



Center for International Education

REPORT OF ACTIVITIES

2017-2019



Center for International Education
College of Education and Human Development

2017-2019 Highlights

Comparative and International Education Society 2017 Symposium

The second annual Symposium of the Comparative and International Education Society (CIES) was held from October 26-27, 2017 in Arlington, VA and was hosted by the Center for International Education, the Gender and Education Standing Committee of CIES, and the South Asia Special Interest Group of CIES. The theme of the symposium was, *Interrogating and Innovating CIE Research*. Distinguished plenary sessions, concurrent



papers sessions, and onsite meals provided opportunities for students, junior and senior scholars, practitioners, and policymakers to examine and challenge existing practices, and learn and develop new ways of thinking about doing CIE research. Over 200 researchers, professors, leaders, and graduate students reflected on the foundation of comparison underlying CIE over the past fifty years that has moved from a sole focus on measurement, which seeks to refine metrics to engage in sound evidence-based findings, to recognition of the importance of qualitative understandings of context and meaning.

Fifty proposals and three panel presentations were submitted for review. The symposium hosted four moderated plenary debates, 12 concurrent presentations with 37 papers presented. CIE Director, Beverly Shaklee, CIES President, Noah Sobe and members of the organizing committee made opening remarks. A legislative update session with Yolande Miller-Grandvaux of USAID and Blake Souter, Legislative Aide to US Senator, Tim Kaine was also held. Interviews were conducted with the four keynote speakers for the FreshEd podcast with Will Brehm (<https://cehd.gmu.edu/2017symposium/podcasts-videos>). Plenary sessions were live tweeted by the Symposium team throughout the two-day event and participants were invited to join the conversation online through Twitter and Facebook using the hash tags #I2I and #interrogate2innovate. All four plenary sessions were live streamed via Facebook Live.

Launch of the International Education/Education Leadership Hybrid Ph.D.

Launch of the IEEL Specialization. The inaugural class of the International Education/Education Leadership PhD specialization launched during Summer 2018. This trailblazing group of educators and school administrators embraced a rigorous five-week schedule of courses and study. Classes lasted four to six hours with students cycling through reading, discussion, writing, and feedback every single day. The program began its online portion of the program with the start of the Fall 2018 semester. Geared towards educators interested in international school leadership and research, the IE/EL program is designed to offer students chance to complete all course work over three summers at Mason and six semesters online during the fall and spring. Dissertation completion will follow coursework.



2017-2019 Highlights (cont.)

Open GATE Launch and Midpoint Milestones

The Open GATE partnership, sponsored by the Norwegian Center for International Cooperation in Education, has supported twelve novice and experienced researchers from the United States and Norway in conducting research on a range of topics from an international perspective. Early childhood education, science education, minority education, computer-based learning design, ethics in education, and newcomer education with a focus on refugees are just a few of the areas that have been explored. These fellowships have resulted in article publications, new curriculum design, professional training for positions within academia, international exposure of campus resources and program offerings, and presentation of research to international colleagues. Recipients of this fellowship have expressed enthusiasm and gratitude for the opportunity to explore, contemplate, and discuss alternate educational approaches, immerse within a different culture to help internationalize their perspective, and form enriching, productive, professional relationships. Open GATE will offer this opportunity into the 2020-2021 academic year.

