2013 COMPARATIVE INTERNATIONAL EDUCATION SOCIETY'S WESTERN REGIONAL CONFERENCE

November 7-9, 2013

Hosted by University of California, Los Angeles and the Center for International & Development Education

Day 1 (Thursday):

Time	(All events Thursday are in GSEIS 111)
5-7:30 pm	Registration
5-6	Welcome Reception
6-7 pm	Keynote welcome address: Dr. Desjardins (University of California, Los Angeles)

Day 2 (Friday):

Time	Activity	Location: Moore Hall 3027	Location B: Moore Hall 3340	Location C: Moore Hall 2016
8:45-9:45	Session #1	**Panel A: International Perspectives on Language Policies in Education** Presenters: Bob Adamson (chair) & Helen Yi Yayuan (Hong Kong Institute of Education); Annie Tong Siu-yin & Bob Adamson (Hong Kong Institute of Education); Stephanie Kim (University of California, Los Angeles) Paper #1: Language-in-Education Policies in Inner Mongolia: Empowerment and Identity Keywords: language policy, trilinguialism, identity, Inner Mongolia Paper #2: Language-in-Education Policies in Hong Kong: Empowerment and Identity Keywords: language policy, trilingualism, identity, Hong Kong Paper #3: A Contradictory Linguistic Space at an International College in South Korea	**Panel B: African Education** Presenters: Myralyn Nartey (University of California, Los Angeles); Kenya Mitchell (University of California, Davis); Edith Omwami (chair); Janelle Nicole Rahyns (University of California, Los Angeles) Paper #1: Empowerment in Theory, Empowerment in Practice: Examining the merits and challenges of women's empowerment for development Keywords: women's empowerment, education, health Paper #2: Designing Trans-textual Literacy Curricula Within Social Justice Frameworks: Reflections on creating the World Teach Tanzania Forms 3 & 4 Teaching Manual. Keywords: Africa, Literacy, Curriculum, Cultural Relevance Paper #3: Implications of Evolving Economic Ideology and Higher Education Portability Policy for Africa, 1960- 2010 Paper #4: A Journey Abroad - African American Students Experiencing Africa Keywords: study abroad, race, education, social justice	
9:45-10:15	Coffee break			
10:15-11:15	Session #2	**Panel A: When the Whole is Greater than the Sum of its Parts: Intersectionality in Practice and Policy** Presenters: Amanda U. Potterton (co-chair); Constantin Schreiber; Amelia M. Topper; Dr. Gustavo Fischman (co-chair) (Arizona State University) Paper #1: School Choice, Charter School Reforms,	**Panel B: Higher Education for a Global Era: National Policy and Practice in Comparative Perspective** Presenters: Elizabeth Buckner (chair), Martin Carnoy, Jesse Foster (Stanford University), Rafiq Dossani (Rand Corporation); Ines Sacchetti (University of California, Los Angeles)	

		and Social Injustice: Towards an Intersectional Understanding of How School Choice & Charter School Reform Policies Reproduce Class and Race Inequalities Paper #2: Race, Class, and Gender in Immigrant Students' Access to and Performance in Higher Education- A Comparative and Intersectional Perspective Paper #3: Where the Rubber Meets the Road: When Disaggregation is Not Enough Keywords: intersectionality, methodology, education reform, international education, community colleges	Keywords: higher education, universities, globalization, knowledge economy Paper #4: Ruptures, continuities, and reconfigurations of Neoliberalism: a case study about the University of Buenos Aires Keywords: higher-education; public university; Argentina; neoliberalism; postneoliberalism	
11:25-12:25	Session #3	**Panel A: Schools and Communities** Presenters: Sarah Lillo (chair); Andrea Suh; Tatevik Mamikonyan Paper #1: Perpetual transiency and the shooting-star syndrome: attempts to sustain community engagement in a Korean IBO international high school Keywords: community engagement; international education; intercultural relations; sustainability Paper #2: Formative Relationships between Schools and Transitory Migrant Families in Rural Baja California, Mexico. Keywords: educational access, rural education, quality Paper #3: Youth Activism Today Keywords: Student activism, community involvement	**Panel B: Exploring Some Aspects of Social Justice** Presenters: Mary Chang, Victor Kobayashi (chair), H. Dean Nielsen (University of Hawaii) Keywords: liberal education, social justice, EFA, international development, philosophy	
12:25-1:25	Lunch break			
1:25-2:25	Session #4	**Featured Workshop: Getting Published: Discussions with three present and former journal editors** Presenters: Val Rust (chair), Kathryn	**Panel B: Texts, Curricula, and Outcomes** Presenters: Magdalena H. Gross (Stanford University, chair); Jee Young Lee (University of California, Los Angeles); Lina DeVaul (University of Nevada, Las Vegas); Meredith	

		Anderson-Levitt, Melissa Goodnight (University of California, Los Angeles) Keywords: publishing, writing for publication, peer review, journals	Wegener (University of California, Los Angeles) Paper #1: Struggling to deal with the difficult past: Polish students confront the Holocaust Keywords: history education; difficult past; dissonance; Poland; collective memory Paper #2:How Korean Textbooks Include Multiculturalism Keywords: multiculturalism, The Republic of Korea, textbook analysis Paper # 3: Mathematical Habits of Mind and Knowledge in Chinese Curriculum Standards for Junior High School Math Keywords: Mathematical habits of mind; mathematics knowledge; Chinese curriculum; Chinese standards; math education. Paper #4: The Real Black Box of Educational Research in Schools of Education: A Case Study of Ph.D. Dissertations and Academic Mentoring at UCLA's Graduate School of Education and Information Studies Keywords: educational research, mentoring, faculty advisors, Ph.D. dissertations	
2:35-3:35	Session #5	**Panel A: Advances in Teaching and Learning** Presenters: Qingmin Shi, Shaoan Zhang (University of Nevada, Las Vegas), & Jian Wang (Texas Tech University); Jonathan Banfill (chair); Hui Xie (University of California, Los Angeles); Meera Sarin (Institute of Education, University of London); Val Rust, Veronika Rozhenkova and Jiaying Song (University of California, Los Angeles) Paper #1: Teacher Efficacy and Student Achievement: Analysis of TIMSS 2011 International 8th Grade Data Keywords: Teacher Efficacy, Student Achievement, TIMSS Paper #2: "Teaching Critical Thinking to Elite University Students in Beijing: An analysis of teaching practices and student work " Keywords: Chinese University Education, Curriculum, Critical Thinking, Post-90's	**Panel B: Issues in Rural Education** Presenters: Adam Sawyer (Bard College); Weiling Deng (chair); Andrea Suh (University of California, Los Angeles) Paper #1: Money Is Not Enough: Remittances and Other Determinants of Youth Educational Outcomes in Rural Mexico Keywords: Mexico, migration, rural schooling, remittances, youth educational attainment Paper #2: Interpretive Analysis of China's Semi-Rural Education with Critical Theory Keywords: rural education, social justice, critical theory Paper #3: Unequal Educational Access for the Rural Poor in Baja California keywords: Educational access, rural education, quality	

		Generation, Eastern/Western Thought Paper #3: Thinking Critically on Critical Thinking Keywords: Critical Thinking, Plato, Higher Education, Cross-Cultural Education Paper #4: Quality Education for All: Case Study of a New Delhi Government School Keywords: India, Education for all, Government School, Case Study, Social Justice Paper #5: Promoting Alternative Teaching and Learning Methods: Project in Iraq Key Words: Teacher training, university collaborations, higher education, alternative pedagogical techniques		
3:45-4:45	Session #6	**Panel A: Migration and Evolving Understandings** Presenters: Kathryn Anderson-Levitt (chair); Aki Yamada (University of California, Los Angeles); Zack Ritter (University of California, Los Angeles & American Jewish University) Paper #1: The Culture Concept: Gaps between Anthropology and Comparative Education Paper #2: Educational Strategies for New Japanese and their American-Born Children: A Case Study in Los Angeles Keywords: transnationalism, globalization, ethnography, Japanese community in Los Angeles Paper #3: Making and Breaking Stereotypes: Chinese, Japanese, and Korean International Students Racial Stereotypes of African-Americans, Latinos, Caucasians, and Asian-Americans. Keywords: race relations, globalization, stereotypes, Asian international students	**Panel B: Perspectives on the Application of International Education in California Universities: Voices from Graduate Students** Presenters: Rosalind Latiner Raby, Pat Ordonez, Reza Sayed (California State University, Northridge) Keywords: university, international education programs, access, international students	**Panel C: How to Overcome Study Abroad as "Tourism" vs. Experiential Education in a Global Context: The Expectations and Changing Dynamics of Today's Students** Presenters: Lisa Loberg, Ed.D. (Chair), Marja Mogk, Stephanie Sullivan (California Lutheran University) Keywords: study abroad

Day 3 (Sat):

