(2), 1-12. <https://doi.org/10.5206/cieeci.v50i2.15039>
- Sider, S., Beck, K., Eizadirad, A., & Morvan, J. (2022). Canadian perspectives: Performative commitments on equity, diversity, and inclusion by educational institutions. *Global Comparative Education Journal*, 6(1), 15-28. https://www.theworldcouncil.net/uploads/8/6/2/1/86214440/final_gcejournal-wcces_vol6-no.1-sep.2022.pdf

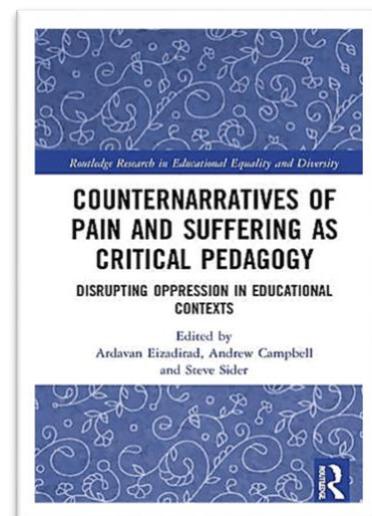
New Book Publications



Assié-Lumumba, N. T., Cross, M., Bedi, K., & Ekanayake, S. (Eds.). (2022). [Comparative education for global citizenship, peace and shared living through uBuntu](#). Leiden, The Netherlands: Brill.



Smith, C., & Zhou, G. (Eds.) (2022). [Handbook of research on teaching strategies for culturally and linguistically diverse international students](#). IGI Global.



Eizadirad, A., Campbell, A., & Sider, S. (Eds.). (2022). [Counternarratives of pain and suffering as critical pedagogy: Disrupting normalized oppression in educational contexts](#). Routledge Research in Educational Equality and Diversity Series.

The Power of Diversity in the Armed Forces

International Perspectives on Immigrant Participation in the Military
Edited by Grazia Scoppio and Sara Greco



Scoppio, G. & Greco, S. (Eds.). (2022). [The power of diversity in the armed forces international perspectives on immigrant participation in the military](#). McGill-Queen's University Press.

"The Power of Diversity in the Armed Forces opens up the conversation on a topic that currently has little literature available. This book is an excellent study on the issue of managing diversity in the armed forces around the world." –**Isabelle Caron, Dalhousie University**

While countries throughout the world rely on immigrants to support their populations and economies, access to the military is limited, denied to those who have not yet acquired citizenship.

Precluding immigrants from serving in their host country's armed forces is an issue of moral equity and operational effectiveness. Allowing immigrants to enlist ensures that the military represents the population it serves and encourages inclusivity and cultural change within the institution, while also creating a more effective military force. *The Power of Diversity in the Armed Forces* investigates how different countries approach the inclusion or exclusion of immigrants in their armed forces and offers immigrant military participation as a pathway to citizenship and a way to foster greater societal integration and achieve a more equitable, diverse, and inclusive military.

By surveying international perspectives on immigrant and non-citizen military participation in twelve countries, *The Power of Diversity in the Armed Forces* introduces and examines a new way to unlock the power of diversity in military organizations globally.

Grazia Scoppio is a professor in the Department of Defence Studies at the Royal Military College of Canada. She is also cross-appointed in the Department of Political Studies at Queen's University, and is a fellow at the Centre for International and Defence Policy (CIDP) at Queen's.

Sara Greco is a policy analyst with the Canadian Armed Forces Transition Group (CAF TG) in the Department of National Defence (DND) and a research fellow with the CIDP at Queen's University.



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PROMOTING GRAD STUDENT RESEARCH / FAIRE LA PROMOTION DE LA RECHERCHE DES ETUDIANTS DIPLOMES

Publications by Graduate Students

Viczko, M., & Matsumoto, R. (2022). Problematizing access to higher education for refugee and globally displaced students: What's the problem represented to be in Canadian university responses to Syrian, Afghan and Ukrainian crises? *Journal of Contemporary Issues in Education*, 17(1), pp. 40-56. <http://ejournals.library.ualberta.ca/index.php/JCIE>

CONFERENCE NOTICES

[CIHE 2023 BIENNIAL CONFERENCE ON INTERNATIONAL HIGHER EDUCATION: JUNE 9-10, 2023](#)

The Center for International Higher Education (CIHE) is delighted to announce the inaugural 2023 Biennial Conference on International Higher Education at Boston College on June 9-10, 2023. This in-person academic conference is a space for researchers in the field of international higher education to come together, interact, and chart new directions for research.

[AERA 2023 ANNUAL MEETING CHICAGO: APRIL 13–16, 2023 | VIRTUAL: MAY 4–5, 2023](#)

The 2023 Annual Meeting, with the theme "Interrogating Consequential Education Research in Pursuit of Truth," will take place in Chicago, IL, April 13–16 and virtually May 4–5. AERA is excited to host a dual-component annual meeting for 2023 that will be accessible, flexible, and rewarding for all participants! Visit this page for updates in the weeks and months to come.

[CSSE | SCÉE ANNUAL CONFERENCE: MAY 27-JUNE 1, 2023](#)

CSSE's 51st Annual Conference will be held from Saturday, May 27 (preconference day) to Thursday, June 1 (postconference day) as part of the Congress of the Humanities and Social Sciences. Congress 2023 will take place at York University's Keele and Glendon campuses in Toronto, Ontario. The theme for Congress 2023 is *Reckonings and Reimaginings*.