Highlighting Faculty Research and Publications

CIE faculty have enjoyed a very productive and successful two years. Several faculty were honored for their work with prestigious awards. During the reporting period, Drs. April Mattix-Foster and Joan Shin received the University Teaching Excellence Awards from the Stearns Center for Teaching and Learning. Alumnus, Dr. Kimberly Daly, also received an Adjunct Teaching Excellence Award in 2019. Dr. Marjorie Hall Haley received the AERA Multicultural/Multiethnic Lifetime Scholarship award. Dr. Shelley Wong co-edited *Teachers as Allies: Transformational Practices for Teaching DREAMers & Undocumented Students*. Dr. Beverly Shaklee, Principal Investigator of Project ExCEL and in partnership with Dr. Anne Horak, successfully implemented an identification program for high-ability children within underrepresented populations supported by the Jacob K. Javits grant. Dr. Kathy Ramos was awarded the faculty Open GATE Residency and formed an international partnership with Dr. Kristin Skinstad van der Kooij of Oslo Metropolitan University to design in-service teacher training that promotes a critical global perspective. Dr. Supriya Baily was also the 2019 speaker for the Joel Barkan Memorial Lecture at the University of Iowa, a highlight of the Provost's Global Forum. We congratulate our faculty on jobs well done and we look forward to sharing their wonderful accomplishments in the future.

Highlighting Student Accomplishments

International Education doctoral students are doing an outstanding job in the production of scholarship in a variety of areas from around the world. Melissa Hauber-Ozer published several articles including a piece about schooling challenges for Syrian refugees in Turkey in *Forced Migration Review*. Tami Carsillo investigated global citizenship education in South Sudan, co-writing and publishing her work in the *British Journal of Education Studies*. Kelley Webb explored study abroad experiences for pre-service elementary teachers and co-wrote a chapter for a research handbook on study abroad programs. Rebecca Eisenberg was awarded the prestigious Global Learning Fellowship administered by the NEA Foundation. Through this fellowship she will connect her classroom to the larger global context, and travel to Peru to conduct a field study. Closer to home, Betsy Scotto-Lavino co-wrote a chapter with Dr. Baily and Dr. Call-Cummings examining methodological innovation to decolonize comparative and international education research.

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 Title	Funded Amount
Shaklee, Beverly D and Horak, A. (2014-2018)	U.S. Department of Education	USDE/Project Excel	\$2,470,703
Shin, Joan K (2016-2019)	Institute of International Education/US Dept. of Education	Language Training Center: Center for Advanced Proficiency in English (CAPE)	\$953,594
Fox, Rebecca K Baily, Supriya (2015), Samaras, Anastasia (2016-2018)	U.S. Department of State	DOS/US-Pakistan Collaboration for Faculty Excellence in Teaching and Research	\$432,556
Shin, Joan K (2017-2019)	Family Health International (FHI 360)/US Department of State	American English (AE) E-Teacher Program: Teaching English to Young Learners (TEYL) Global Online Course (GOC) and Massive Open Online Courses (MOOCs)	\$431,693
Holmarsdottir, H, & Baily, S. (2017-2020)	Norwegian Center for International Cooperation in Education	Open Global Awareness in Teacher Education (GATE)	\$200,000
Shahrokhi, Farnoosh (2018)	IREX- International Research and Exchanges Board	IREX TEA FY 18	\$193,446
Shahrokhi, Farnoosh (2017)	ACIE- American Councils for International Education	Argentina Educators Training Program- Part Support	\$99,997
Haley, Marjorie (2017-2018)	NSA- National Security Agency	NSA/STARTALK	\$89,297
Haley, Marjorie (2018-2019)	NSA- National Security Agency	Engaged Students & Effective Classroom Management	\$82,684
Shaklee, Beverly D (2018)	Virginia Department of Education	Graduate Mason University Summer Graduate Course	\$82,151
Shaklee, Beverly D (2017)	IIE- Institute of International Education, Inc/US Department of State	The Fulbright Gateway Orientation Program	\$60,349
TOTAL			\$5,096,470

Project ExCEL (2014-2018) is a five year, multi-million dollar, federally funded scale-up program. The Javit’s grant 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 covered two states, three school districts, and nine schools. The Center provides professional development for teachers and school leaders, develops PBL curriculum units, and disseminates project data and findings.