Time	Activity	Location A: Moore 3030	Location B: Moore Hall 2120

8:20-9:20	Session #7	**Panel A: Global Competition in Higher Education: Rhetoric or Reality?**	**Panel B: World-class University and Higher Education Reform: a Three Countries International Comparison Perspective.**
		Presenters: Sylvia Bagley (chair, University of Washington) & Laura Portnoi (chair, California State University, Long Beach); Robert Rhoads (University of California, Los Angeles); Diane Oliver (California State University, Fresno) & Nguyen Kim Dung (Ho Chi Minh City University of Education, Vietnam)*; Roger Boshier (University of British Columbia) *non-presenting co-author Paper 1: Redefining "Excellence": Contextualizing Priorities Within an Increasingly Competitive Global Higher Education Landscape Paper 2: The Global Quest to Build World-Class Universities: A Challenge to a Social Justice Agenda Paper 3: Global Competition in Higher Education and the Case of Vietnam: Is the World Really Flat? Paper 4: In New Zealand, Think Local, Act Local: Why Hobbits Need to Bury Rankings in Middle Earth Keywords: global competition; higher education; policy; social justice	Presenters: Edith Omwami (chair), Xiaopeng Shen, Val Rust (University of California, Los Angeles)
9:30-10:30	Session #8	**Panel A: Assessment and Evaluation**	**Panel B: Where Media and Education Meet**
		Presenters: Michelle Crowley (Arizona State University); Fang-Tzu Hsu; Melissa Goodnight (chair, University of California, Los Angeles); Cheng-Cheng Yang (National Chiayi University, Taiwan); Xiaopeng Shen (University of California, Los Angeles) Paper #1: Using Test Scores to Frame Success in Finland and the U.S. Keywords: standardized tests, accountability, academic success Paper #2: "Race to the top" or "equality": the conflicts of standard tests in the USA and Taiwan Keywords: standardized tests, equality, race to the top, 12-year compulsory education Paper #3: The Teacher Evaluation Context in India: Exploring Possibilities and Challenges Keywords: India, School Quality, Teacher Quality, Teacher Evaluation Paper #4: Does University's Organizational Climate and Internationalization Relate to Research Performance in Taiwan? Keywords: internationalization of higher education, organizational climate at university, research performance, Taiwan Paper #5: Meeting the Annual Performance Objectives: A Critical Analysis of the Current University Teachers Evaluation System in China	Presenters: Sarah Lillo (chair); Lily Ning; Tammy Kim (University of California, Los Angeles) Paper #1: Skeptical cynicism or founded fears? Social media "causes," soft campaigns, naive global advocates, and a crucial call for literacy Keywords: media literacy, youth activism, global campaigns Paper #2: Critical Media Literacy and Science Education: Promoting Social Justice and Critical Thinking in Media Saturated Science Content Keywords: critical media literacy Paper #3: Integrating and empowering North Korean refugees via media literacy Keywords: media literacy, North Korean refugees

10:30-10:50	Coffee break		
10:50-11:50	Session #9	**Panel A: Soka Education as Global Humanism** Presenters: Jay Heffron (Chair/discussant); Alessandra Aristimuno; Jordan Collins Brown (Soka University of America); Julie Nagashima (University of Pittsburgh) Paper #1: The Use of Education: Montaigne, Nietzsche, and Makiguchi Paper #2: The Seemingly Invisible Yet Progressive Connection to Soka Education in Chicago Paper #3: What is Soka or Value-Creating Education? Examining Soka Education in the Tradition of Daisaku Ikeda, as a Relational Epistemology" Keywords: Soka Education, Globalism, Humanism	**Panel B: Internationalism through a Critical Race Theory Lens** Presenters: Janelle Rahyns (chair), Nichole Garcia, Fang tzu Hsu, Christine Vega, Kenjus Watson (University of California, Los Angeles) Keywords: Globalization, race, study abroad, education
12-1	Session #10	**Panel A: Exploring Educational Reform Processes in Grenada, Guatemala, & Vietnam** Presenters: Peggy Williams; Martha Turner; Ngoc Nguyen; Chair: Laura M. Portnoi (California State University, Long Beach) Paper #1: Grenada Secondary School Reform – Attempt at Inclusion and Access Paper #2: Teacher Education Reform in Guatemala Paper #3: Vietnam: Global and Local Forces in Higher Education Reform Keywords: policy reform, globalization, local actors, policy borrowing and lending	**Panel B: Empowerment and Educating for Political Change** Presenters: Nina M. Flores (chair, University of California, Los Angeles); Autumn Knowlton (University of British Columbia); Domale Dube Keys (University of California, Los Angeles); Christian A Bracho (New York University); Paper #1: One Word, One Meaning? There's More than One Rung on the *Ladder of Empowerment*. Keywords: Empowerment, MDGs, IGOs, language, development Paper #2: How Q'eqchi' Mayas Learn the Limits of Political Change in "Post-Conflict" Guatemala Keywords: oral history, indigenous social movements, Guatemala, political change Paper #3: Educating for Success Keywords: K-12 education reform, purpose, world class education, soft skills, hard skills Paper #4: "It's My Job": Teachers as Political Actors in Oaxaca, Mexico Keywords: teacher unions, social movements, educational reform, Mexico, politics

Abstracts

Panel A: International Perspectives on Language Policies in Education

Paper #1: Language-in-Education Policies in Inner Mongolia: Empowerment and Identity
Presenters: Bob Adamson & Helen Yi Yayuan (Hong Kong Institute of Education)

Since 2002, the People's Republic of China has instigated language-in-education policies covering standard Chinese (Putonghua), English and ethnic minority languages that effectively promote trilingualism. These policies reflect a desire to foster national cohesion through strong propagation of standard Chinese as a lingua franca, to play a prominent role in international affairs through the development of English, and to preserve and promote minority languages in response to the desire of the 55 officially-recogonised ethnic minority groups (who form a significant portion of the population) to maintain their culture and identity. While there appears to be consensus among key stakeholders regarding the potential benefits of trilingual education, major political, theoretical and logistical tensions have arisen when the policies are actually implemented. In this chapter, we examine the trilingual education policies for Inner Mongolia, an economically-developing region with a particularly strong sense of Mongolian identity and a large Han (i.e. the majority Chinese ethnic group) population. Drawing on data collected in a major national project, we report on field visits to elementary and secondary schools in Inner Mongolia and on our analysis of policy documents to identify and compare models of trilingual language-in-education policies that have emerged in this region, reflecting different forms of settlements among the three languages, Mongolian, Chinese and English. We discuss the different values ascribed to these three languages in the models and speculate on the implications for empowerment and identity.

Paper #2: Language-in-Education Policies in Hong Kong: Empowerment and Identity
Presenters: Annie Tong Siu-yin & Bob Adamson (Hong Kong Institute of Education)

Language-in-education policies have been and remain of signal importance in Hong Kong, as they involve complex questions of empowerment, cultural integrity and identity (which are key themes of this conference), in a place that has created an ecosystem for schooling that brings together the legacies of Chinese educational traditions, British colonialism, market-based ideologies, hierarchical social structures and multifaceted identities. Migrants from southern China endowed Hong Kong with the Cantonese language and a distinct sense of identity. Colonialism brought the English language to prominence, being perceived as a key to economic prosperity and driving a wedge between the haves and have-nots, and this phenomenon has endured in the post-colonial era, with English serving as a major language of international trade and other manifestations of globalisation. The handover of sovereignty in 1997 to the People's Republic of China—a motherland from which Hong Kong had become culturally, politically, educationally and, to some extent, linguistically estranged—as a northern form of Chinese was adopted as the standard language or

Putonghua—added further complexity to the linguistic environment. In this paper we use documentary analysis to study language-in-education policies for primary (elementary) and secondary (high) schools in Hong Kong over the past two decades and we compare the impact of the policies on the role and status of the three key languages—Cantonese, Putonghua and English. We argue that these language-in-education policies have been mainly driven by economic utilitarianism and political exigencies. As a result, Hong Kong students are nowadays empowered to become national citizens of the People's Republic of China through learning Putonghua and citizens of the "globalised village" through learning English but these gains have been made to the detriment of the linguistic and cultural vitality associated with the majority local language, Cantonese, which is now seriously threatened.

Paper #3: A Contradictory Linguistic Space at an International College in South Korea
Presenter: Stephanie Kim (University of California, Los Angeles)

Under the slogan of world-class education, Korean universities have opened international colleges that promise an educational experience on par with elite universities anywhere in the world. An important component is to offer their courses in English as a way to better accommodate foreign students. However, due to a lack of foreign student recruiting capability, the majority of the students who enroll at an international college in South Korea are not foreign but Korean, and who become what I call an ethnic anchor for the college that seeks to free itself of local knowledge constraints. Through an ethnographic study of Underwood International College at Yonsei University, this paper examines the obvious and subtle ways that a distinct linguistic space is shaped in between the college's insistence on the English language medium and the linguistic practices of the mostly Korean students.

Panel B: African Education

Paper #1: Empowerment in Theory, Empowerment in Practice: Examining the merits and challenges of women's empowerment for development
Presenter: Myralyn Nartey (University of California, Los Angeles)

Three achievements – education, empowerment, and health – form the trinity of international human development theory and practice. Although empowerment has been utilized as both an intervening variable and outcome variable in comparative education and public health research, women's empowerment theory remains nebulous, crippling its potential. However, because of the importance of power to strategies of change in education and health, we cannot eliminate this construct. Thus, to improve the utility of women's empowerment in international efforts in education and health-related development work, it is important to consider the paradox of theoretical examinations of women's empowerment versus practical dealings in social science literature. Towards a more complete understanding of how empowerment mediates and moderates the relationship between education and health, this paper explores the evolution of women's empowerment in education, public health, and development literature, with an emphasis on Africa and developing country contexts. Through a review of key texts in women's rights and gender equality promotion culled from the Institute of Development Studies five-year research program consortium entitled "Pathways of Women's Empowerment," this is paper considers how the concept of women's empowerment has operationalized in recent literature and what theoretical frameworks have been employed around this construct in the African context. It also examines the practical limitations of the education-to-empowerment-to-health conceptual model.

As a supplement to the literature review, chi-squared statistical analyses were performed to test an original conceptual model of women's empowerment using real data from the 2008 Ghana Demographic and Health Survey (GDHS).   The GDHS is designed to collect, analyze, and disseminate information on housing and household characteristics, education, maternal health and child health, nutrition, family planning, gender, and knowledge and behavior related to HIV/AIDS.   Preliminary results show the original framework proposed here may be an improvement over previous conceptual models and additional research is needed for further validation.

