



Center for International Education

REPORT OF ACTIVITIES | 2019 - 2022



Beverly D. Shaklee



Supriya Baily

CIE Report 2019-2022

As part of our commitment to the scholarship and research of the faculty and student affiliates in the Center for International Education, we are proud to share this report for the 2019-2022 academic years. Despite the ongoing global challenges and the uncertainty the whole world has experienced, our CIE community has continued to strive to engage actively with the world as a central component of who we are. This report highlights key accomplishments in international education through a review of the publications, presentations, externally funded projects and professional learning opportunities supported by CIE. We also note our esteemed partners in this work and the collegueship we have built around the world. This has been a particularly complex time in international education as we've all lived through cycles of the pandemic, historic climate events and challenging political environments; nonetheless we have persisted.

Our faculty and students have continued to be actively engaged in aspects of international education both at home and abroad. Hosting our monthly CIE meetings virtually permitted us the opportunity to engage with recognized scholars throughout the world examining research opportunities in intercultural education; racism/colonialism in higher education; anti-racist professional development; the impact of problem base learning for ESL students; and social justice, equity and diversity in international schools among other topics. As you will see in this report, the diversity of experiences and opportunities are broad and wide ranging. Our presence is visible.

CIE strives to be a collaborative, engaging and safe space for faculty and students to ask challenging questions, engage in research and support the mission of social justice and equity world-wide. We believe that a shared space for transparency and community is the best way the College can succeed and our mission for CIE is successful. We host over twenty faculty representing nine divisions and 29 programs in the College of Education and Human Development and continue to grow and expand in new ways. We encourage you to read this report and to join us in collaborative work as we seek to continue to foster a spirit of idealism and intellectualism in international education.

Beverly D. Shaklee
Professor and Co-Director

Supriya Baily
Professor and Co-Director

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; and,
- 6.** Promote life-long professional development opportunities for those involved at every level of international education work.

Highlights

CIES 2022 – A landmark conference in memorable times



After three years marked by the global pandemic, the Comparative and International Education Annual Meeting was organized onsite by CIE Co-Director, Supriya Baily. The 66th annual conference was held in Minneapolis, Minnesota, a complex city with a history of welcoming immigrants while also at the forefront of recent racial justice protests. CIE faculty and students took on leadership roles to ensure that this conference was memorable and meaningful as well as innovative and creative.

As the 2021-2022 CIES President-elect, Supriya Baily who is also a professor in the College of Education and Human Development, knew that planning this conference would be a complex task as both an onsite and virtual conference. The theme of the conference was Illuminating the Power of Idea/Lism. Working with GMU doctoral students, Tami Carsillo, Jehad Halawani, and Betsy Scotto-Lavino, the team prepared a rich program for CIES attendees.

The theme was designed to address the interactions of two immutable realities of our time. The first is our global experience with the COVID-19 pandemic. The second is the rise of nativism and fundamentalism representing both ideological rigidity and political divisiveness. The conference was held between April 18-22, 2022. We welcomed nearly 1,200 people onsite, and 2,000 virtual participants from around the world.

Mason was well represented at CIES 2022. CIE faculty and students actively presented and participated in all aspects of CIES 2022. CIE Co-Director, Beverly Shaklee was on hand to introduce Jennifer Garvey Berger, a former Mason faculty member and keynote presenter at CIES 2022. Dawn Hathaway helped facilitate one of the most unique aspects of the conference, Provocations, an interactive session to foster cutting edge thinking. Other faculty presented who presented their work included Anne Horak, Kim Daly, and Meagan Call-Cummings. Volunteers included Abbey Jones, who organized a trip to the home of musician Prince, and also presented her research at the conference. Other GMU students who were present and participated included Jay Bradley, Beth Doyle, Kristen Haynor, Sang Jin Lee, Zikun Li, Mary Beth Marklein, Stephanie Mikulasek and Courtney Verbiest.

CIE continues to support our International Education students' conference participation by directing funds to support student conference registration fees and travel when possible. CIE also co-sponsored the main networking event at CIES, an evening reception at the Minneapolis Institute of the Arts, where CEHD Interim Dean, and CIE Faculty Affiliate, Bob Baker gave remarks.