The Collaboration for Faculty Excellence in Teaching and Research (2015-2018). The CFETR grant fostered collaboration and strengthened 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 expanded research competencies. Through this initiative, Faculty Fellows from the University of Management and Technology (UMT) in Lahore, Pakistan, participated in academic seminars developed at George Mason University and engaged in research initiatives with Mason faculty in their fields. These activities were designed to expand academic capacity and infuse cross-cultural knowledge and international mindedness into educational practice. A highlight of the collaboration was a UMT Research Conference for CFETR Faculty Fellows in Spring 2017 in Lahore, where Fellows and other faculty participants from the two universities shared the results of their work.

The Fulbright Gateway Orientation (2017-2018) was hosted by the Center for incoming Fulbright graduate students. The program helped incoming Fulbright Scholars to adjust to both the general and the academic culture of the United States, provided them tools to be successful in their programs, as well as assisted in welcoming them and integrating them into the Fulbright network. These objectives were achieved through seminars on U.S. politics, intercultural relations, leadership, and academic expectations, as well as networking opportunities organized by the Center.

Defense Language and National Security Education Office (2017-2019) is a three-year renewable grant from the Institute of International Education for the U.S. Department of Defense, DLNSEO Language Training Center 2016 called the Mason Center for Advanced Proficiency in English (<https://cape.gmu.edu/>); to administer online programs for Department of Defense employees with partner institution, the Center for Applied Linguistics; serve as Principal Investigator and Project Director; oversee design and implementation of online English language professional training for DoD personnel to improve their cultural and linguistic competence as writers of professional English; work collaboratively with leadership from the Center for Applied Linguistics.

The Teaching Excellence and Achievement Award (TEA) Program (2012-2018) provided 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 engaged a cohort of approximately 20 teachers per year 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 included seminars on pedagogy, practice and leadership; content-specific courses on ESL and social science methods, assessment and curriculum; and a course on instructional technology.

Open GATE (Open Global Awareness in Teacher Education) (2017-2021). Funded by the Norwegian Center for International Cooperation in Education (SIU), the partnership between GMU and Oslo Metropolitan University 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 for novice and experienced researchers and practitioners.

Global Online Courses and Massive Open Online Courses Project (2018). This online professional development program prepares master teachers, promotes public scholarship through open educational resources (OER), and fosters equity in education through accessible online learning technologies. In Year 1 of this program, CIE will offer approximately 275 English language teachers around the world a GOC called *Teaching English to Young Learners (TEYL)*. In year 2 of this program, CIE will develop and implement an instructed MOOC and on-demand MOOC, also about TEYL. The AE E-Teacher TEYL GOC and TEYL MOOCs introduce English teaching professionals around the world to the most current methods and evidence-based approaches to teaching young learners (3-10 years old) English as a Second or Foreign Language (ESL/EFL).

Special Events and Activities

Study Abroad. In 2018, Dr. Kathleen Ramos and Dr. Andrew Gilbert developed a STEM and Language Acquisition teaching experience called *Global Classroom: Costa Rica*, which was supported by a grant from the GMU Global Education Office (approx. \$ 23,500). This initial project



took eight English as a Second Language (ESOL) pre-service teachers and seven primary pre-service teachers to Costa Rica to run a week-long summer STEM camp with Costa Rican children from pre-K to grade seven. The goal was to engage children in STEM as a means to develop language skills in a real world setting.

The second opportunity spans a four-year period through Open GATE. The grant funds exchanges between Mason and Oslo Metropolitan University students to spend up to four weeks in the other institution. In 2018 four students traveled from the US to Norway and five students traveled from Norway to the US. These students included: Tami Frances Carsillo, Susan Poland, Hilary Johnson, April Maute Ege from Mason and Merethe Skårås, Hedda

Hembre, Karina Storeng Ikhsani, Sana Chishti, and Linnea Lijemark Kallgren. They attend classes, travel locally to visit schools and other areas of educational interest, as well as attend special lectures, and meet with other students. For instance, Tami Carsillo and Merethe Skårås have been able to publish one article together and wrote two discussion papers for UNICEF. April Maute Ege had the opportunity to not only attend PhD courses at OsloMet and present her research to other students but was also able to use the opportunity to further develop her own research agenda.

