



Center for International Education

REPORT OF ACTIVITIES

2014-2017



Center for International Education
College of Education and Human Development

CIE Mission and Vision

The Center for International Education (CIE) was established in 2005 and re-chartered in 2008 and 2011. CIE efforts focus on research and development of K-university international education systems. We support projects that explore the nature of international education, provide professional development activities that advance international and intercultural understanding through education, and promote equity worldwide.

The Center is aligned with CEHD's mission and priorities including an international orientation toward social justice, reflection, research-based practice, innovation and ethical leadership.

Our Mission is to explore the nature of international education, advance international and intercultural understanding, and promote equity worldwide.

To support our mission, we:

- Design and implement research and development projects in PK-university settings to build educators' capacities for teaching and learning experiences around the world;
- Support academic programs to enhance teaching and learning in international schools;
- Seek ways to develop international mindedness in domestic and international schools and programs;
- Promote life-long professional development opportunities for international teachers, principals and higher education faculty.

This three-year comprehensive report focuses on activities of the Center as well as highlights of critical achievements during academic years 2014-2015, 2015-2016 and 2016-2017.



Center for International Education Affiliated Faculty

CIE faculty represents a cross-disciplinary group representing eleven different programs in the college.

Beverly D. Shaklee, Director

Supriya Baily, Associate Director

Bob Baker
Lori Bland
Meagan Call-Cummings
Nada Dabbagh
Betsy DeMulder
Teresa Edkins
Craig Esherick
Anya Evmenova

Becky Fox
Andrew Gilbert
Mark Ginsberg
Marjorie Hall Haley
Rodney Hopson
Anastasia Kitsantas
April Mattix Foster
Elavie Ndura

Min Park
Kathy Ramos
Carmen Rioux-Bailey
Anastasia Samaras
Farnoosh Shahrokhi
Joan Kang Shin
Robert Smith
Debbie Sprague
Kristien Zenkov

During 2014-2017, CIE faculty served in leadership positions in the following organizations:

1. Association for the Advancement of International Education (AAIE)/Board Member, Beverly D. Shaklee (current)
2. Alliance for International Education (AIE), Board/Beverly D. Shaklee (2010-2014)
3. Chor Hang Educational Research Institute, Yew Chung Education Foundation, Hong Kong PRC/Advisory Board, Beverly D. Shaklee (current)
4. Comparative and International Education Society Board/Supriya Baily (Treasurer, 2015-2018)
5. Council for International Education, Research & Development Advisory Board/Beverly D. Shaklee (current)
6. Contemporary Educational Psychology, Lori Bland (Editorial Board Member, 2013-ongoing)
7. Gifted Child Quarterly, Lori Bland (Editorial Board Member, 2010-ongoing)
8. Global Teacher Education Initiative Board/Supriya Baily (current)
9. InterEd Journal/Editor, Beverly D. Shaklee (current)
10. International Association of Teachers of English as a Foreign Language (IATEFL), Young Learners and Teenagers Special Interest Group (YLTSIG) Committee/Joan Kang Shin (Social Media and Online Events Coordinator, 2016-2017)
11. Project Excel Jacob Javit's Advisory Board/Beverly D. Shaklee (current)
12. Teachers of English to Speakers of Other Languages (TESOL) International Association, Elementary Education Interest Section/Joan Kang Shin (Officer, 2017-2018)
13. TEFLIN (The Association of Teachers of English as a Foreign Language in Indonesia) Journal/Associate Editor, Joan Kang Shin (2017)
14. Project Excel Jacob Javit's Advisory Board/Beverly D. Shaklee (current)

During the period 2014-2017, CIE faculty hosted the following visiting scholars:

1. Lu Yang – Southwest Jiaotong University, China – Dr. Shelley Wong – July 2014
2. Xiang Lu - Communication University of China – Dr. Susan Burns – August 2014
3. Nanchang Yang – Jiangxi Normal University – Drs. Kelly & Bannan - August 2014
4. Jacqueline Lynch – York University, Toronto Canada – Dr. Julie Kidd – August 2014
5. Taghreed Alsudais – Princess Nourah University, Riyadh, KSA – Dr. April Mattix-Foster – June 2015
6. Wang Shuang – Wuhan University, China – Dr. Rebecca Fox – July 2015
7. Hoch Jang – Korean National Open University – Dr. Min Park – September 2015
8. Jianghua Luo – Southwest University, China – Dr. Nada Dabbagh – December 2015
9. Sawsan Zarah – Princess Nourah University, Riyadh, KSA – Dr. Ilham Nasser – March 2016
10. Jinhung Chon – Korea University – Dr. Shawn Lee – Summer 2016
11. Andrea LanFranchi – University of Applied Sciences of Special Needs Education, Zurich – Dr. Mark Ginsberg – October 2016
12. Li Wenguang – Normal College Shenzhen University – Dr. Nada Dabbagh – Spring 2017
13. Liu Ying – Communication University of China – Dr. Beverly Shaklee & Dr. Kathleen Ramos – August 2017

Faculty Research and Scholarship

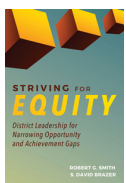
CIE research is interdisciplinary, cross-cutting and timely. Faculty in CIE have been recognized for their efforts to foster intercultural development, high quality research on development and education, and in their work preparing educators for the international schools community.

The Center for International Education at George Mason features a mosaic of motivated professors pursuing unique research interests.

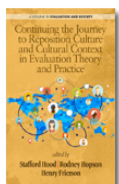
During 2014-2017, CIE faculty published the following books¹



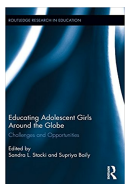
Baily, S., Shahrokhi, S., & Carsillo, T. (2017). *Experiments in agency: A global partnership to transform teacher research*. Rotterdam, The Netherlands: Sense.



Smith, R.G. & Brazer, S. (2016) *Striving for equity: District leadership for narrowing opportunity and achievement gaps*. Cambridge, MA: Harvard University Press



Hood, S., Hopson, R., and Frierson, H. (Eds.) (2015). *Continuing the journey to reposition culture and cultural context in evaluation theory and practice*. Charlotte, NC: Information Age Publishing.



Stacki, S. & Baily, S. (Eds.) (2015). *Educating adolescent girls around the globe: Challenges and opportunities*. New York, NY: Routledge.

During 2014-2017, CIE faculty were recognized for the following distinctions:

The book by Sandi Stacki and **Supriya Baily** (2015) *Educating adolescent girls around the globe: Challenges and opportunities* was shortlisted twice for the Jackie Kirk Award at the Comparative and International Education Society. The paper by Jill Chouinard and **Rodney Hopson**, *A critical exploration of culture in international development evaluation* in the Canadian Journal of Program Evaluation received honorable mention in CJPE's 2016 Best Article Competition. **Joan Kang Shin** was recognized as one of TESOL's Up and Coming Leaders.

¹ Bold indicates CIE faculty or student.

During 2014-2017, CIE faculty published the following in peer-reviewed publications:

Kitsantas, A., Bland, L.C., & Chirinos, D. (in press). Gifted students' perceptions of gifted programs: An inquiry into their academic and social-emotional functioning. *Journal for the Education of the Gifted*.

Ramos, K.A. (in press). Tackling a tough task: Teaching today's teachers to teach English learners. *International Journal of Teaching & Learning in Higher Education*, 29(3).

Shaklee, B., Mattix Foster, A. A. & Baily, S. (in press). Globalization: Defining the terrain. In N. Aloni & L. Weintrob (Eds.), *Beyond Bystanders: Educational Leadership for a Humane Culture in a Globalizing Reality*. Sense Publishers: Rotterdam, The Netherlands.

Shin, J. K. (in press). Literacy programming for young learners. In J. I. Lontas (Ed.), *TESOL Encyclopedia of English Language Teaching*. Somerset, NJ: Wiley Blackwell and TESOL International Association.

Shin, J. K. (in press). Get up and sing! Get up and move!: Using songs and movement with young learners of English. *English Teaching Forum*.

Sobolak, M. & Mattix Foster, A. A. (in press). Sharing the pen: Interactive writing in the early years. *Early Years Bulletin*.

