

globalUpdate

Newsletter of the International and Comparative Education Program
TEACHERS COLLEGE COLUMBIA UNIVERSITY, DEPARTMENT OF INTERNATIONAL & TRANSCULTURAL STUDIES

Spring 2013

Volume 3 Issue 1

TABLE OF CONTENTS

- 2 Honoring Professor Kleifgen
- 3 Teachers College Events
- 4 Faculty Updates
- 5 Faculty Updates
- 6 Student Spotlights
- 7 Alumni Achievements

JOIN US for a reception at CIES 2013

Teachers College is proud of another year of active participation at the Comparative and International Education Society (CIES) conference. More than 40 faculty and students from Teachers College will be giving individual presentations at the 2013 conference in New Orleans.

Please join Teachers College faculty from the Department of International & Transcultural Studies for a reception to celebrate our accomplishments.

Thursday, March 14, 2013
6:30-8:30pm
Hilton New Orleans Riverside
Two Poydras Street
New Orleans, LA 70130

A Tribute to Jo Anne Kleifgen

by Clifford Hill



I am pleased to have this opportunity to reflect on what Jo Anne Kleifgen has achieved during her 27 years at Teachers College. She came to the College in 1986 to help manage an expanding doctoral program in Applied Linguistics. We soon discovered that the best way to manage a heavy load of doctoral advisement was to run a joint seminar in which students would first present their proposals and then the various chapters as their dissertations evolved. I was able to observe firsthand that she was a consummate professional: rigorous in standards, yet empathetic in interaction.

Jo Anne was especially skilled in guiding students toward research that would be valuable in their future careers. Here her own research with digital technologies was especially relevant, and she was gifted at helping students develop projects that emphasize social interaction around computers. In the case of international students, she often encouraged them to pursue research that would be responsive to new developments in their home countries. Her own international experience had taught her that in many countries students had to adapt their research to fit into a relatively low-tech environment.

Jo Anne was also concerned that students undertake feasible projects. She often helped them to limit the scope of their research so that it could be completed in a timely manner; but she made sure that they maintained rigorous methods. In research that involved social

interaction, for example, she taught them the importance of building reliable databases. In the case of international students, she made sure that their dissertations included detailed transcripts in the original language, so that scholars in their home countries could evaluate the research. She kept her eye on what would be most beneficial in developing effective research and good practice on the home front.

Once students were well underway with their doctoral research, Jo Anne encouraged them to make presentations at academic conferences. She was skilled in providing insightful feedback as they rehearsed their presentations at the doctoral seminar. Once their doctoral research was fully developed, she encouraged them to prepare articles for academic journals. She helped them not only identify appropriate journals but also produce carefully tailored work with the result that many of our students began their publishing careers while still at the College.

Jo Anne was exemplary in her own time management. Students were able to observe firsthand how a faculty member can maintain her own research, teach courses that provide substantial feedback to students, be active in the larger profession and at the local institution, and still find time to responsibly direct many dissertations.

Since retiring from the College, I have had the opportunity to work with our international students at the universities where they now teach and they often comment on how they learned good professional habits from Jo Anne. Many have established doctoral seminars in which students can report on their ongoing research and provide each other critical support. Recently at Nanjing University in the People's Republic of China, I had the opportunity to observe two of our former students, Wang Haixiao and Ting Wenren, run a joint seminar that brought back memories of the seminar that Jo Anne and I conducted at the College.

Continued on Page 2

Honoring Professor Kleifgen



Kathleen Hill (far left), Jo Anne Kleifgen (second from the left), and Clifford Hill (middle), with Turkish colleagues in Istanbul.

It seems appropriate that I have put students first in reflecting on Jo Anne's career at the College, for that is what she herself consistently did. But it is important that we take some time to consider Jo Anne's own distinguished body of research. Let me begin with her doctoral research that dealt with young children's interaction in bilingual classrooms. Working within the theoretical framework developed by John Gumperz, she was attentive to crucial features such as pauses and false starts that are often prominent in a bilingual setting. Hence early on in her research career, Jo Anne learned the importance of constructing transcripts that go well beyond mere words on a page.

In a digital age, the value of reliable databases in the study of social interaction becomes even greater as researchers in different parts of the world engage in collaborative projects. It is of interest that researchers in scientific fields are increasingly evaluated on the quality of not only their publications, but also the databases they construct and here Jo Anne provides an exemplary model.