The program also funds faculty research opportunities. Dr. Kathy Ramos traveled to Oslo in 2017 and began work with Kristin Skinstad van der Kooij of OsloMet. Together they have created a mini-unit to foster in-service and preservice teachers' global competence and prompt their thinking around infusing a critical global perspective in K-12 school curricula. In 2019, Dr. Jenice View participated in the program in 2019, and is in the early stages of furthering her own research based on her experience. Finally one teacher exchange took place in 2018; Laura Conley from Oakton High School shared her experiences with staff in art and design at the Department for Early Childhood Education and Care as well as primary education.



Book Talks and Special Guests. **Dr. Cynthia Miller-Idriss**, Professor of Education and Sociology and director of the International Training and Education Program at American University, presented her book, *The Extreme Gone Mainstream: Commercialization and Far Right Youth Culture in Germany* at the April 10, 2018 CIE meeting. **Dr. Ilham Nasser** shared a presentation, *Reconceptualizing Education Reform in Muslim Societies*— that focused on her work at the International Institute of Islamic Thought. She is examining the contribution of socio-emotional learning to academic achievement. **Wycliff Tusiime** of Oslo Metropolitan University via Kyambogo University, Uganda presented his research on technology integration in teacher education in May 2019.

The Center also hosted a Book Launch for the faculty-edited book, **Teachers as Allies: Transformative Practices for DREAMers & Undocumented Students**. Edited by Dr. Shelley Wong, Dr. Elaisa Sánchez Gosnell (Retired) of George Mason University, Anne Marie Foerster Luu and Lori Dodson, *Teachers as Allies* provides educators with the information and tools they need to involve immigrant students and their American-born siblings and peers in inclusive and transformative classroom experiences.

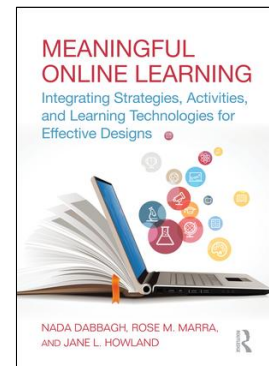
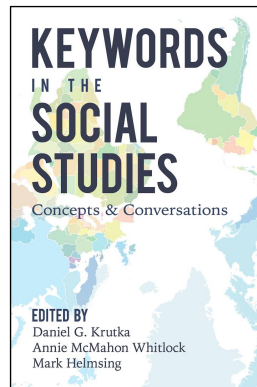
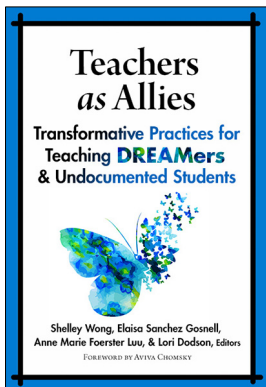
Faculty Research and Scholarship

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. For a full list of faculty publications, please see subsequent sections of this report.

Faculty Distinctions

CIE faculty have been honored with several awards. Dr. Joan Shin was the 2018 English-Speaking Union English Language Award winner for “Best Resources for Secondary to Adult Learners” for her role as editor of the National Geographic Learning Book series, *Impact*. In November of 2017, Dr. Supriya Baily was featured in *La Scienze*, the Italian edition of *Scientific American* on the global challenges facing girls’ education. Dr. Baily and Dr. Call Cummings were awarded the Outstanding Contribution Award Winner at the Literati Network Awards for Excellence in 2017 for their work in “Reframing the center: New directions in qualitative methodology in international and comparative education” for the *Annual Review of Comparative and International Education*.