[CIES ANNUAL CONFERENCE 2023: IMPROVING EDUCATION FOR A MORE EQUITABLE WORLD: FEB 14-22, 2023](#)

CIES 2023 is an on-site meeting, with online sessions. On-site, you will experience a full meeting with powerful keynote speakers, plenary situations designed to renew bonds between CIES attendees, social and cultural events, and of course, the main draw of the meeting, concurrent sessions featuring cutting-edge research from our CIES members. The CIES 2023 Annual Meeting will run between February 14-22, 2023, with a break on February 16-17 in Washington, D.C, US.

[UNIVERSITY OF CALGARY CONFERENCE ON POSTSECONDARY LEARNING AND TEACHING: APRIL 26 – 28, 2023](#)

ONLINE. Two full days of interactive online learning and knowledge sharing, kicked off with an online pre-conference. Session formats include keynote addresses, 60-minute interactive sharing sessions, 30-minute research presentations and discussions and digital poster sessions on the theme of Collective transformation: How blended and online learning have changed postsecondary education. Keynotes TBA in early 2023, registration opening soon!

CALL FOR PROPOSALS / APPEL À PROPOSITIONS

I. BOOK PROPOSAL: FROM THEORY TO PRAXIS: DECOLONIZING EPISTEMOLOGIES AND WORLDVIEWS IN EDUCATION

Editors: Michael Kariwo, PhD, University of Alberta; Chouaib El Bouhali, PhD, Edmonton Institute for Diversity Equity Research and Studies

Call for Abstracts

The purpose of this book is to challenge the contemporary understandings of knowledge, challenge the western hegemony on what constitutes knowledge and create new worldviews on knowledge. The fostering of a welcoming, equitable, and antiracist working and learning environment requires an epistemological shift that challenges the dominance of Eurocentric thought and practice, and that resists modes of modern domination: capitalism, colonialism, and patriarchy (Santos, 2018). In this proposal we seek contributions that are critical and develop a multicentric base for an inclusive knowledge system. We believe that Indigenous education provides a counter-hegemonic response to the established colonizing knowledge and a platform for non-western societies to reclaim their history, culture and knowledge.

Submission Procedure

We invite established and emerging scholars, researchers, educators and members of community organizations to contribute to this discussion through their chapter submissions on the suggested themes or related discourses. Please submit an abstract of up to 300 words, on your proposed chapter for this new book based on any of the above themes/topics by **28 February 2023**. In addition, indicate your institutional affiliation. Please send all submissions and inquiries to: mkariwo@ualberta.ca

Tentative Book Organization and Suggested Topics (include, but are not limited to the following):

Part 1. Theoretical and Philosophical Perspectives on Knowledge

- Historical and philosophical examination of what constitutes knowledge
- The relationship between knowledge and power
- Indigenous knowledges
- South Epistemologies
- Knowledge as a commodity in educational institutions
- Politics of knowledge: Pluriversal politics in knowledge creation
- The purpose of knowledge in education
- Critical knowledge as multiple ways of knowing
- Postcoloniality and decoloniality
- Exploring diversity of knowledges: valuing diverse languages, environmental knowledges, knowledge and consciousness

(cont'd on next pg.)

Part 2. The Praxis

- Critical practice that can lead to curriculum transformation
- Barriers in overcoming homogenization of learners in educational institutions
- Examination of effective policies in promoting decolonization of education and enhancement of learning for all learners
- Moving from rhetoric to effective knowledge transmission
- Role of knowledge in educational institutions
- The tensions between information, misinformation and partial knowledge
- Decolonizing knowledge in mainstream educational institutions
- Successful case studies at local, regional and international levels in relation to Part 1 themes

II. CANADA INTERNATIONAL CONFERENCE ON EDUCATION- CICE 2023: 26-28 JUNE, 2023

Preliminary Call for Papers

The 13th [Canada International Conference on Education \(CICE-2023\)](#) is an international refereed conference dedicated to the advancement of the theory and practices in education. The CICE-2023 theme is Global Issues in Education. The CICE promotes collaborative excellence between academicians and professionals from Education. Over the past decade CICE has developed strong networks of leading researchers and pioneers in education worldwide. Submissions are accepted in English and French. CICE-2023 will take place in Toronto, Canada from 26-28 June, 2023. The CICE-2023 theme is [Global Issues in Education](#).

III. WERA INTERNATIONAL RESEARCH NETWORKS (IRNS)

Call for Proposals

The purpose of [WERA-IRNs](#) is to advance education research worldwide on specific scholarly topics. IRNs are temporary collaborative groups of scholars working on a specific research topic primarily through virtual communications. IRNs synthesize knowledge, examine the state of research, and stimulate collaborations or otherwise identify promising directions in research areas of worldwide significance. For additional information on how to join an IRN or form a new IRN, please contact <mailto:wera@era.net>. Click here for detailed guidance on the preparation of the 2022 The IRN Call. The deadline is **1 February 2023**.

Proposal details: https://cdn.ymaws.com/www.weraonline.org/resource/resmgr/irns/calls/2022_wera_irn_call_for_propo.pdf