As interactional research can be time-consuming, the pressure to produce more streamlined databases becomes great when working within the competitive ethos of a research university. Despite facing a rigorous tenure review, Jo Anne did just the opposite as she embarked on a research career at the College. As she increasingly focused on digital technologies, she developed transcription methods that moved beyond vocal phenomena to visual phenomena that reveal significant relations between human actors—their posture, gestures, and movement—as well as their relations to crucial objects in the environment. Hence her transcripts became increasingly complex, as evidenced by her research on social interaction in the workplace. This research has provided fresh insights into how work gets done in a technologically sophisticated environment. A particularly valuable insight is the reduced role that language plays in communication when the participants share complex knowledge and are managing an activity that involves immediately visible objects in a controlled environment. From the perspective of educational policy, Jo Anne's research has helped to

shed light on how languages other than English can play a critical role in the workplace. The nurturing of students' home languages has implications for their participation not only in a global economy but also in our increasingly multicultural society.

Working with Chuck Kinzer, a colleague from the program in Communication, Computing and Technology in Education, Jo Anne is currently directing a U.S. Department of Education-funded project to help Latino students improve their academic writing in English. The project, called STEPS to Literacy, allows students to explore digital resources from various perspectives: social, economic, political, scientific, and geographic. She has been developing an online tool that allows students to use their home language as a resource in learning content in language arts, social studies, and science while transitioning to writing in English. Working with Chuck, Jo Anne will be continuing this project after her official retirement from the College.

I look forward to continued collaboration with Jo Anne during her retirement. Many of our former doctoral students now hold positions of leadership at universities in their home countries and have invited Jo Anne and myself to join them in conducting professional development programs for teachers at their universities. Under the sponsorship of the U.S. State Department, Jo Anne and I recently conducted programs at leading universities in Turkey alongside former doctoral students Golge Seferoglu, Sibel Kamisli, and Günizi Kartal. We are also planning programs for Argentina with other former doctoral students: Cecilia Magadan and Sasha Dietrichson.

I would like to end these reflections with a Hausa proverb: 'Zumunta a k'afa ta ke', which means 'Friendship is in the foot'. As Jo Anne and I travel to where former students are now located, we will have the opportunity to rekindle old friendships and continue the work that we first began at the College. I look forward to this opportunity to continue to work alongside a dear friend.

About the author:



Clifford Hill is the Arthur I. Gates Professor of Language and Education Emeritus at Teachers College Columbia University, where he served as the founding chair of the Department of International and Transcultural Studies. He was also the Director of the Program in African Languages at the School of International and Public

Affairs, where he taught the Hausa language. Professor Hill taught at Teachers College from 1972-2004.

Teachers College Events

50 Years of Latin American Studies at Teachers College

by Gloria Calderon and Carmina Makar

On November 8, 2012, Teachers College celebrated 50 years of Latin American Studies at Columbia University with a roundtable featuring exceptional TC alumni currently involved in education research and policy throughout the Americas. The panel sought to engage its audience in a thoughtful discussion of current challenges facing education in Latin American countries, as Professor Regina Cortina, organizer and chair of the roundtable, stated in her opening words. The event was part of a series that began in Fall 2012 and will continue through Spring 2013, to celebrate Latin American Studies at Columbia University.

The panelists offered their perspectives on trends and developments in education. To start off the roundtable, Milagros Nores (PhD, '06) shared her experience as a researcher for the National Institute for Early Education Research at Rutgers Graduate School of Education, where she analyzes quantitative data on issues such as early childhood attainment, economics of education, and international and comparative education.



Roundtable participants from left to right: Adrian Franco, Milagros Nores, Adriana Vilela, Professor Regina Cortina, Paulo Da Silva, Veronica Cabezas, and Ryan Burgess

Adriana Vilela (MA, '99) then shared her expertise as a Senior Education Specialist at the Office of Education and Culture of the Organization of American States. Adriana discussed her involvement in leading a network for key stakeholders in the field of teacher education and her hopes to foster horizontal cooperation in teaching practices.

