CIESC/SCECI

Comparative and International Education Society of Canada

Société canadienne d'éducation comparée et internationale

Newsletter

News, research, and opportunities from our community

Actualités, recherche et occasions au sein de notre communauté

Fall 2026



Connecting perspectives.
Strengthening education.
Building a better world.

CIESC/SCECI advances research, dialogue, and collaboration in comparative and international education for a more just, equitable, and sustainable future.

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Opening Message



A message from the CIESC/SCECI President
Linyuan Guo-Brennan, PhD
President, CIESC
Professor, University of Prince Edward Island

> *The rigor and success of our community are rooted in our members' shared commitment to addressing emerging educational issues through global perspectives...*

It has been an active and consequential season for CIESC, marked by our Society's rigorous academic activities promoting comparative and international studies in education in Canada and globally. This year is marked by our most substantive participation, leadership development, and awards celebration at 2026 CSSE annual conference in Winnipeg; two successful EDIA Initiatives funded by CSSE; extended knowledge dissemination/community outreach platforms, including CIE journal, CERN network, and our website, LinkedIn, and Wikipedia presence; and a significant contribution to improving the governance of the World Council of Comparative Education Societies (WCCES).

The rigor and success of our community are rooted in our members' shared commitment to addressing emerging educational issues through global perspectives while remaining attentive to the complexity and uniqueness of Canadian systems and contexts.

CIESC Leadership and Governance

This commitment is demonstrated first by members who voluntarily share their valuable expertise and time in CIESC governance and operation as executive and ex officio members. In June 2026, the CIESC community elected and welcomed several new executive and ex-officio members:

- Dr. Carly Manion (OIES, University of Toronto), Member at Large/program chair
- Dr. Irene Torres-Arends (Yorkville University), Member at Large, Communications (succeeding Dr. Ian Alexander)
- Dr. Mellisa Villella (Université du Québec en Abitibi-Témiscamingue (UQAT)), Comparative and International Education Journal, French Editor.

They joined the continuing executive: Dr Karen Pashby (Past President), Dr. Dan Cui (VP), Dr. Punita Lumb (Secretary/Treasurer), Dr. Aliya Kuzhabekova (MaL), Jiayue Jiang (MaL), Dareen Fatimah (MaL), and myself.

I extend my sincere thanks to each executive and ex officio member for their leadership, contribution, and dedication, and a heartfelt gratitude to Dr. George Zhou (former MaL/Program Chair) and Dr. Ian Alexander (former MaL) for their extraordinary service in their outgoing roles.

Congratulations also to Dr. Melissa Villella on her new role as the French Editor of Comparative and International Education (CIE) Journal, the official journal of CIESC. She and Dr Dale McCartney (English Editor) devote considerable time and expertise to evaluating manuscripts and coordinating the review process. I am equally grateful to Dr. Catherine Broom for her continued leadership as President of Citizenship Education Research Network (CERN) - a special interest group (SIG) housed within in CIESC. As ex officio members of CIESC executive committee, Drs McCartney, Villella, Broom have led and significantly contributed to knowledge dissemination within CIESC community and beyond.

I sincerely thank all CIESC members for their ongoing contributions, intellectual generosity, and shared commitment to learning, research, and the pursuit of knowledge. Your scholarly efforts continue to strengthen our field and inspire innovation in education systems locally and globally.

Representing CIESC Across Academic Organizations

As President, I represent the CIESC community in several academic organizations. I am pleased to share the following updates:

- **Canadian Society for the Study of Education (CSSE)**. As a member of CSSE Board of Directors, I attended board meetings and voted on matters related to governance, finance, annual conference, and other governance related issues. We received CSSE EDID Initiative Fund ($3000) in 2025 and celebrated leadership and scholarship for Equity, Inclusion, and sustainability through leadership training and knowledge dissemination through various technology-enabled platforms, including improved website, LinkedIn Profile, Newsletters, and Wikipedia pages. I also supported the Social Justice Education Society in successfully securing a 2026 EDID grant, which will fund Building an International Community of Scholarship: Global Dialogues on Social Justice Education Across Public School Systems. CIESC members will be invited to participate in this series of dialogues.
- **Canadian Journal of Education**. I previously sat on the CJE Board of Directors. Starting in June 2026, MaL/Program Chair Dr. Carly Manion serves as the CIESC/SCECI representative on the journal's Board of Directors.
- **World Council of Comparative Education Societies (WCCES)**. CIESC is a founding member society of WCCES. As an executive member, I have been actively engaged in supporting the organization's efforts to improve its by-laws and governance model, addressing long-standing challenges in governance and financial reporting. Dr. Karen Pashby and several past CIESC/SCECI presidents have also been heavily involved in this process. I contributed a manuscript titled to The Bloomsbury Encyclopedia of Environmental Education and supported the publication of Diversity of Voices in Making History in Comparative and International Education (edited by Drs N'Dri T. Assié-Lumumba, Eve Coxon, Ruth Hayhoe and Crain Soudien). Both publications were organized by the WCCES Publication Standing Committee. As a reminder, CIESC members are eligible to participate in the conferences organized by all member societies of WCCES, such as CIES, without paying an individual membership fee.
- **CASJE/CIESC Joint Publication and Scholarly Activity**. Canadian Society for Social Justice Education (CASJE) and CIESC are working together to organize series of Global Dialogues on Social Justice Education across Public School Systems to build international collaboration and interdisciplinary partnerships. Writings/presentations for the Global Dialogues Series will be developed into a peer-reviewed special issue for Comparative and International Education Journal. Global Dialogues on Social Justice. CIESC members will be invited to attend the online global dialogues starting in Nov 2026.

Please accept my sincere appreciation for your dedication, scholarly excellence, and engagement, which continue to strengthen CIESC community. Reflecting on our collective achievements this term, I remain optimistic about the Society's future and confident in its continued leadership in advancing comparative and international education in Canada and beyond.

Respectfully submitted,

Linyuan Guo-Brennan, PhD
President, CIESC

Message de la présidente

Un message de la présidente de la SCÉCI
Linyuan Guo-Brennan, Ph. D.
Présidente, SCÉCI
Professeure, Université de l'Île-du-Prince-Édouard

> *La rigueur et le succès de notre communauté s'enracinent dans l'engagement partagé de nos membres...*

Cette saison a été active et déterminante pour la SCÉCI, marquée par les activités académiques rigoureuses de notre Société visant à promouvoir les études comparées et internationales en éducation, au Canada et à l'échelle mondiale. Cette année a été marquée par notre participation la plus substantielle, le développement du leadership et la célébration des prix lors du congrès annuel 2026 de la SCÉÉ à Winnipeg; deux initiatives EDIA réussies financées par la SCÉÉ; l'élargissement des plateformes de diffusion du savoir et de rayonnement communautaire, notamment la revue *Éducation comparée et internationale* (CIE), le réseau CERN, ainsi que notre site Web, notre profil LinkedIn et notre présence Wikipédia; et une contribution importante à l'amélioration de la gouvernance du Conseil mondial des sociétés d'éducation comparée (WCCES).

La rigueur et le succès de notre communauté s'enracinent dans l'engagement partagé de nos membres à aborder les enjeux éducatifs émergents à travers des perspectives mondiales, tout en restant attentifs à la complexité et au caractère unique des systèmes et contextes canadiens.

Leadership et gouvernance de la SCÉCI

Cet engagement se manifeste d'abord par les membres qui consacrent volontairement leur précieuse expertise et leur temps à la gouvernance et au fonctionnement de la SCÉCI, à titre de membres du comité exécutif et de membres d'office. En juin 2026, la communauté de la SCÉCI a élu et accueilli plusieurs nouveaux membres exécutifs et d'office :

- Dre Carly Manion (OISE, Université de Toronto), membre à titre général / présidente du programme
- Dre Irene Torres-Arends (Université Yorkville), membre à titre général, communications (succédant à Dr. Ian Alexander)
- Dre Mellisa Villella (Université du Québec en Abitibi-Témiscamingue (UQAT)), rédactrice en chef pour la version française de la revue Éducation comparée et internationale.