A longtime collaboration continues to thrive - The Longview Foundation partnership with CIE



George Mason University has been awarded another Longview Foundation grant. The Innovations in International Education Grant for the 2022-2023 academic year is being led by CIE faculty and students, April Mattix Foster and Kathleen Ramos, Sarah Rich, and Rebecca Eisenberg. The grant, entitled Teaching for Anti-Racism and Global Competence, is designed to support the development of understanding of global issues surrounding refugees and racism. The crux of the work to be completed through the grant initiative is twofold. Core courses in the Teaching Culturally and Linguistically Diverse and Exceptional Learners program will be restructured to include new modules with guided experiences with children's and adolescent literature that center on refugee families and anti-racism. The goal is to

engage teacher education students with research-based strategies for teaching for global competence and anti-racist education, attending specifically to global thinking routines (GTRs). GTRs are micro-teaching tools that can foster inquiry about the world beyond one's immediate environment, engage learners in perspective taking of others' viewpoints, invite respectful dialog with diverse others, and spark thinking around acting and advocating for a more just and sustainable world. The second part of the grant initiative will include the creation of a Teaching for Anti-Racism and Global Competence Resource webpage that will be available through George Mason University's Center for International Education. This webpage will house a series of recorded webinars on the topic of anti-racism education, intercultural competence, and teaching for global competence, as well as educator resources and tools, outside research, field-expert interviews, immigrant and refugee interviews, and instructional materials that teachers can use in their classrooms. The team hopes through this work to inspire teacher candidates at Mason, as well as educators in general, to foster safe, welcoming, culturally and linguistically responsive learning environments for children from immigrant refugee backgrounds as well as to strengthen and support best practices for instruction for all learners that can contribute to understanding and acceptance of diverse others.

Research to support positive changes around diversity and equity in International Schools

Under the leadership of Beverly Shaklee and Kimberly Daly, the Center for International Education partnered with the Diversity Collaborative to conduct a foundational research study of diversity in leadership throughout the international schools. Drs. Shaklee and Daly created the survey and analyzed results from some 2,000 school heads and leaders world-wide. The Diversity Collaborative recognizes the value of diverse perspectives and the importance of including members of groups that have previously been underrepresented in international school leadership. Hosted by International School Services (ISS) the volunteer Collaborative currently consists of over 1,000 members in 87 different countries dedicated to leveraging the conversation about diversity, equity, inclusion and justice in international schools for faculty, staff, students and families that we serve.

CIE/NAFSA Research Symposium

In 2020, CIE partnered with NAFSA for a virtual symposium on the theme, A Critical Discussion of Theories, Methodologies, and Practices in International Education – held during International Education Week in November 2020. Working with NAFSA and Mason’s Office of Fellowships, the symposium brought together researchers and scholars in the field of international education and related disciplines to share their work in an academic and professional environment, as well as participate in a critical discussion of the theories, methodologies, and practices being used in the research.

CIE/Ashoka University Partnership

In 2021, CIE partnered with the Ashoka University-Wide Committee at GMU to host a conference at Mason on March 15th 2021. This was an opportunity to shine a spotlight on the great work happening at Mason. The theme for the conference was “Rising to the Challenge: Ordinary People Together Making Extraordinary Change.” The 2021 Conference convened thousands of educators and innovators from over 600 college and universities around the globe. Multiple members of CIE as well as the Mason community both faculty and PhD students participated. **Anne Horak** and **Kim Daly** presented on *Dismantling Denial About Teachers’ Biases*. **Laura Dallman**, **Betsy DeMulder**, **Lauren Rodriguez-Gregg**, **Stacia Stribling**, and **Jenice View** presented on *Antiracist Educator Professional Development*. The Ashoka University Exchange is a world-wide network of higher education universities that ‘envisions a world where EVERY student acquires the skills, confidence and motivation to create change for the good of all’

CIE faculty in Education Leadership join Fairfax County Public Schools in the iLEAD initiative



The Improvement Leadership Education and Development (iLEAD) network is organized by the Carnegie Foundation for the Advancement of teaching and includes 13 partnerships between educational leadership programs in institutions of higher education and school districts (<https://www.carnegiefoundation.org/our-work/networked-improvement/ilead/>). In fall 2018, Fairfax County Public Schools (FCPS) invited the Education Leadership (EDLE) program to be their partner in this initiative. This kicked off major curricular changes and significant partnership building work with FCPS. CIE

Faculty affiliate Farnoosh Shahrokhi started serving on the iLEAD Steering Committee from the onset, Samantha Viano serves as the lead researcher on this project, and Regina Biggs as another key member of the GMU team. Over the last four years, our partnership has reached many significant milestones including EDLE shaping curriculum and the clinical internship around the improvement science methodologies core to iLEAD, integration of improvement science into FCPS leadership induction, and several joint EDLE-FCPS presentations at national conferences including Carnegie’s Learning to Improve conference, the American Educational Research Association annual meeting, and the University Council for Education Administration annual conference. EDLE and FCPS recently co-wrote a book chapter for a book edited by Carnegie Fellows on iLEAD that told the story of how our partnership led to institutional changes to advance educational equity. This partnership looks forward to expanding across FCPS and explore ways to integrate others at George Mason into the work.