Ryan Burgess (EdD, '08), an education specialist at the Inter-American Development Bank, talked about his work on early childhood development, teacher training and at-risk youth. Burgess drew parallels between his current work and his past research with UNICEF in Latin America and the Caribbean. *Continued on Page 8*

Teachers College in Mongolia

by Gita Steiner-Khamsi

In the first decade of the new millennium, close to ten Mongolians completed their masters or doctoral degree at TC. They now work in key positions at UNICEF Mongolia, Open Society Forum, Mongolian Education Alliance, and the National University of Mongolia. Each passed a rigorous selection process and the Open Society Institute granted them scholarships that allowed them to study in the United States.

The first two nationwide reform projects in education, School 2011 (1998-2001) and Teacher 2005 (2002-2005), were funded by the Open Society Institute and involved over thirty professors, alumni, and students from TC who provided support by providing analytical work, moderating workshops, or carrying out evaluations. Most recently, TC was awarded a grant from the Asian Development Bank for the project "Education for the Poor. Financial Crisis Response Project" (2010-2013) for which TC faculty, alumni,

and students were hired as experts to conduct empirical research on funding formula for schools, school uniforms, school lunch, community involvement, and a host of other issues that directly impact the education of the poor in Mongolia.

In October 2012, the Asian Development Bank funded a two-day international conference in Ulaanbaatar entitled "Education Policy Research in Mongolia". Co-organizers were Dr. Jazira Asanova (Asian Development Bank), Professor B. Jadamba (Mongolian National University of Education), and Professor Gita Steiner-Khamsi (Teachers College).

It was the first empirical research conference that brought together national and international policy experts in education that focused on educational reform in Mongolia. The conference featured approximately ten national and ten international keynote speakers as well as numerous professors and doctoral students from universities in Mongolia who presented their research and provided policy recommendations. *Continued on Page 8*

Monisha Bajaj, Associate Professor of Education



This past year, Professor Monisha Bajaj continued her work on human rights education globally and education in South Asia. Her book entitled, *Schooling for Social Change: The Rise and Impact of Human Rights Education in India* (Continuum, 2011) was awarded the “Jackie Kirk Outstanding Book Prize” of the Comparative and International Education Society (CIES) at the annual meeting in Puerto Rico in April 2012. The book examines the landscape of human rights education initiatives at the levels of national and state policy, regional pedagogical development and the grassroots practice of non-governmental organizations (NGOs) in India. Professor Bajaj spoke at various colleges and universities about her research and the book, which came out in paperback in September 2012.

Professor Bajaj continued to serve as an advisor to the Columbia Global Center in South Asia and its Model Districts Education Project, traveling to India multiple times in 2012 to visit field sites in Assam and Andhra Pradesh, train project staff, and meet with relevant partners in India.

Along with her doctoral student (Karishma Desai) and colleague (Ameena Ghaffar-Kucher), Professor Bajaj designed curricular materials to address the bullying and harassment of South Asian youth in U.S. schools. The materials seek to help educators and school staff effectively intervene and address ethnic- or religious-based bullying, particularly in light of the tragic shooting at the Sikh temple in Wisconsin in August 2012 and ongoing misconceptions about people of South Asian descent.

Regina Cortina, Associate Professor of Education

Professor Regina Cortina is launching the International Working Group on Indigenous Intercultural Bilingual Education in Latin America to deepen understanding of policies and practices relating to this form of education. Building upon the studies included in Professor Cortina’s forthcoming book, *The Education of Indigenous Citizens in Latin America* (London: Multilingual Matters), the Working Group provides a forum to discuss and compare strategies for improving the quality of education available to Indigenous peoples in different countries in Latin America. Its first meeting will be in Santiago, Chile, on June 19-21, 2013. This meeting is a result of a collaboration between Professor Regina Cortina, Teachers College, and Ernesto Treviño, Director of the Centro de Políticas Comparadas de Educación at Diego Portales University in Santiago, Chile. Support for the meeting has been provided by Columbia University’s Global Center in Santiago.



Consisting of scholars and experts across several Latin American countries as well as the United States and Canada, the International Working Group will explore challenges and limitations of current policies and programs aiming to increase educational opportunities for indigenous children in Latin American countries. The only database available that has information about the academic performance of indigenous students in non-indigenous schools is the Second Regional Comparative and Explanatory Study (SERCE), funded by UNESCO. The International Working Group will promote the use of this database, specifically in five countries where achievement data are available for indigenous children: Ecuador, Guatemala, Mexico, Paraguay, and Peru. Key research questions in this initiative focus on how the implementation of policies for intercultural bilingual education can be improved so that countries invest wisely in the schooling of indigenous children, how policies can be enhanced to provide in-service teacher training specifically for teachers engaged in this form of education, and what policies have proven to be most effective when examined in rigorous comparative studies of intercultural bilingual education.