Elles se joignent au comité exécutif sortant : Dre Karen Pashby (présidente sortante), Dr. Dan Cui (vice-président), Dre Punita Lumb (secrétaire-trésorière), Dre Aliya Kuzhabekova (membre à titre général), Jiayue Jiang (membre à titre général), Dareen Fatimah (membre à titre général), et moi-même.

J'offre mes sincères remerciements à chaque membre exécutif et membre d'office pour son leadership, sa contribution et son dévouement, ainsi qu'une gratitude sincère à Dr. George Zhou (ancien membre à titre général / président du programme) et à Dr. Ian Alexander (ancien membre à titre général) pour leur service exceptionnel dans leurs fonctions sortantes.

Félicitations également à la Dre Melissa Villella pour son nouveau rôle de rédactrice en chef de la version française de la revue *Éducation comparée et internationale* (CIE), la revue officielle de la SCÉCI. Elle et le Dr Dale McCartney (rédacteur en chef de la version anglaise) consacrent un temps et une expertise considérables à l'évaluation des manuscrits et à la coordination du processus de révision. Je suis tout aussi reconnaissante à la Dre Catherine Broom pour son leadership continu à titre de présidente du Citizenship Education Research Network (CERN), un groupe d'intérêt spécial (GIS) hébergé au sein de la SCÉCI. En tant que membres d'office du comité exécutif de la SCÉCI, les Drs McCartney, Villella et Broom ont dirigé et contribué de façon significative à la diffusion du savoir au sein de la communauté de la SCÉCI et au-delà.

Je remercie sincèrement tous les membres de la SCÉCI pour leurs contributions continues, leur générosité intellectuelle et leur engagement partagé envers l'apprentissage, la recherche et la poursuite du savoir. Vos efforts scientifiques continuent de renforcer notre domaine et d'inspirer l'innovation au sein des systèmes éducatifs, tant à l'échelle locale que mondiale.

Représenter la SCÉCI au sein des organisations académiques

En tant que présidente, je représente la communauté de la SCÉCI au sein de plusieurs organisations académiques. Je suis heureuse de partager les mises à jour suivantes :