Faculty Books Published



Dabbagh, N., Howland, J., & Marra, R. (2019). *Meaningful online learning: Integrating strategies, activities, and learning technologies for effective designs*. New York, N.Y.: Routledge.

Krutka, D. G., Whitlock, A., & Helmsing, M. (Eds.). (2018). *Keywords in the Social Studies*. Bern, Switzerland: Peter Lang US. Retrieved Mar 15, 2019, from <https://www.peterlang.com/view/title/65755>

Crandall, J. A., & Shin, J. K. (Eds.). (2018). *Impact* (British English, Levels Foundations-4). Boston, MA: National Geographic Learning/Cengage Learning. **(Winner of the 2018 English-Speaking Union English Language Award for “Resources for Secondary to Adult Learners”)**

Crandall, J. A., & Shin, J. K. (Eds.). (2017). *Impact* (American English, Levels Foundations-4). Boston, MA: National Geographic Learning/Cengage Learning. **(Finalist for 2017 ELTon Award for “Excellence in Course Innovation”)**

Crandall, J. A., & Shin, J. K. (Eds.). (2017). *Our world: Phonics* (Levels 1-3). Boston, MA: National Geographic Learning/Cengage Learning.

Crandall, J. A., & Shin, J. K. (Eds.). (2017). *Our world: Grammar workbook* (Levels 1-6). Boston, MA: National Geographic Learning/Cengage Learning.

Crandall, J. A., & Shin, J. K. (Eds.). (2017). *Our world ABC*. Boston, MA: National Geographic Learning/Cengage Learning.

Faculty Outreach and Leadership

The CIE faculty has the privilege of serving in leadership positions in a number of international and regional organizations, such as: Association for the Advancement of International Education (AAIE), Comparative and International Education Society (CIES), Chor Hang Educational Research Institute, Yew Chung Education Foundation, Hong Kong, Council for International Education, Research & Development Advisory Board, Contemporary Educational Psychology, Global Teacher Education Initiative Board, InterEd Journal, International Association of Teachers of English as a Foreign Language (IATEFL), Teachers of English to Speakers of Other Languages (TESOL) International Association, Project Excel Jacob Javit's Advisory Board, and the Association of Teachers of English as a Foreign Language in Indonesia.

Faculty and Student Publications (articles and book chapters)

Baily, S. (forthcoming). *Bharat Mata Ki Jai –Nationalism and the co-option of public discourses on girls' education. Special Issue, International Journal of Student Voice - Centering Girls' Voices in Education Policy, Practice and Activism.*

Baily, S. (2018). Appraising the ingredients of the interpreter/researcher relationship. *Nordic Journal of Comparative and International Education* 2(4), 53-69.

Call-Cummings, M., Hauber-Özer, M., & Ross, K. (2019). Struggling with/against the unintentional reproduction of power structures in participatory research: Using reconstructive horizon analysis. *Action Research.*

Call-Cummings, M., Hauber-Özer, M., Byers, C. & Mancuso, G. (2018). The power of/in Photovoice. *International Journal of Research and Method in Education.*

Katradis, M., Fox, R., & Tian, J. (2017, December). Learning to implement the Five Cs: Portfolios and reflection in an international teacher professional development program. *The NECTFL Review, Special Issue, Fall, 45-76.* Retrieved from <http://www.nectfl.org/nectfl-review/>

Fox, R. (2017, December). Building deeper understandings of standards through research. *NECTFL Review, Special Issue, Fall, 3-8.* Retrieved from <http://www.nectfl.org/nectfl-review/>

Hauber-Özer, M. (2019). Schooling gaps for Syrian refugees in Turkey. *Forced Migration Review.* Retrieved from <https://www.fmreview.org/education-displacement/hauberozer>

Helmsing, M., & Vardas-Doane, A. (2018). Teaching and learning medievalism in popular culture as history education. *Teaching Social Studies, 19, 25-30.*