Teachers College Columbia University International and Comparative Education Program

Faculty: Monisha Bajaj, Regina Cortina, Jo Anne Kleifgen, Hope Leichter, Gita Steiner-Khamsi, Mun Tsang;

Visiting Professor: Mark Ginsburg; **Adjuncts:** Henan Cheng, Portia Williams, Maureen Matarese, Aaron Benevot, Ruth Westheimer, Natasha Ridge, Radhika Iyengar;

Lecturers: Carine Allaf, Kimberly Foulds, Amra Sabic-El-Rayess

* Lesley Bartlett joined the faculty of TC’s Anthropology and Education program this spring.

Carine Allaf, Lecturer



In March 2013, Professor Carine Allaf's co-authored chapter on the integration of Iraqi refugees into the public schools in Jordan will be published in a book edited by Lesley Bartlett and Ameena Ghaffar-Kucher entitled *Refugees, Immigrants, and Education in the Global South: Lives in Motion*. In this chapter, Professor Allaf, looks at the role of the Jordanian government and how the lack of refugee status impacted the schooling experiences of Iraqi refugees. Professor Allaf also drew from this research to write a blog entry for the Humanitarian Practice Network on lessons learned from the Iraqi refugees in Jordan to be applied to the current state of Syrian refugees.

As recipient of Columbia University's Earth Institute AC4 Faculty Grant, Professor Allaf is adapting, piloting, and implementing Save the Children's Youth Conflict & Tolerance Survey Tool (YCTS Tool) in the Gaza Strip. The YCTS Tool focuses on conflict youth confront and how they resolve them in three settings: the home, at school, and in the community. Findings will center on youth, conflict and conflict resolution, and tolerance in the everyday lives of youth in Gaza. Professor Allaf hopes to complete this study by summer 2013.

Professor Allaf is also refining her paper examining the low percentage of humanitarian funding going to education by utilizing Sudan as a case study. Additionally, she continues to advise Qatar Foundation International's Arabic Language and Culture Initiative and serves as a board member of the American University of Iraq Sulaimani (AUIS). She is also co-chair of the Middle East Special Interest Group of the Comparative International Education Society (CIES).

Amra Sabic-El-Rayess, Lecturer

In 2012, Professor Sabic-El-Rayess spent several months working with TC's National Center for Restructuring Education, Schools and Teaching, the Asian Development Bank, and Mongolia's Ministry of Education, Culture and Sport on helping formulate Mongolia's national school uniform cost reduction policy. Presently, Mongolia is one of the world's fastest growing economies, which significantly impacts the arena of policy design and implementation. Professor Sabic-El-Rayess worked on structuring the school uniform cost reduction policy so that it would lower current cost of school uniforms in Mongolia, but also improve the quality, design, production, and distribution of the school uniforms throughout the country. Simultaneously, the policy aimed at targeting the poor who are adversely impacted by the high cost of school uniforms. In the coming months, Professor Sabic-El-



Rayess' research will be published as one of the select papers of a multi-year Asian Development Bank's "Financial Crisis Response Project". Professor Sabic-El-Rayess presented her research at an international educational policy conference in Mongolia in October of 2012.

Funded by the International Research Exchange Board, Professor Sabic-El-Rayess spent considerable time working on the issue of educational corruption. In 2012, Professor Sabic-El-Rayess presented her work on educational corruption and elite formation at the Woodrow Wilson International Center for Scholars' Kennan Institute and State Department. In early 2013, Professor Sabic-El-Rayess' article titled "Acting and reacting: Youth's behavior in corrupt educational settings" will be published by Taylor and Francis' Peabody Journal of Education. The article is a theoretical contribution to our current understanding of youth's coping and reactionary mechanisms in corrupt educational settings.

Professor Sabic-El-Rayess is presently working on several articles dealing with the role of diaspora in educational change, 'EU-nionization' of Bosnia's higher education, and applicability of mixed methods to educational research.