- **Société canadienne pour l'étude de l'éducation (SCÉÉ)**. En tant que membre du conseil d'administration de la SCÉÉ, j'ai assisté aux réunions du conseil et voté sur des questions liées à la gouvernance, aux finances, au congrès annuel et à d'autres enjeux de gouvernance. Nous avons reçu le Fonds d'initiative EDID de la SCÉÉ (3 000 $) en 2025 et avons célébré le leadership et l'excellence en matière d'équité, d'inclusion et de durabilité grâce à la formation en leadership et à la diffusion du savoir sur diverses plateformes technologiques, notamment un site Web amélioré, un profil LinkedIn, des bulletins d'information et des pages Wikipédia. J'ai également appuyé la Social Justice Education Society dans l'obtention réussie d'une subvention EDID 2026, qui financera le projet Building an International Community of Scholarship: Global Dialogues on Social Justice Education Across Public School Systems. Les membres de la SCÉCI seront invités à participer à cette série de dialogues.
- **Revue canadienne de l'éducation (RCÉ)**. J'ai précédemment siégé au conseil d'administration de la RCÉ. Depuis juin 2026, la Dre Carly Manion, membre à titre général et présidente du programme, agit à titre de représentante de la SCÉCI au conseil d'administration de la revue.
- **Conseil mondial des sociétés d'éducation comparée (WCCES)**. La SCÉCI est une société membre fondatrice du WCCES. À titre de membre exécutif, je me suis activement engagée à appuyer les efforts de l'organisation visant à améliorer ses règlements et son modèle de gouvernance, en m'attaquant à des défis de longue date en matière de gouvernance et de reddition de comptes financière. La Dre Karen Pashby et plusieurs anciennes présidentes et anciens présidents de la SCÉCI ont également été fortement impliqués dans ce processus. J'ai contribué un manuscrit à The Bloomsbury Encyclopedia of Environmental Education et j'ai appuyé la publication de Diversity of Voices in Making History in Comparative and International Education (sous la direction des Drs N'Dri T. Assié-Lumumba, Eve Coxon, Ruth Hayhoe et Crain Soudien). Ces deux publications ont été organisées par le comité permanent des publications du WCCES. Pour rappel, les membres de la SCÉCI sont admissibles à participer aux congrès organisés par toutes les sociétés membres du WCCES, telles que la CIES, sans avoir à payer de cotisation individuelle.
- **Publication conjointe et activité savante ACEJS/SCECI.** La Société canadienne pour l'étude de l'éducation à la justice sociale (ACEJS) et la SCECI collaborent à l'organisation d'une série de Dialogues mondiaux sur l'éducation à la justice sociale dans les systèmes scolaires publics afin de renforcer la collaboration internationale et les partenariats interdisciplinaires. Les textes et présentations produits dans le cadre de la série Dialogues mondiaux seront développés en un numéro spécial évalué par les pairs pour la Revue d'éducation comparée et internationale. Dialogues mondiaux sur la justice sociale. Les membres de la SCECI seront invités à participer aux dialogues mondiaux en ligne à compter de novembre 2026.

Je vous prie d'accepter ma sincère reconnaissance pour votre dévouement, votre excellence scientifique et votre engagement, qui continuent de renforcer la communauté de la SCÉCI. En réfléchissant à nos réalisations collectives au cours de ce mandat, je demeure optimiste quant à l'avenir de la Société et confiante en son leadership continu pour faire progresser l'éducation comparée et internationale au Canada et ailleurs.

Respectueusement soumis,

Linyuan Guo-Brennan, PhD
Présidente, SCÉCI

Community News

CIESC/SCECI at CSSE 2027

The 2027 CSSE conference will take place at the University of Saskatchewan in Saskatoon from June 5 to 9, 2027. The preconference day is June 5; the main in-person conference runs from June 6 to 9. An online-only day is planned, with its date to be announced. CIESC/SCECI members may submit proposals through the CSSE conference call by October 14, 2026.

Deadline: October 14, 2026 Explore: csse-scee.ca/conference-2027

Conference Dates to Watch

Open calls for proposals, listed by deadline.

Acfas 2027
Due October 9, 2026

Montréal, Canada · May 10–14, 2027

Proposals for a scientific symposium or an individual communication. This French-language research gathering may be of particular interest to members working across francophone contexts.

acfas.ca/evenements/congres/appel-propositions

CSSE 2027: CIESC/SCECI
Due October 14, 2026

Saskatoon, Saskatchewan · June 5–9, 2027

At the University of Saskatchewan: pre-conference June 5, main sessions June 6–9. Researchers, educators, and students share educational research and scholarship.

csse-scee.ca/conference-2027

EAIE 2027
Due November 2, 2026 · 17:00 CET

Lisbon, Portugal · September 7–10, 2027

Session proposals for the conference on international higher education.

www.eaie.org/events/lisbon.html

WERA World Congress 2027
Due Nov. 15, 2026 · 23:59 CET

Bilbao, Spain · June 22–24, 2027

At the University of Deusto. Theme: "Many Contexts, One Global Inquiry: Rethinking Education Research Together." Papers, posters, and symposia in English, Spanish, or Basque; workshops June 21.

weraonline.org/call-for-submissions-now-open-wera-congress-2027

CIES 2027
Save the date

Madison, Wisconsin, USA · April 3–7, 2027

The general proposal deadline has passed. Save the dates for the CIES annual meeting.