Call-Cummings, M. (2017). Establishing Communicative Validity: discovering theory through practice. *Qualitative Inquiry*, 23(3), 192-200.

Crandall, J. A., & Shin, J. K. (Eds.). (2017). *Impact*. 4-level series for teaching English to lower secondary students around the world. Boston, MA: National Geographic Learning/Cengage Learning.

Seeberg, V., Baily, S. Khan, A., Ross, H., Wang, Y. Shah, P., & Wang, L. (2017). *Frictions that activate change: dynamics of global to local non-governmental organizations for female education and empowerment in China, India, and Pakistan*. *Asia Pacific Journal of Education*, DOI: 10.1080/02188791.2017.1296815.

Shin, J. K. (2017). *Impact professional development video program*. Boston, MA: National Geographic Learning/Cengage Learning.
<http://ngl.cengage.com/sites/impact/professional-development>

Baily, S. & Katradis, M. (2016). "Pretty much fear!!" Rationalizing teacher (dis)engagement in social justice

education. *Equity & Excellence in Education*, 49:2, 215-227, DOI: 10.1080/10665684.2016.1144833

Call-Cummings, M., & Martinez, S. (2016). Consciousness-Raising or Unintentionally Oppressive? Potential Negative Consequences of Photovoice. *The Qualitative Report*, 21(5), 798-810.

Call-Cummings, M., & Martinez, S. (2016). "It wasn't racism; it was more misunderstanding." White teachers, Latino/a students, and racial battle fatigue. *Race Ethnicity and Education*, 1-14.

Chouinard, J.A. & Hopson, R. (2016). A critical exploration of culture in international development evaluation. *Canadian Journal of Program Evaluation*, 30(3), 248-276.

Drake Patrick, J. & Mattix Foster, A. A. (2016). Supporting military-connected children in the classroom. *Early Years Bulletin*, 3(3), 8-9.

Hopson, R., Miller, P., & Lovelace, T. (2016). Community-university partnerships as vehicles of radical leadership, service, and change: A critical brokerage perspective. *Leadership and Policy in Schools*, 15(1), 26-44.

Mattix Foster, A. A. & Daly, K. (2016). Creating global citizens: Using attitudes and action to teach character education. *Childhood Education*, 92(1), 80-85.

Merz, S., & Fox, R.K. (2016). An international education perspective study of teachers in the central United States. *Pedagogy, Culture, & Society*. <http://dx.doi.org/10.1080/14681366.2016.1194310>

Ramos, K.A., & Mattix-Foster, A. (2016). Connecting home and school for English language learners. *Association for Childhood Education International, Early Years Bulletin, Winter 2016*, 11-12. <http://www.acei.org/early-years-bulletin-1>

Shin, J. K. (2016). Early Childhood Education in English to Speakers of Other Languages [Review of the book *Early Childhood Education in English to Speakers of Other Languages*]. *TEYLT Worldwide*, 1, 38-41.

Savić, V., & Shin, J. K. (2016). Improving quality of primary English language teaching in Serbia through theme-based instruction. In Jelena Teodorovic (Ed.), *Improving Quality of Education in Elementary*

Schools (pp. 328-338). Belgrade: Faculty of Education of University in Kragujevac, Institute for Pedagogical Research, and Institute for Improvement of Education.

Baily, S. & Holmarsdottir, H. B. (2015). The quality of equity? Reframing gender, development and education in the post-2020 landscape. *Gender and Education*, 27, 826-845. Doi:10.1080/09540253.2015.1103842

Baily, S. Shah, P. & **Call-Cummings, M.** (2015). Reframing the center: New directions in qualitative methodology in international and comparative education. In A.W. Wiseman & E. Anderson (Eds.), *Annual Review of Comparative and International Education* (pp. TBD). Bingley, UK: Emerald Publishing.

Baily, S. & Stacki, S. (2015). From watering to nurturing: Preparing richer ground for young adolescent girls. In S. Stacki & S. Baily (Eds.), *Educating adolescent girls around the globe: Challenges and opportunities* (259-272). New York, NY: Routledge.