Mark Ginsburg, Visiting Professor



This past year Professor Mark Ginsburg published an edited volume, *Preparation, Practice, and Politics of Teachers: Problems and Prospects in Comparative Perspective* (Sense Publishers, 2012), which includes papers presented at the World Congress of Comparative Education (Istanbul, 2010). The book presents research examining pre-service teacher education, in-service teacher development, and the politics of teachers' work in Cuba, Equatorial Guinea, France, Germany, Ghana, Hong Kong, Ireland, Lithuania, The Netherlands, Scotland, Spain, Turkey, and the United States.

Professor Ginsburg also authored or coauthored chapters in the following books: *Large Scale Reform and Social Capital Building: The Professional Development Imperative* (edited by I. Haslam, M. Khine and I. Saleh; Routledge Publishing), *Global Governance and Partnerships with the Private Sector in Education for Development* (edited by S. Robertson, A. Verger, and K. Mundy; Edward Elgar Publishing), *The World Bank and Education: Critiques and Alternatives* (edited by S. Klees, J. Samoff, and N. Stromquist; Sense Publishers), and *Quality and Qualities: Tensions in Educational Reform* (edited by C. Acedo, D. Adams, and S. Popa; Sense Publishers).

Professor Ginsburg continues to serve as as coeditor of the Comparative Education Review (2003-2013) as well as Senior Technical Advisor for Research, Evaluation, and Teacher Education at FHI 360 (formerly Academy for Educational Development, AED). In the latter role, he participated in teams that conducted evaluations of two USAID-funded projects: the Education Decentralization Support Activity in Malawi and the Rwanda Education Commons.

Student Spotlights



TC Student Works with Visions Global Empowerment

by Meg Whittenberger



Meera Pathmaraja leading a youth leadership training in Tamil Nadu, India

In the summer of 2003, Meera Pathmarajah (EdM, Harvard University; EdD Candidate, TC) set out for Sri Lanka with six volunteers to conduct a two-week English and Leadership Training program for 50 orphaned youth in Batticaloa, Sri Lanka—an area deeply affected by poverty and decades of ethnic conflict. Over the last 10 years, Meera and successive groups of volunteers have grown into a fully-operational NGO, Visions Global Empowerment, with a mission to “change patterns of inequality by supporting educational initiatives for youth affected by poverty and conflict.” Drawing on her academic training from the University of California-Berkeley, Harvard, and Teachers College, as well as her experience working for Room to Read in South and Southeast Asia, Meera serves as Visions’s CEO. She works extensively on operations, program development, and partnership establishment.

Visions works with local partners in Sri Lanka and South India to provide educational support to conflict- and poverty-affected communities through after-school programs, infrastructure improvements, teacher professional development, and their flagship youth leadership trainings. This locally-driven approach is the foundation of Visions’s success as an organization. “We truly believe in the importance of our work because we get to witness the transition that happens in terms of increased confidence, voice, and participation of youth and communities on account of education and the human and financial resources we’re able to leverage”, says Meera. “At the same time that we create educational opportunities, we also strive to stress the importance of service. After all, for many of us, building Visions has been about discovering that when we empower others, we empower ourselves.”

Visions draws much strength from its expansive, international team of volunteers who join the organization for short-term trainings or long-term operational support. Every summer, teams of volunteers travel to South Asia to lead the leadership trainings. Many Teachers College students and alumni have participated in these trainings in leadership and technical roles. Last summer, Visions coordinated

their first accredited study abroad program with West Virginia University. This semester, Visions is excited to be operating study abroad programs accredited with 3 universities, including Carnegie Mellon University, in partnership with Amizade Global Service Learning. Visions believes that these cultural exchange activities are mutually beneficial for volunteers and host country participants.

My Dream Job with The DREAM Project

by Molly Hamm

I was hired full-time by The DREAM Project after graduating from the International Educational Development program at Teachers College in May 2012. I first served as director of the summer camp program and then moved into my official role as Planning and Research Coordinator. I manage all monitoring and evaluation for the organization, oversee research projects, assist with grant writing, and supervise several projects in the areas of education, health, workforce development, and documentation. The most exciting aspect of my job is working on the ground with an organization that is experiencing incredible growth. No day is ever the same and we operate at a fast pace, which is challenging, but at the same time exhilarating.