cies.us/future-conferences

AERA 2027
Save the date

Toronto, Canada · April 14–18, 2027

The general paper and session submission deadline has passed. The annual meeting takes place in Toronto.

aera.net/Events-Meetings/Annual-Meeting/2027-Annual-Meeting

ENIS 2027
Save the date

Pavia, Italy · June 9–11, 2027

The fifth ENIS conference: international student mobility in transition. Abstract deadline to be confirmed.

enisnetwork.com/event-details/5th-enis-conference-enis-2027

EARLI 2027
Save the date

Belfast, Northern Ireland · August 23–27, 2027

Theme: Learning and Instruction for Dialogue across Divides. JURE preconference August 21–22.

earli.org/events/earli2027

ISCAR Africa 2027
Save the date

Cape Town, South Africa · August 25–28, 2027

For scholars of cultural-historical activity research. Abstract deadline to be confirmed.

iscar2027.cmcevents.co.za

CBIE 2027
Save the date

Halifax, Canada · November 21–24, 2027

The Canadian Bureau for International Education has announced its 2027 national conference.

cbie.ca/learning-events/national-conference

Awards and Opportunities

Award	Description	Deadline / status
CSSE Support for Short-term Scholarly Events	Seed funding up to CAD $2,500 per event for symposia, workshops, institutes, or short conferences. For CSSE members; associations need a letter of endorsement from their president. csse-scee.ca/awards/csse-support-scholarly-events	January 15, 2027
CIESC Michel Laferrière Research Awards	Recognize outstanding master's theses and doctoral dissertations in comparative and international education. ciescanada.ca/awards-grants	2026 call closed; watch for 2027 call
CIESC Douglas Ray Award	Recognizes an outstanding paper presented by a graduate student at the previous CIESC/SCECI annual conference. csse-scee.ca/awards/ciesc-douglas-ray-award	2027 deadline to be announced
CIESC David N. Wilson Award for Distinguished Service	Recognizes sustained contributions to the field through service, research, mentorship, and teaching. ciescanada.ca/david-n-wilson-award	2026 call closed; watch for new call
Graduate Student Conference Travel Support	Covers unreimbursed travel for graduate students who presented at CIESC/SCECI sessions at CSSE 2026 (Winnipeg) and were enrolled in 2025–26. Extra funding for equity, diversity, inclusion, and decolonization (EDID) presentations. Apply online (Google account required). Questions: Dr. Punita Lumb.	October 20, 2026, midnight ET

Publications

Recent publications and resources by CIESC/SCECI members.

Alexander, I., Guo, Y., & Chen, Z. (2026). Media representations of Canadian offshore schools in China: A bilingual comparative analysis. *Discourse: Studies in the Cultural Politics of Education*. https://doi.org/10.1080/01596306.2026.2687528

Arar, K., Guajardo, M., Tian, M., & Guo-Brennan, L. (2022–present). *Educational leadership for an equitable, resilient, and sustainable future* [Book series]. Routledge.

Arar, K., Haj-Yehia, K., Guo-Brennan, L., & Saiti, A. (Eds.). (in press). *Handbook on migration and higher education*. Edward Elgar Publishing.

Denissova-Schmidt, E., Kim, T., & Kuzhabekova, A. (2026). Who gets in, who gets cited, who gets promoted: Informal networks in Kazakhstani academia. *International Journal of Educational Integrity, 22*(1), 13.

Guo, S., & Jurkova, S. (2026). Revisiting cultural pluralism in the age of transnational migration: Toward a conceptual framework of transcultural competence. *Global Civilization Studies, 1*(1), 11–26. https://doi.org/10.64058/gcs260102rcpat

Guo, S., & Wang, Z. (2026). Revisiting international student mobility under new geopolitics: Stratification, conditionality, and uncertainty. *Future in Educational Research*. https://doi.org/10.1002/fer3.70052

Guo-Brennan, L., Guajardo, M., Arar, K., & Guo-Brennan, M. (Eds.). (2025). *Global leadership for equity and inclusion in education: Global issues, diverse perspectives, and critical praxis* (1st ed.). Routledge.