The continued success of the Open GATE partnership



The Open GATE partnership is a fellowship opportunity offered to novice and experienced researchers from the United States and Norway and is a partnership between George Mason University and Oslo Metropolitan University. The grant is sponsored by the Norwegian Center of International Cooperation in Education to build research partnerships among experienced researchers, foster new ways to solve educational challenges, deepen the knowledge among stakeholders on critical forms of research, and enhance the capacity of novice educational researchers. Despite the challenges of COVID, the partnership has continued to grow and flourish. 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 by Open GATE participants. 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. One of the most illustrative partnerships in this grant is between Dawn Hathaway and Greta Gudmundsdottir. Hathaway is an affiliate faculty member of CIE and the Academic Program Coordinator of the Learning Technologies in Schools program. Gudmundsdottir is a Professor at the University of Oslo and also affiliated with Oslo Metropolitan University. The two were encouraged to meet by Open GATE coordinators Supriya Baily and Halla Holmarsdottir, while they were both attending the 2017 Society of Information Technology and Teacher Education conference. Later that year, Hathaway learned about Gudmundsdottir's research in developing teachers' digital competence, which is of a shared interest. The team is now analyzing data from a slice of time in the early months of COVID to better understand teachers' readiness online (TRIO), where they compare data from the US and Norway on readiness of educators for online teaching, opportunities and challenges educators face related to online teaching, and the inclusion of vulnerable learners in online practices during the COVID-19 crisis.

Scaling up success

A group of GMU CEHD professors, Anne Horak, Beverly Shaklee, and Kimberley Daly among others, have been working with schools in different districts across three different states through Project ExCEL-Ignite (E-Ignite). Project E-Ignite is a scale-up of another successful grant, Project ExCEL, which was a five-year grant (2014-2019) funded by the U.S. Department of Education to increase identification of potentially gifted students during middle school. E-Ignite, extends the work of Project ExCEL to new states, districts, and schools. Both grants use problem-based learning (PBL) as the foundation of their work and are guided by The ExCEL Model, a systemic process for implementing the evidence and outcomes of the research in a coherent, viable, and cost-effective program. During the 2020 – 2021 academic year, the E-Ignite Project Team completed a redesign of their professional learning program from a face-to-face format to an online format, maintained contact with partnering school districts, worked on other project dissemination, revised research measures necessary for project implementation, and developed new problem-based learning units. In 2021-2022 Project E-Ignite expanded to partnerships with Virginia Beach City Public Schools, Miami-

Dade County Public Schools (FL), and Charleston County School District (SC). Teachers from three to five different schools in each district continue to receive professional learning about equity gaps, problem-based learning, and attributes of giftedness through the Problem of Practice Professional Learning Experiences (POPPL). These sessions equip teachers with the knowledge and resources needed to identify students and implement PBL units.

Fostering new relationships across the world.



Over the past year and a half, several Mason faculty members have formed a collaborative partnership with Ionian University in Corfu, Greece. April Mattix Foster, Mark Helmsing, Anastasia Kitsantis, and Anastasia Samaras, along with Ionian University's Ioannis Karras, have formed a collaborative aimed at bringing together faculty and students from both universities in partnerships, exchanges, and study abroad opportunities. The group is currently working on two major projects. First, the collaborative is finalizing a Summer 2023 study abroad undergraduate and graduate course to Corfu, Greece, *Conversations in Corfu: Global Citizenship through Intercultural Communication*. This course, jointly developed by the group, will be led by GMU Faculty member Mark Helmsing. The course is designed to assist students in developing their intercultural awareness and sensitivity while working to acquire the knowledge, skills, and attitudes needed to engage effectively, purposefully, and authentically in diverse cultural settings. The course will also allow students the opportunity to examine the way in which communication processes can differ based upon culture, perception, experience, and identity. Students will travel to Athens and Corfu to take part in lectures and workshops, as well as enjoy the cultural experience of being in Greece and connecting with Greek students. Second, the group is in the initial planning stages of implementing a Greek-US teacher action research collaboration. This joint venture will partner US teachers in Virginia with Greek partner teachers on the island of Corfu to co-create and co-teach virtual lessons on their chosen research project.