Paper #2: Designing Trans-textual Literacy Curricula Within Social Justice Frameworks: Reflections on creating the World Teach Tanzania Forms 3 & 4 Teaching Manual.
Presenter: Kenya Mitchell (University of California, Davis)

To create an effective curriculum, designers engage in "an act of educational imagination (Eisner, p. 39)" to extrapolate the outcomes of curricula when implemented in the field. A combination of pedagogical practice, knowledge that is grounded in research, subject matter knowledge, an understanding of the student group and how those three factors interact with context are typically the most immediate considerations that come to a designer's mind at the outset of a project.

Acts of educational imagination takes on an even higher level of importance when designing curricula for students in a country outside of one's own. Designers must take into consideration all of the nuances of a nation then make the curricula relevant based on those understandings. Yet for all

imagination that is expended, the curriculum designer's extrapolations are limited by the realities on the ground that cannot be accounted for through research and educated guesses that are made within the safe walls of an office.

I grappled with these issues and others when I wrote the World Teach Tanzania Forms 3 and 4 English Language Curriculum. Spanning over three-hundred pages, the Forms 3 and 4 curricula targets students aged 15-19 by combining original lesson plans that develop literacy skills with open source readings that are adapted for secondary level English Language Learners, and classroom forums where students can discuss critical issues Tanzanians face. In this reflective narrative I deconstruct how and why I:

•   Chose the framework of Humanistic, Social Justice Pedagogy for the World Teach Tanzania curricula to address the cultural and economic issues Tanzanian youth currently face.

•   Used findings from neuroscience to buttress findings from linguistics and ESL research to create "layered" lesson plans.

•   Integrated Tanzanian and Africa specific content into lessons based on socio-political data about Tanzania.

This piece documents the writing process for other international curriculum designers who create culturally relevant lessons. This paper concludes with a discussion on how to maintain objectivity by keeping one's social justice agendas transparent in order to pinpoint blind spots during the development process.

Paper #3: Implications of Evolving Economic Ideology and Higher Education Portability Policy for Africa, 1960- 2010
Presenter: Edith Omwami (University of California, Los Angeles)

Modernization and national economic growth became the focus of global development efforts in the immediate post-World War II period. Education sector planning and development was supposed to improve conditions of hitherto marginalized populations in the post-colonial states. Human capital formation was therefore an integral component of the development agenda. I offer a critical review of the implications of the evolving global economic environment and higher education portability policies on education opportunities for Africa. The analysis captures both shifts in dominant economic ideology and the attendant portability policies in education emerging from Western economies in the first five decades of independence for African countries. It reveals that the goal of building a high skilled human resource capacity in Africa has consistently been compromised by global policy. Access to higher education remains limited to African students and the continent remains without a world-class research university.

Paper #4: A Journey Abroad - African American Students Experiencing Africa
Presenter: Janelle Nicole Rahyns (University of California, Los Angeles)

I argue that the development stage of the Black Student Development Theory - Internalization through Commitment, positively affects the identity development of the Black student who chooses to study abroad. I offer a study of African American students who study abroad incorporating study abroad education that discusses the layering of race and other intersecting identities of black college students, Incorporating study abroad education for African American college students is significant to me because as I identify as African American, the onset of globalization, and the increase of

study abroad opportunities. The culture of the group (Black graduate college students) is significant for the study. Culture is defined as the experiences one encounters as a black person living in the American society. The black "culture" is too rich to limit for the purposes of this proposal but I will highlight black culture as a shared-experience as it relates to music, food, language, tradition, religion, family, history, and a common feeling of institutional racism and oppression. The context of the student experiencing development lies in the identities of the student as he/she studies abroad. The black student is not merely just black, but gender, class, age, religion, sexual orientation, etc. will also contribute to the development of the student. The experience I will research will be six African American graduate students who study abroad in South Africa, documenting their experiences as they study abroad on the African continent.

Panel A: When the Whole is Greater than the Sum of its Parts: Intersectionality in Practice and Policy

Presenters: Amanda U. Potterton; Constantin Schreiber; Amelia M. Topper (Arizona State University); Co-chairs: Amanda U. Potterton & Dr. Gustavo Fischman

Several researchers (e.g. Crenshaw, 1989; McCall, 2005) have promoted the use of intersectionality to understand the complex experiences of marginalized groups and the multiple and combined dynamics of race, class, gender, ability, ethnicity, and sexuality. However, the use of intersectionality has proven to be difficult and few examples of its application in educational research are available. This panel's objective is to open a discussion surrounding the concept of intersectionality, and its potential to address educational practice and policy problems and questions. The panel will be chaired by an experienced scholar, Dr. Gustavo Fischman (Arizona State University).

Paper 1: School Choice, Charter School Reforms and Social Injustice: Towards an Intersectional Understanding of How School Choice and Charter School Reform Policies Reproduce Class and Race Inequalities

As market-based educational theories, reforms, and policies rapidly expand with bi-partisan support, researchers critically observe these reforms and provide evidence that calls into question underlying assumptions and ideologies that are positioned at the roots of such policies. Using the concept of intercategorical intersectionality (McCall, 2005), this paper will explore four research areas: 1) parental school choices and the use of cultural capital to activate (Lareau, 2000) resources that ultimately reproduce, and at times widen, class and race inequalities; 2) a discussion about complex questions, such as "Within the context of school choice and charter school policies, how do black middle-class students' school choice experiences differ from black lower-class students' experiences, (or black middle-class students' experiences as compared to white middle-class students' experiences)?"; 3) using quantitative data that observes district-level student mobility patterns out of charter schools and into traditional public schools in order to ask questions about potential resistance movements by marginalized groups against educational reforms based in competitive market theories and consumerism; 4) critical questions surrounding the occurrence of seemingly strategic, suburban, "highly-performing" and competitive charter schools development in order to challenge school choice and charter school reform notions of working to improve opportunity and achievement gaps between rich and poor students in the United States and beyond.

Paper 2: Race, Class, and Gender in Immigrant Students' Access to and Performance in Higher Education – A Comparative and Intersectional Perspective

This paper compares research on immigrant students' access to and performance in the public and private, not-for-profit four-year colleges and universities of Germany and the United States. In this review, particular attention is paid to how race, class, and gender intersect to influence the educational attainment of immigrant students. The paper will show parallels and differences in the educational performances of immigrants in two different countries and how race, class, and gender shape these experiences through complex processes. It will be argued that this complexity, which

"arises when the subject of analysis expands to include multiple dimensions of social life and categories of analysis" (McCall, 2005, p. 1), can best be analyzed and understood when using intersectionality as a research paradigm.

In addition to using an intersectional approach, this paper presents an interesting comparison in that it juxtaposes two countries with different immigration histories and, consequently, differing philosophies and discourses about immigration. The review may provide insights relevant to educational researchers, but also to policy makers in Germany, the United States and other countries, who often look for "silver bullets" that ignore existing intersections. Moreover, instructors in teacher education programs can benefit from the findings and recommendations in that they can provide a more comprehensive overview on factors influencing immigrant students' access to and performance in higher education that acknowledges the complexity of the processes resulting in educational outcomes.

Paper 3: Where the Rubber Meets the Road: When Disaggregation is Not Enough

Championed as "dream makers" and criticized as "dream diverters," community colleges serve a unique role in the American higher education system (Brint & Karabel, 1989; Clarke, 1960; Cohen & Brawer, 2008). These public, two-year institutions are often touted as crucial agents of democracy because they promise and provide access to higher education for traditionally underserved and marginalized populations (Cohen & Brawer, 2008). At the same time, an increasing emphasis on accountability across all education levels and sectors has resulted in an influx of federal and non-governmental money focused on increasing the comparatively low completion and graduation rates at community colleges. These initiatives require that their participating community colleges disaggregate institutional data by race, gender, and low-income status to better target interventions.

This paper's purpose is threefold: first, it will evaluate the extent to which intersectionality has been used in the community college literature to study the lives of community college students. The very nature of the community college, from its multiple missions to its highly diverse and non-traditional student population, makes it a fertile ground for intersectional research. Second, this paper will interrogate the differences between disaggregation and intersectionality - namely, all intersectional analysis uses disaggregated data, but is all disaggregated data necessarily intersectional? Lastly, it will compare differences in community college persistence, completion, and transfer rates across states by race, gender, and low-income status to illustrate the strengths and limitations of disaggregation and intersectionality.

Admist near crisis rhetoric concerning the need to expand and improve higher education to remain globally competitive, nations around the world are implementing higher education reforms. This panel aims to describe higher education reforms and practices in both developing and developed nations.

Martin Carnoy will discuss the findings from his book University Expansion in a Changing Global Economy: Triumph of the BRICs? published by Stanford University Press.

Elizabeth Buckner will discuss how middle-income Middle Eastern nations are reforming higher education systems for the global era. Drawing on nine months of fieldwork in Morocco, Tunisia and Jordan, she will discuss recent reforms and the role of private university sectors in contributing to higher education reform.

Jesse Foster will discuss access to higher education in the United States and strategies used at the secondary level to encourage enrollment in post-secondary schooling.

This panel will draw links between higher education reform in both developed and developing countries, drawing from cases in Brazil, Russia, India and China, Morocco, Tunisia, Jordan and the United States. The focus is on how the nation-state's educational policies and local level practices intersect as nations attempt to develop higher education systems for a global era.