Baily, S., & Merz, S.A. (2015). Conducting fluid and timely research in youth activism – Understanding lessons from India. In S. Bastien and H.B. Holmarsdottir (Eds.), *Youth at the margins: experiences from engaging youth in research worldwide* (pp. 175-194). Rotterdam, The Netherlands: Sense Publications B.V.

Baily, S. (2015) Identifying structural changes from within: Emancipatory narratives exploring community constraints to women's education and empowerment in rural India. *Diaspora, Indigenous, and Minority Education: Studies of Migration, Integration, Equity, and Cultural Survival*, 9, 175-188. doi: 10.1080/15595692.2015.1044085

Baily, S. (2015). Who gets left behind? The fate of the unrepresented in the wake of US-India higher education partnerships. *Policy Futures in Education: Special Issue: Indian Education at the Crossroads of Postcoloniality, Globalization and the 21st C Knowledge Economy*, 13, 273-286. doi: 10.1177/1478210314567289.

Fox, R.K., Muccio, L., White, C.S., & Tian, J. (2015). Investigating advanced professional development of early career and experienced teachers through program portfolios. *European Journal of Teacher Education*, 38(2), 154-179. <http://dx.doi.org/10.1080/02619768.2015.1022647>

Levy, J., & **Fox, R.K.** (2015). Preservice teacher preparation for international settings. In M. Hayden, J. Levy, J. Thompson (Eds.), *The SAGE handbook of research in international education (Second edition)*, pp. 275-297. Thousand Oaks, CA: Sage.

Mattix Foster, A. A., Cunningham, H. B. & **Wrightsmann, K.** (2015). Using service-learning as a tool to develop intercultural understanding. *Journal of International Social Studies*, 5(2), 54-68.

Mattix Foster, A. A. & Drake Patrick, J. (2015). Promoting science inquiry: Text sets as a gateway to learning. *Making Literacy Connections*, 30, 17-23.

Roebuck-Sakho, J. Whitaker, R., and **Hopson, R.** (2015). Toward community- centric educational leadership in addressing the school discipline disparity. In Khalifa, M., Arnold, N., Osanloo, A.F., and Grant, C. (Eds.) (pp. 211-223). Handbook of Urban School Leadership. Lanham, MD: Rowman Littlefield.

Shaklee, B., Mattix Foster, A. A. & Lebron, J. (2015). Meeting the needs of a changing landscape: New innovations in international teacher preparation. *Journal of International Schools*, 35(1), 46-55.

Sobolak, M. & **Mattix Foster, A. A.** (2015). Word sorts: Using word building blocks to bolster literacy development. *Early Years Bulletin*, 3(1), 19-21.

Fitzgerald, J. & **Mattix, A. A.** (2014). Person like me. In K. Cushner and J. Dowdy (Eds.) *From the margins toward the mainstream: Activities to enhance social justice awareness in social studies and the social foundations of education*. Rowman and Littlefield: Lanham, MD.

Fox, R., White, C.S., & Tian, J. (2014). Investigating advanced professional learning of early career and experienced teachers through portfolios. In E. Pultorak, (Ed.), *Reflectivity and cultivating student learning: Critical elements for enhancing a global community of learners and educators* (pp. 3-27). Lanham, MD: Rowman & Littlefield.

Sobolak, M. & **Mattix, A. A.** (2014). Using children's literature to explore positive gender role models. In J. Dowdy and K. Cushner (Eds.) *From the margins toward the mainstream: Activities to enhance social justice awareness in literacy education and the arts*. Rowman and Littlefield: Lanham, MD.

External Funding and Grants

Grants and Professional Development seminars are an important avenue for promoting the Center's mission to transform the world through education. The Center's professors and its doctoral students are continuously involved in looking for and working on opportunities that explore the nature of international education, advance international and intercultural understanding, and promote equity worldwide.