Guo-Brennan, L., Guajardo, M., Guo-Brennan, M., Arar, K., & Rossier-Mims, D. (Eds.). (2025). *Global leadership for a sustainable future: Issues and solutions in public and non-profit organizations*. Emerald Publishing.

Guo-Brennan, M., Guo-Brennan, L., Guajardo, M., & Arar, K. (Eds.). (2026). *Global public leadership for an inclusive and innovative future: Issues, models, and strategies in the era of globalization 4.1* (1st ed.). Routledge. https://doi.org/10.4324/9781003638872

Gurr, D., & Liu, P. (Eds.). (2025). *Educational leadership preparation and development: An international and future focused perspective*. Springer. https://doi.org/10.1007/978-3-031-92064-6

Ispambetova, B., Sparks, J., & Kuzhabekova, A. (2026). A case study of one accelerated university in Kazakhstan establishing an IREC. *Journal of Academic Ethics, 24*(50). https://doi.org/10.1007/s10805-026-09728-1

Kuzhabekova, A. (2026a). A comparative ethnographic exploration of 3 campus layouts and their effects on sustainability. *International Journal of Sustainability in Higher Education*.

Kuzhabekova, A. (2026b). Reconceptualizing research culture [Special issue: Research on research: Theory, practice, and policy]. *European Journal of Education: Research, Development, and Policy*.

Kuzhabekova, A., & Dahal, B. (2026). Drivers of research misconduct: Exploring evidence of neocolonial influences in Nepal. *Research Evaluation, 35*(1), Article rvag010. https://doi.org/10.1093/reseval/rvag010

Kuzhabekova, A., & Kim, T. (2026). Factors impacting agency of state-funded international doctoral students. *Journal of Further and Higher Education, 50*(5), 896–911.

Kuzhabekova, A., Kim, T., & Mamyrbekov, A. (2026). Factors of research misconduct in non-Western contexts: Perceptions of faculty from Kazakhstan. *Higher Education Quarterly*. https://doi.org/10.1111/hequ.70135

Publications, continued

Kuzhabekova, A., Shamatov, D., Ispambetova, B., & Baikenov, K. (2026). Academic capitalism and "publish or perish doctorate": Insights from Kazakhstan. *Higher Education Policy*, 1–19. https://doi.org/10.1057/s41307-026-00474-y

Leonard, J., Torres-Arends, I., & Wang, H. (2026). From hearing to understanding: Navigating cultural and contextual differences in listening with care. *Journal of Global Higher Education, 2*(1). https://doi.org/10.25774/journalofglobalhighereducation.v2i1.1024

Liu, P., & Thien, L. M. (Eds.). (2025a). *Turnaround leadership in Southeast Asian countries: Leading school transformation*. Springer. https://doi.org/10.1007/978-981-96-7894-5

Liu, P., & Thien, L. M. (Eds.). (2025b). *Understanding teacher leadership in educational change: An international perspective*. Routledge. https://doi.org/10.4324/9781032712574

Lumb, P. (2026). The messy negotiation of power, context, and self in constructing a global researcher identity. *Journal of Comparative & International Higher Education, 18*(2), 263–283. https://doi.org/10.64899/2151-0407.1809

Mikander, P., Pashby, K., & Sund, L. (2026). Resisting solutionism and apathy: Productive tensions in Nordic global citizenship education. *Cambridge Journal of Education*. https://doi.org/10.1080/0305764X.2026.2618527

Pashby, K., Sund, L., & da Costa, M. (2026). Responding to calls to decolonize global learning: Bridging education for environmental sustainability and global citizenship. In D. Bourn & A. Stones (Eds.), *Learning for a just, peaceful and sustainable world* (pp. 265–280). Bloomsbury Academic. https://www.bloomsbury.com/ca/learning-for-a-just-peaceful-and-sustainable-world-9781350517813