In June 2022, Mason was able to welcome our Ionian University partner, Dr. Karras, to Mason as part of the Erasmus Scholar Program. In addition to continuing the group's collaborative efforts in person, Dr. Karras was able to present some of his work on Intercultural Competence and Greek Kindergarten Language Programs as well as Study Abroad Programs with CEHD graduate students.

Other CIE Activities

With the growing comfort with Zoom due to the global pandemic, the CIE community was able to invite and hear from a variety of speakers over the past few years. The CIE monthly meeting is not only a place where the centers updates and details are shared with our community, but also where intellectual conversations and scholarship happen. Over the past three years, CIE has welcomed GMU faculty as well as external experts in the field of International Education, to share their scholarship, recent research and partnerships, and book publications. Over the past three years we have heard from:

1. Emily W. Anderson, PhD, an Assistant Professor of International and Intercultural Education and affiliate faculty with the Center for Women's and Gender Studies at Florida International University. Dr. Anderson talked about women life and the layers that impact women and the importance of having women related and designated days helped spotlighting generation equality and offering solutions to gender inequality.
2. Sujin Kim, PhD, affiliate faculty with CIE, Dr. Kim shared her latest project ACE-STEM Advancing Content-Integrated Education for English Learners with a STEM focus (ACE_STEM), a National professional development grant project funded by the U.S. Department of Education (2021-2026). The objective of this project is to address the growing need for quality education for English Language Learners. Dr. Kim also shared her other project Transmodalising with Technology in Science (TTS), a research grant project funded by Spencer Foundation (2022-2023). Both projects ACE-STEM and TTS aim to enhance equitable education for diverse learners by building teachers' knowledge base and instructional capacity in content classrooms through cutting-edge theories and evidence-based pedagogical practices.
3. Chrystal A. George Mwangi, PhD, new Associate Professor in the Higher Education Program at George Mason University, talked about her research in the scope of internationalization efforts and practices in higher education with an eye towards (in)equity. She further discussed her prior and current roles and how her experience as an administrator and a practitioner influenced her as a researcher.
4. Fran Vavrus, Ph.D., Professor at the University of Minnesota visited to discuss her new book, *Schooling as Uncertainty: An Ethnographic Memoir in Comparative Education*. Her book combines "ethnography and memoir as it guides readers on a 30-year journey through fieldwork and familyhood in Tanzania and academic life in the USA."¹ Students and faculty resonated with her narrative that balanced her longtime scholarship in Tanzania along with her own professional and personal challenges.

Furthermore, Dawn Hathaway and Debra Sprague hosted virtual Multimedia Discussion Group focusing on contemporary topics research and media in international education. We continue to host the research site for The Diversity Collaborative, a world-wide organization with over 1,000 members studying DJEIA issues in international schools and Dr. Shaklee serves as the editor for the journal for AAIE, *Inter Ed*.

¹ <https://www.bloomsbury.com/us/schooling-as-uncertainty-9781350164505/>

International Education Academic Programs

The Center for International Education continues to support two Ph.D. specializations – the International Education (IE) and the International Education/Education Leadership (IEEL) specializations. In June 2022, we worked with 20 Ph.D. students in the IE specialization and 10 in the IEEL specialization. International Education courses include:

EDUC 880 – Introduction to International Education

Using interdisciplinary approach, addresses education policy issues that transcend national boundaries and have implications for educators in fostering social justice and global awareness.

EDUC 878 – Intercultural Competence: Theory and Research Application to International Education

Explores and examines intercultural competence theory and research as a teaching and learning framework in international education. Emphasizes the comparison of alternative models of intercultural competence development, research paradigms using intercultural competence theory in international education, and empirical studies that examine and explore the use of intercultural competence theory in education.

EDUC 892 – Social Justice and Equity International Education

Examines ideological, cultural, and systemic structural inequities in various educational settings at national and international levels. Focuses on educational practices that promote equity and social change throughout the world.