Paper #4: Ruptures, continuities, and reconfigurations of Neoliberalism: a case study about the University of Buenos Aires
Presenter: Ines Sacchetti (University of California, Los Angeles)

Globalization and neoliberal reforms have heavily affected Latin America since the 90's. Argentina, in particular, experienced neoliberalism strongly in the end of the 20th century, leading to its financial collapse in 2002. This marks the beginning of a new era, with the emergence of new political actors and orientations that rejected neoliberalism. Public Universities and its actors (professors and students) were some of many who marched in the streets claiming for change. As such, countries like Argentina (like Brazil) usually are seen as postneoliberal states. Nevertheless, research has been showing that neoliberalism functions as an ideology, a mode of governance, and a policy package (Steger & Roy, 2010). As such, the term postneoliberalim is misleading, since neoliberalism is unlikely to have fully disappeared. Concerning higher education policies, most of the educational reforms that started to be implemented in the 90's continue to be pursued. This situation calls for further research about the state of art of higher education "after" neoliberalism. What are the continuities, what were the ruptures? How can we classify all the reconfigurations on education? Did these affect the role of Public University, and is there a new role emerging? How do the educational actors think about and react to the present educational scenario?

This work intends to show the preliminary findings of my data-collection of my dissertation, conducted in 2011 and 2012, in Buenos Aires. The dissertation is a case-study about the University of Buenos Aires, the largest public university of Argentina, and one of the oldest public universities of Latin America. In-depth interviews were conducted with professors and students in order to analyze the present situation of public higher education in Argentina, and the role of public university nowadays. Is its role connected to a notion of social justice? This study aims to contribute to the field of comparative and international education. Namely, through the lens of globalization theory and resistance it hopes to broaden the discussion about the complexities of neoliberalism and education, an issue that is not merely a debate, but a reality for schools and universities worldwide.

Day 2, Session 3

Panel A: Schools and Communities

Paper #1: Perpetual transiency and the shooting-star syndrome: attempts to sustain community engagement in a Korean IBO international school
Presenter: Sarah Lillo (University of California, Los Angeles)

There are over 3 million K-12 children who are enrolled in international schools worldwide and this figure continues to rise. Many of the schools that these diverse students are enrolled in, including the international school explored through this case study, are rooted in the International Baccalaureate Organization's (IBO) curricula. The IBO's rhetoric hails global citizenship, community engagement, and service-learning. However, little formal research has been done on these less tangible aspects of the IBO programmes; this paper begins to address this research void.

This qualitative study explores the community engagement efforts made at a private international IBO high school in a major city in South Korea. The primary investigator spent several weeks on site interviewing teachers, students, and administrators regarding their experiences with and perspectives of community engagement efforts. While students, teachers, and administrators consistently articulated a desire to cultivate sustainable community engagement projects, nearly every participant referenced a persistent setting challenge: transiency. Teachers in international schools tend to transition every 3-5 years. Students are often even more transitory; often moving annually or every 2-3 years. Administration, too, faces regular turnover. Faculty members' roles are constantly shifting. In such an evolving educational space, how do people strive to build continuity in projects? What happens in the wake of a dynamic leader? Is sustainability a feasible or even desirable option? How are leaders or relationships cultivated? Grounded in the perspectives of the participants, this paper begins to explore the particular needs of international educators who desire to promote community engagement in the midst of such transiency.

Paper #2: Formative Relationships between Schools and Transitory Migrant Families in Rural Baja California, Mexico.
Presenter: Andrea Suh (University of California, Los Angeles)

Since the 1960's the state of Baja California, Mexico has experienced a significant increase in migrants from southern states moving to rural communities in search of agricultural work. A majority of incoming migrants originate from high levels of poverty and indigenous backgrounds. Due to the nature of their work, migrant families frequently move during harvest seasons in search of agricultural work throughout the year. Families move as often as every three months to every year, depending on when and where work is available. As large influx of families move from state to state as seasonal workers, migratory children enroll into local schools for a brief time before moving to another rural community. Consequently, the transient populations of migrant families in have inevitably shaped the relationship of schools to the larger community within rural regions.

This presentation will focus on a case study of a rural farming community in Baja California called Heroés de Chapultec. The observer spent three consecutive summers at a local primary school serving a dominant population of migratory children. Qualitative research methods in this study include informal interviews and participant observations as the observer spent time with families in their homes and the classroom. More specifically, this presentation seeks to address how the transient population of migratory families have shaped and continue to influence the relationship of the school to the larger community. How does the school effectively engage the transient population of migratory students into their school activities? How do migratory students change the school culture by creating a transitory student body? Drawing from the perspectives of the participants, the observer examines the formative relationship existing between the schools and the larger population in rural communities.

To conclude, this presentation will offer pragmatic strategies for community engagement for local schools in this particular community consider as they continue to educate migratory students. As the population of transitory migrant families continue to grow in Baja California, it is important for rural schools and governing educational agencies to consider the importance of offering the assistance and resources families need to be able to offer their children quality education as they transition from one community to another.

Paper #3: Youth Activism Today
Presenter: Tatevik Mamikonyan (University of California, Los Angeles)
This study examines the concept of activism with four socially and politically active college students enrolled in an undergraduate course about social movements. Through qualitative methods of inquiry: group interviews, one on one interviews and participant observation the study concludes that activism is conceptualized in terms of contributing to one's respective community through future careers/jobs, through sharing knowledge gained in higher education and through involvement in the community through campus clubs and organizations.

This study contributes to the growing number of research that is investigating the changes in the ways student activism is enacted, more specifically, the difference between the 1960's generation of student activism and the present day student activism (Anderson 1995; Campana, 2011; Quaye, 2007). The present day student activism is less visible, less in the public eye and more situated in community service than student activism a generation ago. This study confirms that indeed activism is enacted more locally and through understated ways.

Panel B: Exploring Some Aspects of Social Justice
Presenters: Mary Chang, Victor Kobayashi (chair), H. Dean Nielsen (University of Hawaii)

The idea of "Global Social Justice," the theme of this conference encompasses so much--and its complexity becomes even more unimaginable when the focus widens to an increasingly globalized world. The panelists start with some specific concerns, permitting more time for them to expand and explore collaboratively with each other as well as with members of the audience in a dialogue.

Mary Chang explores the place of teacher education in the project of social justice, with particular emphasis on "liberal education, as defined by the Association of American Colleges and Universities; Dean Nielsen reviews the successes and failures in the international community has encountered in "Education for All" including questions regarding how schooling itself must be re-conceptualized when attention is on what "education" means. Victor Kobayashi explores basic ideas that might help clarify the confusions that are held by teachers, parents, and others who work with children and youth.

Day 2, Session 4

Featured Workshop: Getting Published: Discussions with Three Present and Former Journal Editors

Panelists: Val Rust (chair); Kathryn Anderson-Levitt, & Melissa Goodnight (University of California, Los Angeles)

Panel focus: the process of manuscript review, special considerations for international papers, how to react to feedback from the editors, and other topics drawn from the panelists' experiences editing Comparative Education Review, Anthropology & Education Quarterly, and InterActions.

One key objective of the panel is to familiarize comparative education graduate students, early career scholars, and even more seasoned scholars with the interworkings of comparative education journals. Panelists Val Rust and Kathryn Anderson-Levitt will focus upon how to most effectively utilize journals to advance one's scholarship and share one's ideas with colleagues transnationally. Melissa Goodnight is a lead editor for UCLA's graduate student-run journal, InterActions, Melissa will discuss entry into academic publishing and how to develop one's knowledge of the publication process and gain the requisite skills to be a successful academic. Specific areas of focus in her presentation will be 1) the benefits of gaining experience through graduate-run journals, 2) the writing challenges of early career scholars, 3) the open access movement and author agreements.

Panel B: Texts, Curricula, and Outcomes
Paper #1: Struggling to deal with the difficult past: Polish students confront the Holocaust
Presenter: Magdalena H. Gross (Stanford University)

This paper examines the relationship between school and cultural knowledge of World War II in contemporary Poland. Drawing on a three-year research project of Polish textbooks, interviews with Polish teachers and surveys with teenagers, the presenter would address what it means for schoolchildren to learn about the difficult past. Analysis of 126 student responses to well-known photographs (photo elicitation) illuminated shared cultural narratives about war. Importantly, this work unearthed dissonant responses from a subset of students; they recognized specific details and experienced the start of a schematic shift in understanding. The author builds on the tenets of schema theory and collective memory in attempting to explain how children learn about controversial events that do not fit social frameworks.

Paper #2: How Korean Textbooks Include Multiculturalism
Presenter: Jee Young Lee (University of California, Los Angeles)

Since the Republic of Korea traditionally considered itself as an ethnic homogeneous country, the school curriculum used to emphasize the pride of mono-ethnicity. However, this concept is not relevant in the current era of globalization. In 2007, the Korean government initiated multicultural education and revised the curriculum, including multiculturalism. This is the first time that the curriculum contains multicultural content. As a result, since 2009, revised textbooks were utilized.

In this regard, this study examines how Korean elementary school textbooks include multicultural content. In order to investigate it, sixth-grade Korean Language and Social Studies textbooks were analyzed utilizing Christine I. Bennett's "Conceptual Model of a Comprehensive Multicultural Curriculum."

There are two findings. First, both subjects include multicultural content. Most frequently the concept of multiculturalism is an emphasis on the state of the earth. Second, when reading materials contain multicultural topics, they tend to focus on the Third World.
From the textbook content analysis, this study illustrates how the Korean government comprehends multiculturalism, and what the main objective of multicultural education is.

Paper #3: Mathematical Habits of Mind and Knowledge in Chinese Curriculum Standards for Junior High School Math
Presenter: Lina DeVaul (University of Nevada, Las Vegas)

Paper objectives: The research aims at analyzing the requirement and execution of mathematical habits of mind and mathematics knowledge in Chinese curriculum standards for junior high school math. Question one: What mathematics habits of mind do Chinese curriculum standards for

junior high school math contain? Question two: What mathematics knowledge do Chinese curriculum standards for junior high school math contain? Question three: How did the curriculum standards carried out in China?