Principal Investigator	Funder	Project Name	Funded amount
Shaklee, Beverly D	Institute of International Education	IIE/DOS/Fulbright Gateway	\$42,458.00
Shaklee, Beverly D	US Dept Of Education	USDE/Project EXCEL Year 2	\$294,290.60
TOTAL FY15			\$520,748.60
Mattix Foster, April	Longview Foundation	Longview/GET Collaborative	\$25,766.00
Shahrokhi, Farnoosh	International Research & Exchanges	IREX/DOS/TEA 2016	\$189,575.00
Shaklee, Beverly D	Virginia Department of Education	VDOE/USDE/ESL Endorsement	\$98,983.00
Shaklee, Beverly D	Institute of International Education	IIE/DOS/Fulbright Gateway FY16-17	\$71,911.00
Shaklee, Beverly D	US Dept Of Education	USDE/Project EXCEL Year 2	\$294,290.60
Fox, Rebecca K	US Dept Of State	DOS/US-Pakistan CFETR Year 1	\$216,278.00
Fox, Rebecca K	Madrid		\$73,426.08
TOTAL FY16			\$970,229.68
Shahrokhi, Farnoosh	International Research & Exchanges	IREX/USDOS/TEA 2017/01	\$197,159.00
Shaklee, Beverly D	Virginia Department of Education	VDOE/USDE/ESL Endorsement Yr2	\$56,912.00
Shin, Joan Kang	Institute of International Education	IIE/NSA/Language Training	\$349,853.00
Fox, Rebecca K	US Dept Of State	DOS/US-Pakistan CFETR Year 2	\$216,278.00
Shaklee, Beverly D	US Dept Of Education	USDE/Project EXCEL Year 3	\$294,140.60
Baily, Supriya	Norwegian Center for International Cooperation in Education ²	Open GATE (Year 1)	\$55,000.00
TOTAL FY17			\$1,169,342.60
3 YEAR TOTAL			\$2,660,320.88

² Subcontract with Oslo and Akershus University College

Project ExCEL is a five year, multi-million dollar, federally funded scale-up Javits grant that incorporates Problem-based Learning (PBL) as an instructional method for in situ identification of high ability-low income middle-school students. PBL is a form of inquiry-based instruction designed to motivate, engage, and set the stage for improving academic achievement and skills. Project ExCEL delivers PBL through the middle school English Language Arts classroom to build students' appreciation for complex knowledge, their sense of academic self-efficacy, and their enthusiasm for learning. The grant received funding in 2014 and expands over two states, three school districts, and nine schools. The Center provides professional development for teachers and school leaders, develop PBL curriculum units, and disseminate project data and findings at national and international conferences.

The Collaboration for Faculty Excellence in Teaching and Research (CFETR) grant is to foster collaboration and strengthen person-to-person ties between the U.S. and Pakistan through faculty exchanges, joint research and scholarly work to further the collective understanding of effective pedagogical practices and expand research competencies. Through this initiative, Faculty Fellows from the University of Management and Technology (UMT) in Lahore, Pakistan, will participate in academic seminars developed at George Mason University and engage in research initiatives with Mason faculty in their fields. These activities are designed to expand academic capacity and infuse cross-cultural knowledge and international mindedness into educational practice. A highlight of the collaboration will be a UMT Research Conference for CFETR Faculty Fellows in Spring 2017 in Lahore, where Fellows and other faculty participants from the two universities will share the results of their work.

The Fulbright Gateway Orientation is hosted by the Center in late summer for incoming Fulbright graduate students. The program is aimed at helping these Fulbrighters adjust to both the general and the academic culture of the United States, to help provide them tools to be successful in their programs, and to assist in welcoming them and integrating them into the Fulbright network. These objectives are achieved through seminars on U.S. politics, intercultural relations, leadership, and academic expectations, as well as networking opportunities organized by the Center.

The Teaching Excellence and Achievement Award (TEA) Program provides U.S.-based professional development for secondary-school teachers from Europe, Central and South Asia, South East Asia, Sub-Saharan Africa, Near East and Western Hemisphere. Each year, the TEA Program engages a cohort of approximately 20 teachers in 6 weeks of academic programming on Mason's campus, field visits to local public schools and cultural excursions. The academic component of the program includes seminars on pedagogy, practice and leadership; content-specific courses on ESL and social science methods, assessment and curriculum; and a course on instructional technology.