EDUC 815 – Research Inquiries in International Education

Focuses on the intersection of international education and research methodologies in educational settings. Students will delve into the construction, implementation, and impact of research in international settings or with an internationally-minded perspective. Through critical inquiry into practice, the course offers students the opportunity to develop more sophisticated understandings of the research process in international education settings.

EDUC 825 – Gender, Education and Schooling

Explores the theoretical and practical implications of gender in education and within the context of schools. Provides students with a critical exploration of how gender is constructed, conformed, maintained and supported in education. Uses examples from around the world to look across formal, informal, and non-formal education during the lifespan of the individual to address historical and structural inequities that affect gender in the space of schools.

CIE External Funding (in progress and awarded between 2019-2022)

Year	Principal Investigator	Project	Funder	Start Date	End Date	Amount
FY2019	Shaklee, Beverly D	US Department of Education/ Project EXCEL, Beverly D	U.S. Department of Education	10/1/14	9/30/19	\$2,461,230
	Baily, Supriya	Open GATE	Norwegian Center of International Cooperation in Education	1/1/16	12/31/22	\$200,000
	Shin, Joan Kang	FY17 AE E-Teacher Program AY18-19 Course Delivery (Teaching English to Young Learners) and supplement	Family Health International (FHI 360)/US Department of State	8/13/18	10/4/19	\$195,000
	Shin, Joan Kang	Mason Center for Advanced Proficiency in English (CAPE)	Institute of International Education (Department of Defense prime)	9/1/18	5/31/19	\$216,911
	Shin, Joan Kang	AE E-Teacher Program Course Delivery	Family Health International (FHI 360)/US Department of State	2/25/19	7/5/19	\$15,000
FY2020	Haley, Marjorie H	Using K-Pop for Effective Differentiated Planning	National Security Agency	4/1/19	2/28/20	\$83,855
	Fox, Rebecca K	Russia-US Teachers for STEM Education	US Russia Foundation	8/1/19	7/31/21	\$330,190
	Horak, Anne	Project EXCEL-Ignite	U.S. Department of Education	8/30/19	8/29/24	\$2,986,876
	Shin, Joan K	Strengthening of English Language Secondary Education in Uzbekistan	ACIE: American Councils for International Education	11/1/19	9/30/22	\$575,444
	Shin, Joan K	Webinar Series: Online Teaching for English Teachers	NGL- National Geographic Learning- Cenage Learning, Inc.	3/1/20	5/30/20	\$20,365
	Shin, Joan K	FY18 AE ER-Teacher Program AY19-20 Course Delivery- Teaching English to Young Learners	FHI360- Family Health International/U.S. Department of State	6/1/20	10/31/20	\$225,000
FY2021	Haley, Marjorie H	2020 Startalk GMU- Task- Based Learning: Technology Connecting Tools	NSA- National Security Agency	4/1/20	3/31/22	\$ 82,874
	Baily, Supriya	CIES 2022 Conference Support	Comparative & International Education Society - Office of the Executive Director	8/1/21	5/31/22	\$40,607

Leadership positions

Beverly D. Shaklee

Association for the Advancement of International Education (AAIE)
Consultant, Board of Trustees
Member, BOT, Program Committee
Editor, Inter Ed, the Journal of AAIE

Diversity Collaborative
Founding Member 2019
Co-Chair, Data Committee

Inter-American Organization of Higher Education
Co-Chair, Annual OIHE Conference 2022

Member, Board of Trustees
Member, Strategic Planning Committee
Old Trail School, Bath OH

Supriya Baily

The Comparative and International Education Society (CIES)
President, 2022-2023
2022 Conference Chair, 2021-2022
President-elect, 2021-2022
Vice President- 2020-2021

The United Nations Association- National Capital Area
Board member, 2020-2023

Joan K. Shin

The International Research Foundation of English Language Education (TIRF)
Board of Trustees, 2020-present,

Chrystal. A. George Mwangi

USAID - Higher Education Evidence Summit.
Steering Committee Member,
2021 – 2022,

Sub-Group on Race & Racism, the Critical Internationalization Studies Network.
Co-Convener and Co-Founder,
2020 – Present,

Global Higher Education and Research Steering, Worldwide Universities Network.
Group Academic Expert, 2020 – 2021,

The Higher Education SIG of the Comparative and International Education Society (CIES).
Member of Awards Committee,
2019-present

Kimberley Daly

The Teacher Education and the Teaching Profession (TETP) Special Interest Group of the Comparative and International Education Society (CIES)
Secretary/Treasurer, 2020-2025
Secretary/Treasurer, 2020-2022

Dawn Hathaway

AERA SIG Technology as an Agent of Change in Teaching and Learning (TACTL),
Immediate Past Chair, 2021-2022
Chair, 2020-2021
Chair-Elect, 2019-2020

Awards

Joan K. Shin

30@30 English Language Specialist Program, U.S. Department of State, 2021 (selected by the U.S. Department of State as one of 30 English Language Specialists who have made a unique and lasting impact on the Specialist Program and on the field of TESOL worldwide).