Theoretical perspective: First, according to Goodlad's curriculum theory, curriculum standard is an essential official curriculum that directs other curriculums which include practical curriculum and perceived curriculum. Therefore the analysis of curriculum standards can show the math content that is taught in China. Second, the mathematical habits of mind are seen as an essential organizing principle for mathematics curricula by Cuoco and other researchers. The requirement of training students' mathematical habits of mind has been put into Common Core Standards. A similar principle which asks to build up students' mathematical thinking has been used in Chinese math curriculum standards.

Research design: the study analyzed and coded three editions of Chinese curriculum standards for math, three editions of math textbooks, and three experienced math teachers' lesson plans. The data that is collected from the three editions of standards showed what mathematical habits of mind and mathematics knowledge are included in standards. The analysis of textbooks and lesson plans showed how the standards were carried out.

Data sources: three editions of Chinese curriculum standards, three editions of mathematics textbooks, and three teachers' lesson plans.

Conclusion: All the Chinese curriculum standards focus on the similar mathematics habits of mind; they have different requirements in the amount of mathematics knowledge; the trend of Chinese curriculum is to focus more and more on mathematical thinking.

Significance: the study helped to unfold how Chinese curriculum standards embed mathematical habits of mind and mathematics knowledge which can provide contrastive information for U.S. educators.

Paper #4: The Real Black Box of Educational Research in Schools of Education: A Case Study of Ph.D. Dissertations and Academic Mentoring at UCLA's Graduate School of Education and Information Studies
Presenter: Meredith Wegener (University of California, Los Angeles)

This study explores the "black box" of educational research and academic mentoring at a top-ranked U.S. school of education, shedding light on the products and processes of Ph.D. dissertation research at a world-class university. We focus on two key areas: (1) the role of Ph.D. dissertations in affecting educational research and policy, and (2) the criteria and expectations for faculty members as academic advisors and mentors. Using UCLA as a case study, we conducted in-depth content analyses of 276 Ph.D. dissertations filed between 2005 and 2011. In the second phase of the project, we interviewed top advisors in the Graduate School of Education to examine the theoretical, methodological, and epistemological foundations of Ph.D. dissertation research. Ultimately, this study asks: Given the school's stated mission of pursuing social justice, what kind of "social justice" model does UCLA-GSEIS represent?

<u>**Panel A: Advances in Teaching and Learning**</u>

Paper #1: Teacher Efficacy and Student Achievement: Analysis of TIMSS 2011 International 8th Grade Data
Presenters: Qingmin Shi, Shaoan Zhang (University of Nevada, Las Vegas), & Jian Wang (Texas Tech University)

Teacher self-efficacy has been considered as an important factor for improving teaching and student learning and thus, became an important focus of teacher education reform (Ashton, 1984; Berman, McLaughlin, 1977; Goddard, Hoy, & Woolfolk Hoy, 2000; Ross, 1998; Scharmann & Hampton, 1995). Studies suggest that teacher self-efficacy can influence student learning in different ways (Ashton, 1985; Guskey & Passaro, 1994; Tschannen-Moran and Woolfolk Hoy, 2001) teacher self-efficacy is presumably influence directly and indirectly the quality of student achievements and learning outcomes (Ashton & Webb, 1986; Berman & McLaughlin, 1977; Ross, 1992; Tschannen-Moran & Hoy, 2001). The teachers with high levels of efficacy are found more likely to motivate their students to learn and more willingly to hold themselves accountable for their student learning (Ashton & Webb, 1986; Kalalian & Freeman, 1987). Teacher self-efficacy can be a stronger predictor of student achievement than the socioeconomic level of the students (Bandura, 1993; Goddard, Hoy, & Woolfolk Hoy, 2000).

However, when such a relationship is examined using data in large-scale data in the cross-national contexts, the inconsistent results emerged (Martin, Mullis, Gregory, Hoyle, & Shen, 2000; Shi et al., 2010), which challenges the popular assumption about the relationship. The research in this line suggests that the assumed positive relationship between teacher self-efficacy and student achievement is still an open question worth further exploration, especially in the cross-national contexts.

Using quantitative statistical analysis, this study intended to reexamine the relationships between teacher self-efficacy teaching mathematics and student achievement in mathematics using relevant 2011 TIMSS data. In order to explore the relationships between teacher efficacy and student achievement in the context of international comparison, 9 countries in 2011 TIMSS were chosen because of their representation of countries with different ranges of mathematics performances. Teachers' self-efficacy teaching mathematics from teacher questionnaire was chosen as the teacher level variables and their student achievement data measured by five plausible values from the database of TIMSS 2011 are used as dependent variables for this analysis.

Contrary to the prediction of the efficacy theory, this study found the relationship between teacher efficacy and student achievement in mathematics is paradoxical.

Paper #2: "Teaching Critical Thinking to Elite University Students in Beijing: An analysis of teaching practices and student work"
Presenter: Jonathan Banfill (University of California, Los Angeles)

This presentation will focus on a case study of teaching critical thinking skills to elite Chinese university students at Tsinghua University during the 2012-2013 school year. It will examine the origins of the course, the development of the curriculum--centered around, debate and philosophical dialogue--and then draw some conclusions from both teaching process and the final student produced work. It will explain the pedagogical goals of this class, both from the perspective of the Chinese administration and from the Western instructor. From the teacher's perspective, it will analyze the attempt to encourage what bell hooks calls, "the democratic nature of conversational learning" (Teaching Critical Thinking, 37), and discuss why such an orientation was important, delving into both the difficulties and successes to this method. Final student projects produced a total of 26 dialogues on a wide range of themes, presented in a wide range of styles. These include conversations about education, marriage, the future, Chinese politics and Xi Jinping's "China Dream", freedom and justice, the nature of truth, and the difference between Chinese and Western thought. The presentation will end with analysis about the meaning of these dialogues, speculate about what value this course had to these students, and suggest how teachers can better teach similar courses in the future.

Paper #3: Thinking Critically on Critical Thinking
Presenter: Hui Xie (University of California, Los Angeles)

This presentation aims to examine the nature and teaching of critical thinking (CT) as fostered in American higher education. It will incorporate relevant studies already done in this area, propose an understanding of it through a philosophical and historical perspective, and present an argument on how and why it can be better taught/implemented in the future. The broader implication of its teaching in international and cross-cultural contexts will also be briefly considered.

Structurally, the presentation will begin by questioning the term CT, which takes a prominent role in the discussion of education but is rarely defined with clarity. It is actually used indistinguishably to mean at least three major approaches-- (1) argumentative skills/ informal logic, (2) cognitive process/ complex problem solving skills in various academic disciplines, and (3) intellectual development/ reflective examination of one's basic assumptions, beliefs, and values.

The second part of the presentation will explore the connection between these different approaches by tracing to their origin in Plato's philosophy as represented in the *Republic*. In brief, Plato begins with the Socratic method, which is essentially CT (3), builds his theory with dialectic/hypothesis method, which is the precursor of CT(2), and cautions against the Sophists method, which is most closely resembled by CT (1).

A brief discussion on why Plato deploys these different methods in this particular sequence will shed light on the nature of education. From this perspective, we will then better understand the problems in our current teaching of CT, which is mostly conducted in the opposite sequence--with CT (1) in the most prominent place, CT(2) taught primarily at the graduate level, and CT (3) left largely to teachers' preference.

The presentation will end with an argument that proposes CT (3) to be the first step of learning towards greater social justice, and the sequence of teaching CT from (3) to (2) is particularly important in the cross-cultural educational context.

Paper #4: Quality Education for All: Case Study of a New Delhi Government School
Presenter: Meera Sarin (Institute of Education, University of London)

This paper presents a case study conducted at a Hindi-medium government school located in a low-income neighborhood in New Delhi in March 2012. The objective was to investigate how education objectives and curriculum were being implemented at the school, and how its teachers approached the implementation of the National Curriculum.

We are in a unique and important period in Indian elementary education. Operational since 2001, the Indian government's main program for achieving Education for All, Sarva Shiksha Abhiyan (SSA), has undergone a revamping following the Right of Children to Free and Compulsory Education Act of 2010. The legislation establishes the right of every child aged six to fourteen to be educated at a neighborhood school until completion of elementary education, at no parental cost. The Act provides a justiciable, child-rights-based legal framework for achieving universal elementary education and mandates how aspects of elementary education are to be provided. Responsibility for providing 'free' and 'compulsory' education is now on state governments and local authorities.

Flexible, semi-structured interviews were conducted with ten teachers and the school principal over a two-week period in March 2012. In addition, the school environment and operations were observed. Other data sources were school publications and documents, teacher diaries and student work. Of intrinsic design, the organizing themes of the Study were the professionalism of teachers; infrastructure inadequacies; exclusion; and child-centered curriculum, evaluation and pedagogy. Findings present insights into how SSA and the legislation are being implemented, the functioning of the school, challenges teachers are presented with and the nature of long-standing problem areas in Indian elementary education.

The Paper presents an example of a local context where greater social justice has not only been imagined but the nation's Constitution has been amended and legislation enacted in order to implement the vision of quality universal elementary education. Meeting the challenges of extending education to the significant out-of-school population, particularly to so far unreached children, reducing drop-out and improving quality will help achieve the vision. The Indian context provides an opportunity for discussion and a way to imagine greater social justice in education on a global scale.

Paper #5: Promoting Alternative Teaching and Learning Methods: Project in Iraq
Presenters: Val Rust, Veronika Rozhenkova and Jiaying Song (University of California, Los Angeles)

After decades of war and conflict, Iraq's once prized educational system has deteriorated: financial support has subsided, facilities have degenerated, and expertise has fled. Few opportunities for professional development remain for educators, and professional motivation is low due to inadequate

teacher salaries. As a result, teaching tends to prioritize rote memorization over critical-thinking skills and active student participation. However, there are signs that conditions are improving. The governments of the Republic of Iraq and the semi-autonomous Kurdistan Region have established substantial scholarship programs to fund graduate studies abroad for hundreds of students each year, signaling a recommitment to higher learning.