Madrid Bilingual Coordinators Program occurred in July 2015, when the Center for International Education hosted twenty elementary coordinators from the Community of Madrid for a four week professional development program entitled The Madrid Bilingual Coordinators Program: Leading Research-Based Bilingual Programs, which focused on research-based practices and approaches of bilingual education and teacher leadership in international contexts. This program was prepared and taught by Center faculty and doctoral students and in collaboration with school-based bilingual/world language specialists and coordinators from nearby school divisions offering immersion/partial immersion education (bilingual education) in world languages.

The Center for Advanced Proficiency in English grant offers non-native English speaking Department of Defense employees online professional writing courses through its Language Training Centers (LTC) program. The LTC program is an initiative sponsored by the Defense Language and National Security Education Office and administered by the Institute of International Education.

Open GATE - Funded by the Norwegian Center for International Cooperation in Education (SIU), the partnership between GMU and HiOA will focus on the importance of global competency for teacher education. The goals of the project are to internationalize and enhance teacher education at multiple levels, centered on building strong collaborations across novice, advanced and experienced researchers and practitioners.

Academic Programs and Activities

The Center for International Education supports academic programs at Mason that offer degree, licensure, and certificate credentials directly associated with international education.

The Teaching Culturally, Linguistically Diverse and Exceptional Learners program (TCLDEL)

Created in 1990 in conjunction with the Department of State, Office of Overseas Schools and Virginia Department of Education, the TCLDEL program (formerly FAST TRAIN) prepares teachers for licensure and master's degrees in Elementary and English for Speakers of Other Languages (ESOL) education who intend to teach in international PK-12 schools. In addition, we offer programs in special education (launched 2005) and International Baccalaureate (IB). As of 2016 over 1,300 students have graduated with either licensure or master's degrees from CEHD and are serving in over forty countries.

International Education PhD. Program

In 2005, a new degree emphasis in international education was approved for the PhD program in CEHD. The Center is the primary means of marketing this emphasis and the CIE faculty serve as primary advisors. The PhD emphasis is a cross-disciplinary initiative. As of 2017 we have 29 candidates working toward the doctoral degree emphasis in international education and others who have identified international education as a secondary area of study.

Between 2014-2017, the following students successfully defended their dissertations to earn their Ph.D.

Spring 2015

Sydney Merz - Intercultural Understanding of Teacher Educators

Summer 2015

Svetlana Filiatreau- Ukrainian Catholic University Leaders' Views on University- Based Moral and Civic Formation in Post-Soviet Ukraine

Winter 2015

Julie Mendoza- Second-Generation Palestinian American School Experiences: Emerging and Conflicting Identities
Samantha Spinney- Effects of Participation in Immigration Activism on Undocumented Students in Higher Education

Spring 2016

Maria Katradis- Teachers', Students', and Parents' Beliefs about Language Learning in Two Modern Greek Language Programs

Summer 2016

Chandra Michael - Teachers' Definitions, Perceptions, and Understandings of International Mindedness

Spring 2017

Kelly Dalton - Teachers' Perspectives of Participation in an International Immersion Experience

International Baccalaureate and Peace Corps Partnerships

In 2007, we became the first university in North American to form a partnership with the International Baccalaureate (IB). Incorporated in Switzerland, IB has initiated a new post-graduate program for teacher education based in university studies for certificate and/or master's degrees. We currently offer a graduate certificate program in Advanced IB Studies to prepare teachers to work in IB schools worldwide with the IB Teacher Award Level I. We also created the Advanced Studies in IB graduate initiative with ASTL to provide candidates the opportunity to complete advanced master's degree work and apply for the IB Level II Teacher Award. The Level II program was authorized by IB in 2008. The

IB partnership has brought considerable innovation to our international work. In 2010 we launched a pilot of the IB certificate program entirely online to provide international educators the opportunity to study with MASON. In 2010 we begin the Virtual MYP School model for the delivery of an online version of the IB Certificate Program. The innovative model is the first in the world to create a virtual site for IB teaching and learning at the University level. We continue to be a part of international education discussions and are linked via the IB website at www.ibo.org worldwide. Again, we believe this recognition of our work in international schools will benefit our research and programs worldwide. **In 2016, we received the highest commendation of our program during our reauthorization.**

As part the TCLDEL Programs, CIE continue to work with the Peace Corps to license teachers in ESOL education up until 2015. Through our Returned Peace Corp Volunteer scholarships and our Master's International Program we hosted both outgoing and returning volunteers.