Lau, C., Kitsantas, A., Miller, A. & Rodgers, D. E. (2018). Perceived responsibility for learning, self-efficacy, and sources of self-efficacy in mathematics: A study of the International Baccalaureate Primary Years Programme students. *Social Psychology of Education: An International Journal, 21, 603-620.*

Mattix Foster, A. A., Khoshen, S. & Wrightsman, K. (2017). The future of international schools: Fostering global competence. *InterED, 44(123), 29-34.*

Ramos, K.A., & Mattix Foster, A.A. (2017). Bridging the gap: Building teachers' capacity for developing language, literacy, and content learning. *International Schools Journal, XXXVII(1), 58-66.*

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, 37, 232-247.*

Shin, J. K. (2017). Get up and sing! Get up and move!: Using songs and movement with young learners of English. *English Teaching Forum, 55(2), 14-25.*

Skårås, M., Carsillo, T., & Breidlid, A. (2019). The ethnic/local, the national and the global: Global citizenship education in South Sudan. *British Journal of Educational Studies, 1-21.*

Scotto-Lavino, B. (2019) NuVu: An international mission to cultivate creativity and collaboration. *InterEd: Journal of the Association for Advancement of International Education, 45(126), 18-20.*

Book Chapters

Baily, S. (2017). Back to the Shire: At journey's end: Lessons learned through a global education partnership. In S. Baily, F. Shahrokhi & T. Carsillo (Eds.). *Experiments in agency: A global partnership to transform teacher research* (pp. 221-230). Rotterdam, The Netherlands: Sense Publishers.

Baily, S., Shahrokhi, F., & Carsillo, T. (2017). The story of the fellowship: An international partnership between teachers and researchers. In S. Baily, F. Shahrokhi & T. Carsillo (Eds.). *Experiments in agency: A global partnership to transform teacher research* (pp. 1-10). Rotterdam, The Netherlands: Sense Publishers.

Baily, S., Scotto-Lavino, B. M., Call-Cummings, M. (under review) Implications for methodology: Towards more equitable futures in (Eds.) C. Manion, Anderson, E., Baily, S., Call-Cummings, M., Iyengar, R., Shah, P., & Witenstein, M. *Interrogating and innovating comparative and international education: Decolonizing practices for inclusive, safe spaces*

Call-Cummings, M. & Hauber-Ozer, M. (2018). AR and PAR in policy research: Lessons in democratizing the policy making process. In C. Lochmiller (Ed.), *Complementary Research Methods*.

Shaklee, B., Mattix Foster, A. A. & Baily, S. (2017). Globalization: Defining the terrain. In N. Aloni & L. Weintrob (Eds.), *Beyond Bystanders: Educational leadership for a humane culture in a globalized reality* (pp. 105-115). Rotterdam, The Netherlands: Sense Publishers.

Horak, A., & Shaklee, B. (2019). Changing the Landscape: Project ExCEL. In A. Novak and C. Weber, (Eds.) *Professional learning strategies for special topics in gifted education*. Prufrock Press, Washington DC.

Shin, J. K., & Crandall, J. A. (2019). Teaching reading and writing to young learners. In S. Garton & F. Copeland (Eds.), *Handbook of Teaching English to Young Learners* (pp. 188-202). New York, NY: Routledge

During the period 2017-2019, CIE faculty hosted the following visiting scholars:

1. Dr. Liu Ying – Communication University of China – Drs. Beverly Shaklee & Kathleen Ramos - August 2017
2. Dr. Yumei Huang – School of Cultural Industries & Tourism Management – China – Dr. Shawn Lee (January 2018 – January 2019)
3. Dr. Manfred Schmitt – University of Koblenz/Landau – Germany – Dr. Mark Ginsburg (May – September 2018)
4. Dr. Barbara Reichle – Ludwigsburg University of Education – Germany - Dr. Mark Ginsburg (May – September 2018)
5. Dr. Yu Huang – National Tsing-Hua University – Taiwan – Dr. Robert Baker (Aug 2018 – Aug 2019)
6. Dr. Aleksandra Ristovska/Fulbright – University St. Cyril & Methodius – Republic of Macedonia – Dr. Mark Ginsburg (August 2018 – January 2019)
7. Narmin Shabazova – State Agency for Vocational Education – Ministry of Education – Azerbaijan, Baku – Dr. Beverly Shaklee (October – November 2018)
8. Dr. Qijing Wang – Beijing International Studies University – Dr. Shawn Lee - March 2019