Previously, education development projects in Iraq have centered primarily on curriculum reform, girls' education, provision of textbooks, or school construction and rehabilitation. While there is a renewed focus on education, initiatives do not do enough to advance the 21st century international standards of educational quality. The education system in Iraq is rigid: student choice is limited as they are placed in faculties based on their national exam score; initiatives focused on training educators are limited.

In our presentation, we discuss the establishment of a Center for Expertise in Teaching and Learning (CETL) in a collaborative effort of UCLA and American University of Iraq Sulaimani (AUIS). The mission of the Center is to introduce secondary and post-secondary educators in Iraq to an array of alternative pedagogical techniques and resources that would introduce modern teaching methods, strengthen critical thinking and communication skills, promote a strong work ethic and personal integrity in students at high schools and universities, and create professional networks and associations for educators throughout the Iraq.

Panel B: Issues in Rural Education

Paper #1: Money Is Not Enough: Remittances and Other Determinants of Youth Educational Outcomes in Rural Mexico
Presenter: Adam Sawyer (Bard College)

One of the great impediments to the pursuit of schooling for the economically marginalized citizens of Mexico's rural migrant sending areas are the high direct costs involved in paying for education, especially within the more advanced school cycles (Reimers, 2002; Bracho, 2002; Santibañez, 2005; Sawyer et. al, 2009). It has been hypothesized, however, that within such areas, remittance income—the financial capital sent by migrants to their family members who remain behind in the sending community--can serve as the monetary boost needed to meet educational expenses, reduce opportunity costs of forgone child labor, and possibly increase schooling enrollment and attainment (Hanson, 2002; Kandell and Kao, 2001; Giorguli & Serratos, 2009).

While the effect of remittances on educational outcomes has been examined indirectly in several studies through the use of proxy variables (Kandell and Kao, 2001; Kandell and Massey, 2002; Hanson, 2002; McKenzie and Rapoport, 2006; Miranda, 2007), scant empirical work has directly examined the possible impact of remittances on measurable educational outcomes, and none (to the best of our knowledge) have examined possible associations with remittance-receiving parent educational aspirations.

Based upon a Mexican Migration Field Research and Training Program (MMFRP) survey of over 800 respondents and semi-structured interviews with an additional 49 participants from a prominent southern Mexican sending community and its migrant diaspora in southern California, this paper utilizes both quantitative and qualitative methods to explore the relationship between remittance income, parent educational aspirations and youth educational attainment. I find that other background factors—most notably maternal education levels and existing household wealth—and not remittances, best explain variation in these outcomes, though there is modest evidence that remittances may boost aspirations and attainment for certain sub-sectors of the population. Case studies of individual youth and their families are presented to illustrate the underlying processes behind these findings.

Paper #2: Interpretive Analysis of China's Semi-Rural Education with Critical Theory
Presenter: Weiling Deng (University of California, Los Angeles)

Modern China is witnessing the largest ever migrating population from rural to urban area. Due to socioeconomic limitation, however, this population mostly settles down in semi-rural region where they are stuck in their pilgrimage to complete modernization and urbanization. They have always looked to education for help as of the nation's call for intellectual labor to strengthen national power with science and technology. In the process of generalizing education throughout China, the government and the public should be happy to see a fast growth of semi-rural enrollment that

has previously been thought as an obstacle in the course of mass education promotion. Ironically, the semi-rural dropout rate counteracts the enlargement in admission. Meanwhile, urban dwellers' volunteering teaching in such underdeveloped area is sometimes emotionally resisted by migrant children. In order to explain the seemingly controversial phenomena, I modified critical theory to let it fit into Chinese situations. The interpretive lens realized by the use of counter-storytelling, a method favored by critical theory scholars, finds that it is the lack of promise to future that discourages them to continue staying in school.

Basically, I reconstruct the reality of migrants' world existing between high-poverty rural area and economically centered cities in China (or semi-rural region) by using data collected from a migrant girl's diary and an interview of a former volunteer leader. The carefully created story aims at challenging majoritarian narratives of urban college students' volunteering experience in these institutes, critiquing deficit thinking that subordinates young migrants, and addressing underlying social issues of segregation and discrimination of those marginalized children.

Paper #3: Unequal Educational Access for the Rural Poor in Baja California
Presenter: Andrea Suh (University of California, Los Angeles)

In comparison to other states in Mexico, the state of Baja California offers a significant number of educational programs that provide youth with opportunities to pursue quality education in the form of primary and secondary schools, universities, vocational training programs, and professional degrees. Although such programs are available in the state of Baja California, equal access to these rich resources is not granted to all communities. Large urban communities, such as Tijuana, have high concentrations of quality educational and vocational training programs, while rural farming communities, in particular migratory farming families, many with indigenous backgrounds, have little or no access to quality schooling after primary school. While transportation costs and distance limit rural families from pursuing quality education past primary school – families also face language, cultural, and socioeconomic barriers that limit their access to quality education.

This presentation will focus on a case study of a rural farming community in Baja California called Heroés de Chapultec. It seeks to address some of the obstacles that limit quality educational access for migratory children with varying cultural backgrounds. The observer spent three consecutive summers at a local primary school serving a dominant population of migratory children. Drawing upon the perspectives of the participants, the observer seeks to address how low socioeconomic status as agricultural farmers, cultural differences, and language needs, often excluded families from accessing quality education beyond primary school. Qualitative research methods in this study include informal interviews and participant observations as the observer spent time with families in their homes and the classroom.

Consequently, although a growing number of quality schools and higher education institutions are available in neighboring urban communities, migratory farm workers face a number of obstacles that limit their access to quality education. These obstacles restrain future opportunities for social upward mobility for migratory children in the larger society. To conclude, this presentation will examine the effectiveness of efforts put forth by local government education agencies in rural farming communities; and suggest pragmatic strategies for local governing agencies to increase access to quality education for migratory children in rural communities.

Paper #1: The Culture Concept: Gaps between Anthropology and Comparative Education
Presenter: Kathryn Anderson-Levitt (University of California, Los Angeles)

As often happens when ideas migrate from one academic discipline to another, comparative educationists who talk about culture are not using the word in the same way that most anthropologists use it today. Scholars in comparative education write readily about "national" differences or even "national cultures." Most anthropologists, on the other hand, dropped the notion of national culture when we came to think of culture as meanings variably distributed across networks of people (e.g., Goodenough 1981; Wallace 1961). Anthropologists have long noted the dangers of a reified notion of culture as something people "have" (Wax 1993; González 1999; Neufeld et al. 1999). If not throwing the concept out altogether, anthropologists often conceive of culture as "as a verb" (Street 1993), that is, as a process—specifically as a process of meaning making. Many see that process as happening in radically local situations (e.g. Erickson 2011). Those of us who are both anthropologists and comparative educationists (e.g., Anderson-Levitt 2003; Tobin et al. 2009) face a dilemma: How to talk about seemingly national differences? How to imagine the production of what looks like "national culture" in radically local settings? I consider three possibilities, none of them satisfactory: (1) The differences are "imagined" as national through border-making work (e.g., Anderson 1983; Barth 1969; Coe 2005; Foster 1991); (2) the differences are real, and produced by people in response to common experiences (like national grant-making) imposed by a state (cf., Weber 1976); (3) the differences are real and produced in chains of local social interactions (cf. Collins 2004), chains that pile up where people interact more frequently due to proximity or to shared institutions.

Paper #2: Educational Strategies for New Japanese and their American-Born Children: A Case Study in Los Angeles
Presenter: Aki Yamada (University of California, Los Angeles)

In the late 1980's new waves of Japanese groups came to settle in the United States. They are classified as new Japanese immigrants and sojourners because their circumstances are much different from the previous, pre-World War II immigrants in terms of globalization factors, education, economic background, and acceptance in American society, making their categorization differ from the previous Japanese immigrants. New Japanese in the United States are a very diverse group made up of immigrants, corporate sojourners (business workers sent abroad), and other migrant groups such as academia, entrepreneurs, and ethnic business workers. It is important to distinguish these subgroups along lines of permanent and temporary stay in the United States, because this has substantial implications to their way of life in the United States.

This research paper aims to provide insight into new Japanese in the United States as a group, and explore the educational strategies they choose for their children. This includes analysis of motivations, implementations, and outcomes of these strategies while assessing how they are related to the circumstances and plans of new Japanese parents.

To gain a clear understanding of the largely under-studied new Japanese presence, this paper is based on ethnographical and qualitative research methodologies. Research data will be primarily made up of oral interviews with new Japanese parents, and supplemented by observation at supplementary schooling institutions. By having direct access to the new Japanese community we gain a better understanding of both their lifestyles and educational strategies. The evaluation of research data is heavily focused on aspects of modern immigration, globalization and transnationalism. Supplementary schools and Japanese language development will be given the most attention as means of "Japanese" specific education which differentiate them from non-new Japanese groups.

The new Japanese presence is in part a manifestation of modern day globalization and transnationalism, and their case can be juxtaposed with that of earlier pre-World War II Japanese American immigrants in order to evaluate how trends toward globalization and transnationalism are affecting education. This research may help provide more universal insight into modern education trends for immigrant and people temporarily living abroad.