Doctoral Dissertations in International Education and International Education / Education Leadership

Spring 2020

Gina Amenta

Dissertation Title: Intercultural Competence in Elementary Educators in a Diverse School Setting

Spring 2021

Ahmed Atef

Dissertation Title: Leading Work-Based Learning Programs: How Administrators and Teachers Support Learning for Exceptional Female Immigrant High School Students - A Case Study

Melissa Hauber

Dissertation Title: We Must Not Stop Now": Advocacy Ethnography with Syrian Refugees in Turkish Higher Education

Spring 2022

Heba Elsherbeeney

Dissertation Title: Examining Elementary Students' Development of Intercultural Competence through Self-Regulatory Prompts

Kelley Webb

Dissertation Title: World Language Teachers' Understanding and Integration of Intercultural Competence: 'More Than Language and Beyond

Summer 2022

Peng Zhang

Dissertation Title: Examining the moderating role of home culture connectedness in Chinese international students' acculturation in U.S. universities

The Washington Consortium for Comparative and International Education and Training Annual Student Conference

Every year, the Washington Consortium for Comparative and International Education and Training programs host a student conference to support local CIE students. The following Mason students presented papers between 2019-2022:

2020 – Onsite at American University

**Dildora Khakimova,
Woomee Kim
Hyunsun Chung
Lilly LePelch
Betsy Scotto-Lavino**

2021 – Online

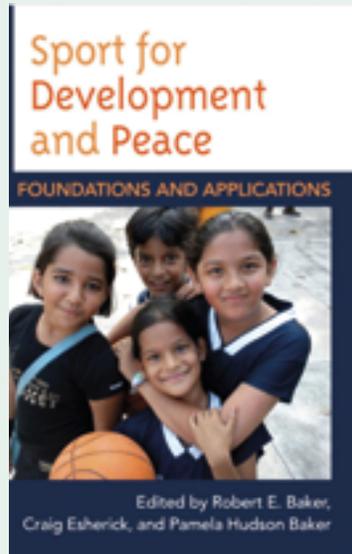
**Jonathan D'Souza
Melissa DeLury**

2022 – Online

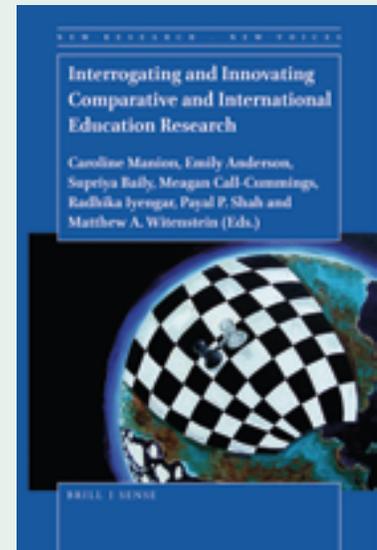
**Abby Dennison
Jehad Halawani
Kristen Haynor**

Faculty Research and Select Publications

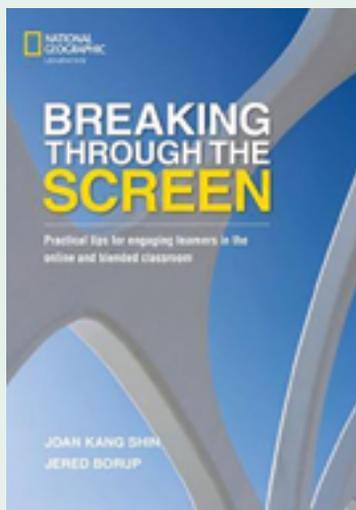
Books



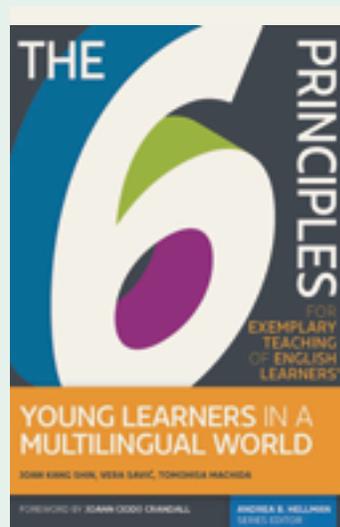
Baker, R. E., Esherick, C., & Hudson Baker, P. (Eds.). (2022). *Sport for development and peace: Foundations and applications* Rowman & Littlefield