Trish Ighile Award

In memory of doctoral student Trish Ighile, the Center for International Education has established an award in her name. This award recognizes a student who has shown exemplary service and involvement with the Center for International Education. Trish was specializing in International Education and ESL. She also worked in international schools, especially in Nigeria, where she led schools for many years. This award honors her commitment to her education and her career as an international educator.

Award Recipients

2014-2015 – Syd Merz

2015-2016 – Maria Katradis

2016-2017 – Kelley Webb

Washington Area Consortium International Education and Training Student Conference

CIE co-hosts an annual conference with local universities to support student research and scholarly exchanges. The annual student conference was hosted by CIE in 2014 at the GMU Arlington Campus. Consortium partners include American University, The George Washington University, Georgetown University, Marymount University, and University of Maryland. GMU students who have presented at the conference in 2014-2017 include:

2017

1. Ellen Clark - *Refugees in International Education Journals: A Content Analysis*
2. Woomee Kim – Myeik Education and Recreation Center for Advancement of Democracy (MERCAD)
3. Mary Beth Marklein - *Unpacking the Soft Power of US higher Education in Vietnam*
4. Kelley Webb - *Collaborative Action Research for International Teacher Professional Development*

2016

1. Ellen Clark - *The Academic Needs of Students with Limited or Interrupted Education*
2. Rebecca Eisenberg - *Educating Syria's Displaced and Refugee Children*
3. Ishrath Hossain - *Applying the Capabilities Theory to Enhance Inclusive Education in Bangladesh- Building a Theoretical Framework*
4. Mainlehwon Vonhm - *A Need for History Curriculum Redesigned for Sustainable Peace: Tale of Pupils Displeasure from Liberia*
5. Kelley Webb - *Informing instructional practices through global partnerships: An investigation of the impact of an international field experience on elementary pre-service teachers' professional development*

2014³

1. Heather Andrews - *Barriers to Women's Use of Information and Communication Technologies (ICTs)*
2. Tami Carsillo - *Use your words: Debate programs in South Sudan secondary education*
3. John Knipe, Sarah Hinshaw, & Kelly Dalton - *The reality of schools as complex organisms: Lessons learned from a rural NGO-run school in Guatemala*

³ Please note – there was no 2015 conference due to the switch from fall to spring in the 2014-2016 time span.

Forthcoming Programs and Activities

The Center for International Education will be planning for forthcoming activities in 2017 and onwards.

The Comparative and International Education Society Second Annual Symposium

The second annual CIES Symposium will be held from October 26-27, 2017 at the Arlington campus of George Mason University. Faculty at CIE competed for the \$20,000 grant to host the event and working with the CIES Gender and Education Committee and the South Asia Special Interest Group, the theme for the 2017 symposium is *Interrogating and innovating CIE research*. Anchoring this symposium is the notion that how comparative and international education phenomena are studied, the questions we ask, the tools we use and the epistemological, ontological, and ideological orientations they reflect, shape the nature of the knowledge produced, the value placed on that knowledge, and of critical importance, its pedagogy and implications for practice in diverse societies globally. Through our distinguished plenary speakers, breakout sessions, concurrent paper sessions and workshops we will provide spaces and resources for students, junior and senior scholars, practitioners and policymakers to not only interrogate and challenge existing practice, but to learn and develop new ways of thinking about and doing CIE research.

The International Education/Education Leadership PhD. program

Starting in Summer 2018, the PhD. program in the College of Education and Human Development (CEHD) at George Mason University, will offer a combination of courses that will help aspiring leaders in the international schools community to complete a PhD. This collaboration between the International Education and Education Leadership PhD. Programs provides educators in international school settings a change to engage in doctoral studies. Applications will begin to be accepted in Fall 2017 and students will begin coursework in Summer 2018. Participation in the cohort program will ensure that coursework is complete over three years (three summers and six semesters) after which students will complete their degree depending on the design and completion of their doctoral dissertation.

For more information contact:

Director: Dr. Beverly D. Shaklee - bshaklee@gmu.edu
Associate Director: Dr. Supriya Baily – sbaily1@gmu.edu
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