Sant, E., Shultz, L., & Pashby, K. (2026). *Global citizenship education: A critical introduction to key concepts and debates* (2nd ed.). Bloomsbury Academic. https://doi.org/10.5040/9781350441491

Shamatov, D., Ispambetova, B., Baikenov, K., & Kuzhabekova, A. (2026). Research integrity under publication requirements: A qualitative study of doctoral education in Kazakhstan. *International Journal for Educational Integrity, 22*(9). https://doi.org/10.1007/s40979-026-00219-9

Sund, L., Pashby, K., & da Costa, M. (2026). *Reflexive praxis for global and environmental justice: A resource for teachers* [Teaching resource]. Örebro University. https://www.oru.se/globalassets/filer-rdb/rdb-projekt/humus/pedagogik/reflexive-praxis-for-global-and-environmental-justice.-a-resource-for-teachers_final_20260226.pdf

Todorova, M. S. (2026). *Critical theories and the postsocialist challenge: Race, gender, decolonization and social justice*. Brill. https://doi.org/10.1163/9789004763555

Torres-Arends, I. (2025). Living, teaching, and studying in spaces between cultures. In K. Bista, B. Zhang, U. Gaulee, & D. M. Whitehead (Eds.), *Global pathways: Insights on studying, working, and thriving abroad* (pp. 57–60). STAR Scholars Press. https://doi.org/10.32674/qp8s2977

Torres-Arends, I. (2026a). *From deficit to contradictions: A CHAT-inspired, design-based intervention to support international student success in Canada* [Doctoral dissertation, University of Calgary]. University of Calgary Digital Repository. https://ucalgary.scholaris.ca/items/17704df9-82d2-4aff-ac24-979ce754833f

Torres-Arends, I. (2026b, June 16). *When kindness enters the room: What CSSE 2026 taught me about academic community*. Supervision Blog. https://michelejacobsen.ca/kindness-csse-2026

Torres-Arends, I., Jacobsen, M., Lang, B., & Sharma, A. (2025). Negotiating cultural and contextual experiences: Exploring acculturative stress and coping strategies among international students in Canada. *Journal of International Students, 15*(9), 119–140. https://doi.org/10.32674/tsqkad73

Wang, Z., & Guo, S. (2026). The impact of generative artificial intelligence use on perceived English learning achievement: The roles of use behavior and task–technology fit. *Behavioral Sciences, 16*(5), Article 643. https://doi.org/10.3390/bs16050643

Online Courses

Transforming Learning in Conflict and Crisis Settings

Submitted by Greg Tyrosvoutis, The Inclusive Education Foundation

This three-week online course explores transformative approaches to education in conflict and crisis settings, with a focus on intersectional inclusion, teacher and student wellbeing, and inclusive teaching methodologies. Through content co-designed with practitioners working in crisis settings, participants develop practical strategies for their own contexts. The course is the second part of a teacher professional development series.

It is intended for teachers working in conflict and displacement settings, education practitioners supporting marginalized learners, and university students interested in careers in crisis education, particularly those with limited training in formal or non-formal education.

Access options: The free version requires participants to complete the course within three weeks, with content released one week at a time. A paid option allows participants to learn at their own pace.

Collaborators: Greg Tyrosvoutis, Tejendra Pharali, Sa Phyo Arkar Myo Hlaing, Saw Sam San, Gabi Witthaus, Eileen Kennedy, Diana Laurilard, Elaine, Chase, Naing Win, and Min Layi Chan.

Course information: FutureLearn

Learning pathway: The Inclusive Education Foundation

Contact: Greg Tyrosvoutis — greg@inedfoundation.org

Edited and designed by Dr. Irene Torres-Arends, CIESC/SCECI Member-at-Large, Communications · torresarends@gmail.com