We have been lucky to have a steady flow of volunteers from Teachers College and Columbia University, and we hope to continue expanding this relationship. I first became involved with DREAM when I co-hosted a TC/SIPA research trip in spring 2011. We went to Cabarete, Dominican Republic to conduct research

on the prevalence of undocumented youth in the local community and also hosted workshops for local volunteers and public school teachers. During that same spring semester, I was part of a consulting team through Lesley Bartlett’s Curriculum & Pedagogy course, where we worked with DREAM to design a student-centered teaching strategy handbook and a series of teacher workshops.

During the summer of 2011, I interned with the organization as International Volunteer Coordinator for their summer camp in Cabarete. The following spring, I was thrilled to lead another TC/SIPA research trip that focused on measuring differences in various educational outcomes among DREAM and non-DREAM students. All of these experiences--many thanks to connections made at Teachers College--helped facilitate my current full-time employment with the organization.



Molly Hamm (far right) with The DREAM colleagues in the Dominican Republic.

Alumni Achievements

Christopher Campisano, EdD, 1988

Director, Program in Teacher Preparation, Princeton University



Before TC

After graduating from college with a major in History, Christopher taught Social Studies at a public high school for 3 years. His interest in teaching at the college level and further understanding the critical role of education on nation building and economic and social development brought him to pursue his doctoral degree in education at Teachers College.

While at TC

As a student in the Comparative and International Education Program, Christopher's academic concentration was on Cultural Anthropology and his region of focus was Latin America. He enjoyed being part of New York City's international setting and taking classes with renowned Comparative International Education and Social Science scholars such as Harold Noah, Maxine Greene, and Lawrence Cremin, among others. These inspiring classroom experiences combined with the immense cultural diversity of the student body allowed Christopher to become more analytical and gain perspectives on education from people from all over the globe. As he mentioned, "TC shrinks the world into one place" and students should take advantage of this by learning as much as possible from their classes, professors, and peers.

After TC

After completing his dissertation on the history of the Comparative Education Society (now CIES) by using the Comparative Education Review (CER) journal, Christopher held various academic positions in New Jersey, New York, and Hawaii. In 1998 he joined the New Jersey State Department of Education. For 13 years, Christopher participated in programs related to monitoring, evaluation, training, and curriculum development in school districts and institutions of higher education across the state.

Current work

Christopher greatly enjoys his current job as the Director for the Program in Teacher Preparation at Princeton University because he has the opportunity to work with gifted students and upcoming teachers. His experience at TC helped him achieve this successful career path by providing him with multiple philosophical, cultural, political, and economic perspectives on educational issues. This broad view and understanding of schools allows Christopher to share his knowledge and further contribute to the enhancement of teacher preparation and school administration.

Sara Poehlman, MA, 2002

Chief of Education, UNICEF Sri Lanka

Before TC

Sara's passion for international education was inspired by her study abroad experiences in France and Russia and her service in AmeriCorps. Her community-based work and her interest in understanding and working on curricular reform brought her to Teachers College to pursue a master's degree in Peace Education.

While at TC

Faculty members and peers in the Peace Education Program helped Sara articulate her experiences in the field. She greatly benefited from the knowledge and skills she gained from technical curriculum development classes taken at TC's Curriculum and Teaching Department, group work activities, analytical frameworks, alternate assessment methods, peace pedagogies, and learning about issues of equity in education. Moreover, Sara greatly took advantage of TC's New York location and became an intern at the Women's International League for Peace and Freedom - UN office. The work done there allowed her to base her integrative project (IP) on this experience and once she graduated to continue to work on peace promotion and technical assistance in education.

After TC

Sara's numerous skills together with Columbia University's prestige and TC's coursework, faculty, location, peers, and networking opportunities helped her get the "foot in the door" to work with different NGOs, including the International Rescue Committee (IRC), and eventually with UNICEF. For almost ten years she has worked for UNICEF supporting national education programs and education policy development.



Current work

Today Sara is Chief of Education at UNICEF Sri Lanka. One of her tasks is to advise the government, while other responsibilities include providing technical support to the government to strategize innovative programs and prevent school drop-outs, promoting children's rights (particularly in conflict affected areas), organizing advocacy fora, and strengthening education knowledge and data on Sri Lanka. As Education Chief, she also performs administrative tasks such as preparing donor reports, fundraising, managing the large program budget, and supervising office and team staff.