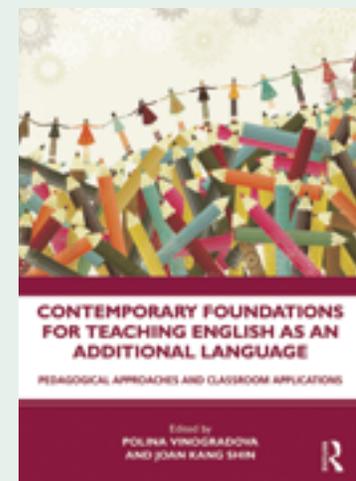
Manion, C., Anderson, E., Baily, S., Call-Cummings, M., Iyengar, R., Shah, P., & Witenstein, M. (Eds.). (2020). *Interrogating and innovating CIE research: Decolonizing practices for inclusive, safe spaces*. Brill.



Shin, J. K., & Borup, J. (2022). *Breaking through the screen: Practical tips for engaging learners in the online and blended classroom*. National Geographic Learning.



Shin, J. K., Savić, V., & Machida, T. (2021). *The 6 principles for exemplary teaching of English learners: Young learners in a multilingual world*. TESOL Press.



Vinogradova, P., & Shin, J. K. (Eds.). (2021). *Contemporary foundations for teaching English as an additional language: Pedagogical approaches and classroom applications*. Routledge.

Book chapters

Anderson, E., **Baily, S.**, Iyengar, R., & Witenstein, M (2020). New directions for consideration: Looking forward and ahead. In C. Manion, E. Anderson, S. Baily, M. Call-Cummings, R. Iyengar, P. Shah, & M. Witenstein (Eds.), *Interrogating and innovating comparative and international education: Decolonizing practices for inclusive, safe spaces*. (pp. 241-249). Brill. https://doi.org/10.1163/9789004411470_018

Baily, S. & Sodhi, S. (2019). Not under my parachute: How co-curricular offerings exacerbate inequities under the Right to Education Act. In R. Setty, R. Iyengar, M. Witenstein, E. Byker, & H. Kidwai (Eds.), *Teaching and teacher education: South Asian Perspectives (South Asian education policy, research, and practice)* (pp.297-318). Palgrave Macmillan. <https://link.springer.com/book/10.1007/978-3-030-26879-4>

Baily, S. (2020). Equity education in a time of rising nationalism: Challenges and complexities. In L. Berger (Ed.), *Social justice and international education: Research, practice, and perspectives* (pp. 43-62). NAFSA: Association of International Educators. <https://shop.nafsa.org/detail.aspx?id=2073&ga=2.4640563.1028703515.1659192800-1035130303.1659192800>

Borup, J., Graham, C. R., Short, C. R., & **Shin, J. K.** (2021). Evaluating blended teaching. In C. R. Graham, J. Borup, M. A. Jensen, K. T. Arnesen & C. R. Short (Eds.), *K-12 blended teaching (Vol 2): A guide to practice within the disciplines* (Vol. 2). EdTech Books. https://edtechbooks.org/k12blended2/evaluating_bt

George Mwangi, C. A., Chen, J. H., Chinkondenji, P. (2021). Exploring geopolitics in U.S. campus internationalization plans. In J. J. Lee (Ed.) *U.S. power in international higher education*. Rutgers University Press.

George Mwangi, C. A. & Yao, C. W. (2021). U.S. higher education internationalization through an equity driven lens: An analysis of concepts, history, and research. In L. W. Perna (Ed.) *Higher education: Handbook of theory and research* (vol. 36, pp. 549-609). Springer.