Trish Ighile Award (2017-2019)

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. 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 - Tami Carsillo (2018) and Ahmed Atef (2019).

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 2019 over 1,400 students have graduated with either licensure or master's degrees from CEHD and are serving in over forty countries.

International Baccalaureate Partnership

In 2007, we became the first university in North American to form a partnership with the International Baccalaureate (IB) to offer a post-graduate program for teacher education. We currently offer a graduate certificate program in Advanced IB Studies to prepare teachers to work in IB schools worldwide. Successful completion of the program provides our students with an IB Certificate in Teaching and Learning. In 2008, 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 earn the IB Advanced Certificate in Teaching and Learning Research. Since 2010, we have offered the IB certificate program online to provide international educators the opportunity to study with MASON while maintaining their positions in international schools across the globe. We continue to be a part of international education discussions and are linked via the IB website at www.ibo.org worldwide, and in 2016, we received the highest commendation of our program during our reauthorization. Additionally, our faculty have been sought out by the IB to develop continuing education courses for IB World Schools, such as Teaching for International Mindedness and Transforming School Culture through Intercultural Competency. Again, we believe this recognition of our work in international schools will benefit our research and programs worldwide.

International Education Ph.D. Program/International Education Leadership Program (IEEL)

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. In 2018, we launched the International Education/Education Leadership specialization, and the first cohort is completing their second year in the program. Between 2017-2019, the following students successfully defended their dissertations to earn their Ph.D.

Sarah-Jane Thomas	Using Technology to Facilitate Language Acquisition of English Language Learners
Jessica Turner	Who they are Within: Females' Experiences of Empowerment Programming in India
John M. Bordenkecher	Peace Corps Service and the Development of Quality School Leaders
John Knipe	Translingualism and Second Language Acquisition: Language Ideologies of Gaelic Medium Education Teachers in a Linguistically Liminal Setting
Lily Lopez-McGee	Examining Undergraduate Students' Goals and Self-Efficacy Beliefs in Study Abroad Programs
Shannon Merriweather	Neighborhood Identity Examined Through a Lens of Poverty: An Exploration of One Community

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. Consortium partners include American University, The George Washington University, Georgetown University, and University of Maryland. GMU students who have presented at the conference in 2017-2019 include:

2018

Lilly LePelch: Hermeneutic Phenemological Inquiry.

Woomee Kim: Prioritizing Ethno-Linguistic Diversity in Education as a Pathway to Promoting Human Development and Sustainable Peace in Myanmar.

Xiaowen Chen: Code-Switching in Multicultural Members' Online Discussion.