Interviews conducted by TC 2011-2012 Peer Advisors, Dina Lopez (EdD, 2012) and Katy de la Garza (EdD Candidate)

TEACHERS COLLEGE

Columbia University

Interational and Comparative Education

Department of International and
Transcultural Studies

525 W 120th Street, Box 55

New York, New York 10027

Phone: (212) 678-3184

Fax: (212) 678-8237

iedcieinfo@tc.edu

www.tc.edu/academic/its/cie&ied

globalUPDATE

is a newsletter for students, alumni,
and faculty of the International and
Comparative Education program at
Teachers College Columbia University.

Editorial Team

Jade Sharify, M.A. Candidate

Gita Steiner-Khamsi

DEPARTMENT OF INTERNATIONAL AND TRANSCULTURAL STUDIES

Gita Steiner-Khamsi

Department Chair

Dianne Sadnytzky

Director of Academic Administration

Regina Cortina

Program Coordinator

Sarah Sherman

Program Secretary

357 Grace Dodge Hall

525 West 120th Street, Box 211

New York, New York 10027

Keep in Touch with TC!

**We welcome your news,
announcements, and updates!**

Keep in touch with your program,
classmates, and colleagues. For
information regarding future editions
of **globalUPDATE**, please contact us
at iedcieinfo@tc.edu.

'50 Years' Continued from Page 3

Verónica Cabezas (PhD, '10), Assistant Professor at the School of Education at Universidad Católica de Chile, led the discussion on teacher labor markets in Chile. During her talk she shared her experience as a cofounder of Enseña Chile, a nonprofit organization that recruits outstanding students to work in low-income communities.

Paulo Da Silva (EdD, '12) presented some of his insights into educational inequalities in Brazil in the context of new affirmative action policies for postsecondary education. His current research as a fellow of New York University's Steinhardt School of Education builds upon his knowledge of educational inequalities and the economic development of Brazil.

Adrian Franco (PhD, '12) concluded the presentations with a discussion of his work as Program Director of Economic Education at the Federal Reserve Bank of New York,

where he supervises programs that teach monetary policy and financial stability to students and educators focusing on economics.

The panelists engaged in active conversation with each other and the audience, and they highlighted common trends surrounding research in Latin America. Teacher education, growing inequalities, the role of globalization, and the evolving labor markets were issues explored by all. The panel encouraged scholars to continue investigating emerging issues in education across the Americas. As alumni, they expressed their appreciation for the education and experiences they received at Teachers College.

The panel was sponsored by the Latina/o and Latin American Faculty Working Group, the Institute of Latin American Studies at Columbia University, and Teachers College Office of Alumni Relations.

'TC in Mongolia' Continued from Page 3



Media coverage was extensive and participants—representatives from government, universities, civil society, and donor organizations—commented not only on the high quality of research but also on the compelling presentations and format: the CIES (Comparative and International Education Society) format of twenty minute presentations, followed by ten minutes of discussion, was utilized to allow for feedback and debate.

Not surprisingly, several keynote speakers and presenters were TC alumni or affiliates. They include the following, presented in the picture above (from left to right). **Back row:** Dr. Satoko Yano (UNESCO Bangkok, PhD, 2012), Professor Yume Shinobu Yamaguchi (Tokyo Institute of Technology, PhD, 1998), Dr. Fenot Aklog (NCREST/ICREST, EdD, 2005), B. Batjargal (Mongolian Education Alliance, MA, 2005), Camilla Addey (visiting doctoral student at TC from the University of East Anglia). **Front row:** Dr. Peter Mook (World Bank, retired, current member of the TC Alumni Council, PhD, 1973), Professor Gita Steiner-Khamsi (faculty, TC), and Dr. Amra Sabic-El Rayess (lecturer, TC, PhD, 2012).

Stay connected to Teachers College Office of Alumni

Relations! Visit www.tc.edu/alumni. Update your contact information; share your latest accomplishments; learn about upcoming events and news from your program and the College. Stay connected with us via Facebook, LinkedIn, Twitter and more at www.tc.edu/alumni/connect. Please note that the IED/CIE programs try to match alumni living in the same country and arrange for periodical gatherings, especially during visits from TC, so it is important to keep your information updated!