Horak, A.K., Shaklee, B.D., & Brusseu, R.L. (2019). Finding Gifted English Language Learners: Professional Development Designed to Change the Lens. In C. Weber & A. Novak (Eds), *Best Practices in Professional Learning and Teacher Preparation, Vol 2*. Austin, TX: Prufrock Press

Horak, A.K., Plowden, D.L., & Brusseu, R.L. (2020). Problem-Based Learning. In J. Jolly & J. Robins (Eds) *Methods and Materials for Teaching the Gifted, (5th Edition)*: Austin, TX: Prufrock Press

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Selection of Student Publications

(In press) **Jones, A.** (2022). The Intersection of heritage travel and study abroad contexts. In Ge, L. (Ed.) *International handbook of curriculum theory and pedagogy for student mobility: Research and practice in international higher education*. Star Scholars.

Merethe Skårås, **Carsillo, T.** & Bredlid, A. (2020). The ethnic/local, the national and the global: Global citizenship education in South Sudan. *British Journal of Educational Studies*, 68(2), 219-239, DOI: 10.1080/00071005.2019.1598540

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Selection of Student Presentations

Haynor, K. (2022, April 2). *Elevating Haitian teachers' perspectives on the role of education in crisis: A pilot study in Jacmel, Haiti*. Washington Consortium of Comparative and International Education and Training Programs Annual Student Conference (remote).

Halawani, J. (2022, April 21). Diasporic parents and schooling: A Palestinian experience. In *Lessons from the Middle East SIG part 2* [Formal paper presentation]. The Comparative and International Education Society 2022 Conference, April 18-22, 2022, Minneapolis, MN. <https://cies2022.org>

Jones, A. (2022, April 19). The intersection of heritage travel and study abroad. In *Critical reflections, social justice, and awareness in study abroad and international student experiences* [Formal paper presentation]. The Comparative and International Education Society 2022 Conference, April 18-22, 2022, Minneapolis, MN. <https://cies2022.org>

Mattix-Foster, A. & **Urbancic, I.** (2022, July 1). *Exploring intercultural competence: A Practical framework for connecting diverse cultures, societies and ideologies and forming understanding, friendship*

and peace. International Association for Intercultural Communication Studies. The 27th International Conference. The University of Toledo.

Murnan, R., **Verbiest, C.**, Regan, K., & Evmenova, A. (2021, November 2-5). *Technology bells vs. whistles: Perceptions and practices in persuasive writing instruction* [Roundtable Discussion]. Teacher Education Division (TED) Conference 2021, Fort Worth, TX.

Shaklee, B. & **Urbancic, I. M.** (2021, December). *Researching Intercultural Competence in A Global World*. Presentation for University of Karachi.

Skårås, M., & **Carsillo, T.** (2021, April 26). A three-year Open GATE collaboration on South Sudan citizenship education. In *Opening doors through Open GATE: Professional success and personal growth, lessons learned from an international professional partnership program* [Panel presentation]. Comparative and International Education Society 2021 Conference, Online.

Urbancic, I. M. (2021, November 11). The power of collaborations in teaching. *Presentation for Consultation and Collaboration in Educational Settings*, George Mason University, Fairfax, VA.

Verbiest, C. (2022, April). *Fostering intercultural competence in early childhood* [Poster Presentation]. Comparative and International Education Society (CIES), Minneapolis, Minnesota.

Student Professional Activities

Kristen Haynor served as the Mason representative for the 2022 student planning committee at the Washington Consortium for Comparative and International Education and Training (April 2, 2022). **Jehad Halawani** served as the Mason representative for the 2021 student planning committee at the Washington Consortium for Comparative and International Education and Training (March 6, 2021). Online.

Tami Carsillo, Betsy Scotto-Lavino and Jehad Halawani served as program coordinators for the Comparative and International Education Society (CIES) 2022 Annual Conference - Illuminating the Power of Idea/Lism, April 18-22, 2022, Minneapolis, MN and Online. <https://cies2022.org>

CIE Affiliated Faculty

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

- Supriya Baily
- Bob Baker
- Regina Biggs
- Meagan Call-Cummings
- Nada Dabbagh
- Betsy DeMulder
- Craig Esherick
- Anya Evmenova
- Becky Fox
- Andrew Gilbert
- Mark Ginsberg
- Marjorie Hall Haley
- Dawn Hathaway
- Mark Helmsing
- Sujin Kim
- Anastasia Kitsantas
- April Mattix Foster
- Min Park
- Audra Parker
- Kathy Ramos
- Carmen Rioux Bailey
- Anastasia Samaras
- Farnoosh Shahrokhi
- Beverly Shaklee
- Joan Kang Shin
- Debra Sprague
- Divya Varier
- Kristien Zenkov



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