Paper #3: Making and Breaking Stereotypes: Chinese, Japanese, and Korean International Students Racial Stereotypes of African-Americans, Latinos, Caucasians, and Asian-Americans.
Presenter: Zack Ritter (University of California, Los Angeles & American Jewish University)

In response to recent budget cuts and declining revenue streams, American colleges and universities are admitting larger numbers of international students. These students may be bringing racial stereotypes that can affect cross-racial interaction as well as campus climate. Forty-seven interviews with Chinese, Japanese, and Korean international students were conducted at the University of California, Los Angeles, regarding these students' racial stereotypes and how contact with diverse others challenged or reinforced these stereotypes. Results indicated that a majority of students had racial hierarchies and harbored prejudices toward African-Americans prior to arrival in America. Asian international students had little knowledge of Latino culture, prior to arriving in the US, but quickly developed negative stereotypes through observations and media consumption. Asian international student views toward Asian-Americans was one of initial feelings of cultural closeness, but after interaction, a feeling of cultural distance became prevalent. Asian international students' attitudes toward Caucasians was positive prior to arriving in the U.S., but after interacting, there was a feeling of cultural distance. Positive cross-racial interactions did change stereotypes; however, a lack of opportunities for cross-racial interaction led to stereotype proliferation. This research has implications for future policy and programming, which should strive to expose and educate international and domestic students about each others' cultural background.

Panel B: Perspectives on the Application of International Education in California Universities: Voices from Graduate Students
Presenters: Rosalind Latiner Raby, Pat Ordonez, Reza Sayed (California State University, Northridge)

The application of international education exists in a variety of contexts in California universities. Graduate students, who are currently enrolled in the CSUN ELPS Higher Education MA program, will provide their perspectives on the role of international education in California universities. In correspondence with the CIES conference theme of imagining global social justice, this panel will examine the economic as well as socio-cultural benefits of institutionalizing international education at the university level. Students will draw on their own experiences as staff who work in a range of on-campus academic programs at CSUN and at CSUCI. Moreover, these students will reflect on their role as educators and future leaders who are interested in empowering students to realize their fullest potential.

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Panel C: How to Overcome Study Abroad as "Tourism" vs. Experiential Education in a Global Context: The Expectations and Changing Dynamics of Today's Students

Presenters: Lisa Loberg, Ed.D. (Chair), Marja Mogk, Stephanie Sullivan (California Lutheran University)

Our discussion will explore the benefits as well as the challenges and pitfalls of experiential education in a global context. With emerging models of study abroad, trends towards short-term experiences, and changing dynamics of students, how can we as educators ensure that students come away from a short-term international experience with a social justice perspective? Participants will be encouraged to contribute to the discussion and to consider ways to effectively incorporate international experiential learning and social justice themes with educational outcomes for today's students.

What has been observed as far as a changing dynamic with students? How have students changed in recent years (comparing various iterations of the same travel seminar)? What have been the observed consequences of these changes and how do they impact study abroad and students' interaction with the world? (E.g. how can we move students beyond complaining about how much walking there is on the trip to understanding the condition of others?)

What if anything can be done to guide students to consider issues of global social justice? What interventions and strategies can better prepare students ahead of time, and while in-country, to interact more thoughtfully with the host culture upon arrival and to help students have a better and more lasting understanding of global conditions and issues?

Lisa Loberg is Director of Study Abroad at California Lutheran University (CLU) and is responsible for international academic programs and institutional partnerships. Marja Mogk is professor of English and is currently serving as chair of CLU's international studies subcommittee, which reviews proposals for faculty-led travel seminar. She has led three groups of students on a travel seminar course throughout the UK. Each year she has observed a changing dynamic with students and their willingness to interact with, understand, and accept difference. Stephanie Sullivan is Assistant Director of Study Abroad at CLU and works with faculty to implement travel seminars and has accompanied Dr. Mogk on her travel seminars to the UK. She works closely with the students and has also witnessed a changing dynamic.

Panel A: Global Competition in Higher Education: Rhetoric or Reality?
Chairs: Sylvia Bagley & Laura Portnoi

As the global higher education sector becomes increasingly competitive, rhetoric about excellence, rankings, and world-class status proliferates. What is less clear is whether countries across the globe are engaging in the "global competition race" to the same extent or for the same purposes, and whether they should be. This panel presentation involves established scholars in globalization and higher education critically responding to these questions: Is global competition in higher education as pervasive as it seems? Should it be? How is social justice intertwined with the broader landscape of global competition in higher education? Dialogue with the audience will be encouraged.

Paper 1: Redefining "Excellence": Contextualizing Priorities within an Increasingly Competitive Global Higher Education Landscape
Sylvia Bagley (University of Washington) & Laura Portnoi (California State University, Long Beach)

In the increasingly competitive global higher education landscape, aspirations towards excellence and eminence continue to proliferate. Yet the pervasive rhetoric around global competition (e.g., world-class status, excellence, rankings) does not accurately represent the priorities of most nations and higher education institutions (HEIs) around the world. And rightly so. Notions of "excellence" for elite universities – including rigorous research agendas, securing "top" professors and students, promoting innovation, and expanding international reach – are not relevant aspirations for many HEIs, especially those in postcolonial and post-conflict countries. Policy documents of diverse nations reflect these varying priorities. Afghanistan's education policy, for instance, contains only a few direct references to global competition and market economy; instead, the policy maintains a primary focus on developing a solid higher education system during reconstruction. India, meanwhile, acknowledges the need to attract high-quality faculty, to promote research, and to expand the "frontiers of knowledge" – yet its policy is mainly focused on addressing inequities for under-served populations and regions. Such locally contextualized priorities remain critical to social justice concerns, allowing countries to focus on serving the needs of their unique populations and contexts. Dominant notions of excellence, as defined within the parameters of elite research universities, ultimately homogenize the global landscape, distracting from on-the-ground concerns that make the most difference in the lives of citizens. We argue that excellence in higher education ought to be reconsidered in terms appropriate to the local realities of nations and their HEIs, with much less emphasis placed on more traditional and competitive notions of "success."

Paper #2: The Global Quest to Build World-Class Universities: A Challenge to a Social Justice Agenda
Robert Rhoads (University of California, Los Angeles)

This talk focuses primarily on the world-wide trend for nations to pursue the development of world-class research universities in a manner largely consistent with the U.S. model of the research university. The case of China is specifically highlighted, in part based on case studies of Minzu,

Peking, Renmin, and Tsinghua universities and the author's recent book, "China's Rising Research Universities: A New Era of Global Ambition" (Johns Hopkins University Press, 2014). Of particular importance to the discussion are the following two concerns: 1) the essential short-comings of the U.S. research university as a global model, including its key role in the advance of U.S. militarization and academic capitalism, and 2) the role that global rankings play in the marketization of research universities, and relatedly, the lack of attention to measures of social justice, such as ethnic/racial minority participation in higher education. In terms of the former concern, the author briefly highlights how the U.S. research university was built through ties to the military-industrial complex and how such values have come to shape the university. The author argues that such flaws continue to undergird the U.S. university, raising questions about its relevance as a global model. In terms of the second issue—relating to the rise of global rankings and social justice concerns—the author turns to the case of China and the quest for world standing, noting examples of Chinese university development and how ethnic minority issues are largely compartmentalized at the minzu college and university system (minzu means national ethnic group).

Paper 3: Global Competition in Higher Education and the Case of Vietnam: Is the World Really Flat?
Diane Oliver (California State University, Fresno) Nguyen Kim Dung*, (Ho Chi Minh City University of Education, Vietnam)
*non-presenting co-author

Globalization and the drive toward establishing free trade agreements, such as the World Trade Organization's General Agreement on Trade and Services, have resulted in higher education being treated as a competitively traded commodity and a private good. At the same time, the knowledge economy has necessitated rapid expansion of higher education systems, increased access, and improved quality to meet socioeconomic and political imperatives. Although competition in higher education has been fueled by these dynamics, the dialectic of the global and the local, as conceptualized by Arnove and Torres (2003), and the non-uniform discourse on global competition argued by Portnoi and Bagley (2011), result in global forces manifesting themselves in different ways because the world is not entirely flat or homogenized. Every country is contextually unique due to historical, political, economic, and cultural factors. Developed countries compete globally for international students and opportunities to export cross-border education. However, many developing countries lack robust higher education infrastructures and, although using strategies similar to those of developed countries, may be dependent upon international cooperation instead of competition. This talk will focus on ways in which global competition has influenced the development of Vietnam's higher education system and potential implications for social justice. The analysis of global competition strategies will include systemic diversification, university mergers, rankings, world-class universities, cross-border higher education, regional alliances, quality assurance, and internationalization. Vietnam also faces some challenges, such as addressing the complexity of increasing institutional autonomy while protecting students from dishonest local and international actors.

Paper #4: In New Zealand, Think Local, Act Local: Why Hobbits Need to Bury Rankings in Middle Earth
Roger Boshier (University of British Columbia)

New Zealand has a thriving film industry (13 Oscars for Lord of the Rings), dominates high performance ocean (and America's Cup) yacht racing and, for nation of less than 5 million people, punches well above its weight in many realms of human endeavour. But universities are chronically

under-funded and mostly fail to register in global ranking systems. New Zealand has less than 5 million people and universities thus operate in a context completely different from top US institutions which dominate Times and Shanghai Jiaotong rankings. Certain New Zealand universities (particularly Auckland) pretend to play to play the rankings game and advertise their alleged "world-class" status on billboards. However, they only cite results from QS rankings. Their lowly (and declining) scores on Shanghai Jiaotong or Times rankings) are not talked about in public although the opposition party cites them during election campaigns. There are many problems in New Zealand universities. Only citing QS scores borders on dishonesty and is not congruent with university commitments to truth-seeking. Instead of telling only part of the story and claiming to be "world-class," New Zealand universities should focus on what they do well at a local level. Fortunately, there are many holes in Middle Earth for hobbits to bury global university ranking scales. In the meantime, university officials need to be more forthcoming about the rankings game.