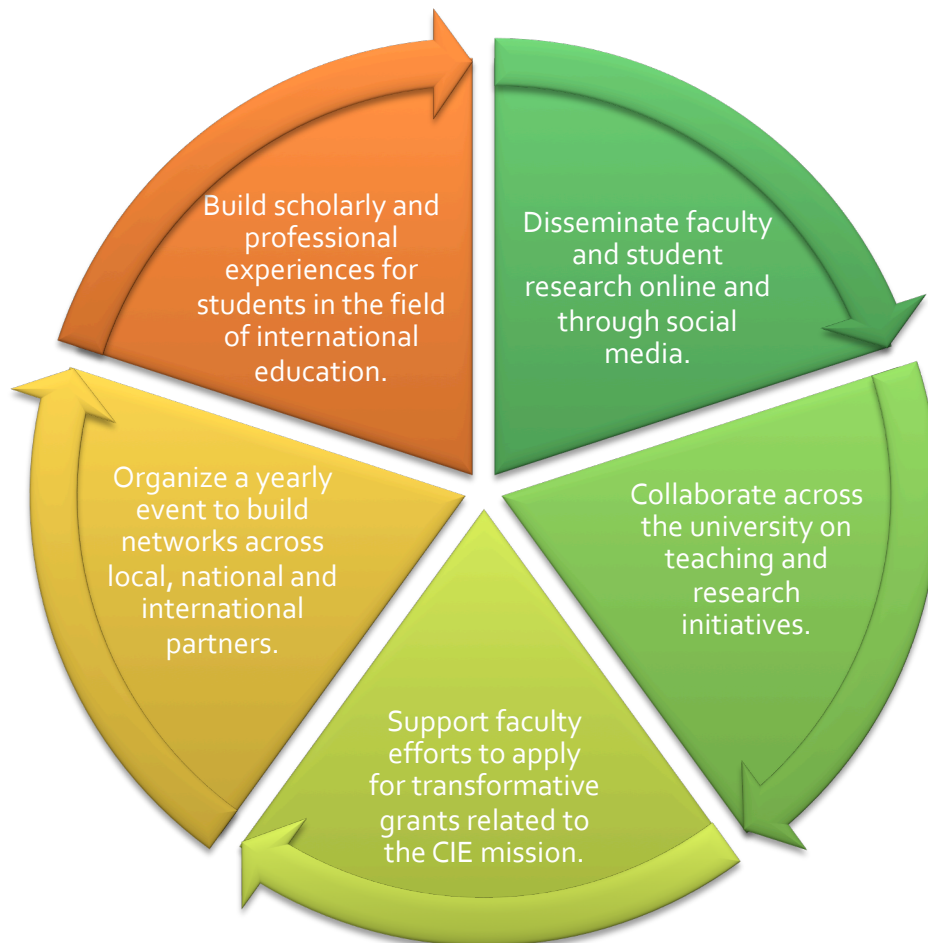
2019

Catherine McDougall: Comparing Germany and Swedish Migrant Education Policy: Practice and Lessons.

Siyu Wan: Non-German student access to German Higher Education.

Lilly LePelch: Children's Rights and Unaccompanied Refugee Minors.

Future Goals



CIE Mission and Vision

The Center for International Education (CIE) was established in 2005 and was successfully rechartered in 2008, 2011 and 2019. Faculty affiliated with CIE focus on international education related research and teaching to better understand formal, nonformal and informal systems in diverse contexts. CIE supports projects that explore the nature of international education, 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, critical reflection, research-based practices, 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:

1. Undertake research that addresses issues of social injustice and inequity worldwide;
2. Design and implement research and development projects in PK-university settings to build educators' capacities for teaching and learning experiences around the world;
3. Support academic programs to enhance teaching and learning in international contexts;
4. Connect incoming international teachers, scholars and administrators to local teachers, scholars and administrators to benefit the students and communities they serve;
5. Seek ways to develop international mindedness in domestic and international schools and programs;
6. Promote life-long professional development opportunities for those involved at every level of international education work.

Center for International Education Leadership & Affiliated Faculty

CIE faculty represents a cross-disciplinary group representing nine CEHD divisions and 29 programs

Co-Directors - Beverly D. Shaklee and Supriya Bailly

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

Andrew Gilbert
Mark Ginsberg
Marjorie Hall Haley
Mark Helmsing
Anastasia Kitsantas
April Mattix Foster
Min Park
Kathy Ramos
Carmen Rioux-Bailey

Anastasia Samaras
Farnoosh Shahrokhi
Joan Kang Shin
Rob Smith
Debra Sprague
Divya Varier
Shelley Wong
Kristien Zenkov

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