Panel B: World-class University and Higher Education Reform: a Three Countries International Comparison Perspective

Panelists: Edith Omwami (chair), Xiaopeng Shen, Val Rust

The dialogue explores the experience of USA, china and Kenya in higher education reform with a focus on the effort to develop, sustain or build centers for a world-class education. The dialogue is limited to issues of comparison of the context and outcome in the areas of higher education provider, infrastructure capacity, finance and curriculum matters. An analysis of the ideology and politics shaping the reforms in this sector will be also be explored.

Panel A: International Perspectives on Assessment and Evaluation

Paper #1: Using Test Scores to Frame Success in Finland and the U.S.
Presenter: Michelle Crowley (Arizona State University)

Objectives: This study attempts to uncover meaningful differences in the approach to the use of test scores in an educational accountability framework in the countries of Finland and the United States. The purpose of this research is to locate successful educational policies within a culture of accountability that address standardized testing issues and that transcend national borders.

Theoretical perspective: The conceptual framework that guides this examination of the use of test scores resides in the larger context of public accountability, especially as it relates to public education. Public accountability refers to institutionalized practices of account-giving. It is distinct from internal accountability, such as would distinguish corporate accountability. This study addresses the nature of the obligation a person or group has and the extent to which that obligation is legitimate. This study focuses on the legitimate use of test scores in an educational accountability setting, seeking policies related to success that transcend countries or cultures.

Research design: This study follows an explanatory sequential design, with quantitative data collection and analysis followed by qualitative data collection and analysis (mixed methods).

Data sources: information from the publically available policies of each country (print and website), from published standardized test results, academic peer-reviewed journal articles. Semi-structured qualitative interviews will be conducted in the qualitative phase of this study.

Conclusions: In the U.S., test scores are widely disseminated and are used to define success in relation to others' failure. In Finland, the absolute and individual view of success is prevalent. Test scores are used to indicate students who need individualized supports, and no test scores are made public. Clear distinctions in the assumptions underlying accountability and achievement are noted in the accountability landscapes of these two countries.

Significance of the study to the field: This study may contribute to the ongoing conversation about what success is and how we might support students and teachers in their pursuit of academic success. By exploring the differences between countries' use of test scores in an educational accountability context, it may highlight the legitimacy that those scores have across society, which could be useful to policy makers and practitioners.

Paper #2: "Race to the top" or "Equality": The conflicts of standard tests in the USA and Taiwan
Presenter: Fang-Tzu Hsu (University of California, Los Angeles)

In the year 2008, President Obama starts a new educational policy, "Race to the Top," in the USA. After two year, President Ma also announces a new educational policy, "12-year Compulsory Education," in Taiwan. Although these two policies are for students with different level in different countries, their conflicts based on the standard test, however, is similar. It not only points out a dilemma between excellent and equality, but also reveals the challenges of social justice.

This research will analyze the two policies with a critical perspective. With a comparative view, this research will also take Bereday's comparative educational approach to do the comparison between the new policies in the USA and Taiwan.

After preliminary analysis, this research has found some similarities between the two policies:
1. Both of them are based on the global competition context.
2. Although the core concepts are different, both of them will actually strengthen the study stress and competition of students, schools and teachers.
3. In these context of new policies, social justice is not the main focus of education and educational system.
Focusing on recent policies, this research will analyze the trend of educational competition from a cross- country view and point out the values besides academic performance.

Paper #3: The Teacher Evaluation Context in India: Exploring Possibilities and Challenges
Presenter: Melissa Goodnight (University of California, Los Angeles)

This paper submission is an in-depth literature review of teacher evaluation efforts in India. The paper examines more generally India as an evaluation context by investigating the national discourse on teacher evaluation and the assessment of school quality. The literature review also discusses current efforts to increase evaluation capacity and to use data to drive policy decisions and changes in practice. The purpose of the presentation is to present an analysis of the considerations particular to the Indian context in trying to design sustainable teacher evaluation systems that will meaningfully inform how teachers are trained and supported through professional development. A focus of the presentation will be exploring: What teacher evaluation data can be used to inform reform and teacher training efforts in India? How might such data be collected given the scope of India and the extent of its resources?

Paper #4: Does University's Organizational Climate and Internationalization Relate to Research Performance in Taiwan?
Presenter: Cheng-Cheng Yang (National Chiayi University, Taiwan)

Globalization has fostered the competition among nation states and strengthened the role of higher education and its linkage with economic development. As policy reports suggested, higher Education was targeted by many governments in Asia Pacific region as a knowledge economy stimulator and service provider. Nation States tried to transform their higher education systems via new policies, such as introducing competition based funding mechanism and internationalization to strengthen their reputations on the rankings. Performance indicators to evaluate the extent of excellence which a university possesses varied in the literatures. But most of the rankings in the world choose faculty research performance as an

important indicator. Therefore, what are the influencers of faculty research performance? The answer also varies across researches. But one influencer was seen in many researches and is believed to be important in the context of Asian society is organizational climate. Does positive organizational climate significantly influence faculty's research performance? Are the findings different in the context of internationalizing higher education in Asia? This research developed a questionnaire which include background variables, university organizational climate scale, and self-rated research performance. This research plans to survey 200 university faculty in Taiwan. The self-developed university organizational climate scale is a composition of six dimensions of organizational climate at university. These six dimensions include academic resource, team work, learning and innovation, leadership, equity, and internationalization. This research plans to compare these dimensions' correlation with faculty research performance and the differences of this Taiwanese case with existed literatures. The main theme of the conference is global social justice, which includes conceptual frameworks of overcoming educational inequalities and empowering people to realize their fullest potential. This research also aims at exploring the inequalities of positive or negative correlations between organizational climate dimensions and background variables (ie, gender, ethnicity, and resource allocation) in this research. Policy and research implications are discussed in the last section of this research.

Paper #5: Meeting the Annual Performance Objectives: A Critical Analysis of the Current University Teachers Evaluation System in China
Presenter: Xiaopeng Shen (University of California, Los Angeles)

Similar to the controversy over China's education system, the reform of China's evaluation system for university teachers has been a heatedly-debated topic in China. Since the intellectually valuable teachers form the core competitiveness for a university, it is always the top concern for university administrators to design an evaluation system to inspect the proper development of a teacher so as to meet the increasing demands of students, academia and society. Administration-centered evaluation system, quantified evaluation, compartmentalization of teacher's performances and obsession with university ranking characterize the current teacher evaluation system in Chinese universities. This modern organizational management system puts every teacher in university in exhaustive pursuit of annual performance objectives and particularly leaves faculties in humanities in a precarious situation.

Panel B: Where Media and Education Meet

Paper #1: Skeptical cynicism or founded fears? Social media "causes": soft campaigns, naive global advocates, and a crucial need for literacy
Presenter: Sarah Lillo (University of California, Los Angeles)

With the click of a button, messages whir around the world, campaigns are launched, and positions posited. Social media has made youth activism movements more feasible than ever. On Facebook there are "causes" for everything from human rights campaigns, to specific NGOs, to calls for shifts in culture or ideology. This paper will consider such social media causes from two angles: first, it will briefly consider the impact of these campaigns: what is accomplished through "likes" and "shares"? Secondly, this paper will consider the danger of blind activism: what happens when social movements draw in supporters that know little about the causes that they actively advocate for? The presenter will draw heavily on her experience living in Uganda during the release of the viral Kony2012 video. Finally, the paper will include a critical call for media literacy in secondary classrooms.

Paper #2: Critical Media Literacy and Science Education: Promote Social Justice and Critical Thinking in Media Saturated Science Content
Presenter: Lily Ning University of California, Los Angeles)

Drawing from the theoretical frames of communication, cultural studies, information studies, psychology, sociology, systems thinking, education policy, and possibly other areas of scholarship, I want to learn and explore how to support, foster, and encourage the cultivation and application of Critical Media Literacy in K-20 education as an extension of critical thinking and the scientific method, which are process skills to analyze observations and data.

Critical Media Literacy provides tools to analyze the embedded power dynamics and structures within what is being observed and presented as data. Teaching students and teachers to analyze what is being presented and what is not as data will empower them to utilize the lens of social justice to decode and understand the politics of representation within the science content.

Paper #3: Integrating and empowering North Korean refugees via media literacy
Presenter: Tammy Kim (University of California, Los Angeles)

Access to the internet has become such an important source of information that it has been deemed a basic human right by the United Nations. However, North Korea's leaders continue to deny internet access to most of its estimated 24 million citizens, except for some military or government personnel. This paper will first give a report on access and literacy of various types of media in North Korea, as well as recent movements and trends. Then it will examine issues surrounding media literacy among North Korean refugees in different host countries, and how these issues affect the

refugees' integration into the respective societies. Lastly, the presenter will discuss the necessity of media literacy education for refugees, and the potential effects that such education can have in the empowerment of both North Korean defectors/refugees and citizens.

Panel A: Soka Education as Global Humanism

CHAIR AND DISCUSSANT:
Jay Heffron (Professor of History and Director, MA Program in Educational Leadership and Societal Change, Soka University of America)

PANEL OVERVIEW:

Soka education first took shape in the 1930s and 40s as a response to Japanese militarism and its politicization of schools as instruments of the state. It's philosophical roots lie in a repudiation of nationalism and an acceptance, on the other hand, of the interdependence of all phenomena, a turning away from cultural fragmentation and the compartmentalization of learning toward a new orientation. Three principles underlie this new orientation: interrelatedness, creativity (what one of the founders of Soka education has called "the badge, or proof, of our humanity"), and internationalization. The three papers demonstrate the importance of these principles for "Imagining Global Social Justice."

Paper #1: The Use of Education: Montaigne, Nietzsche, and Makiguchi
Presenter: Alessandra Aristimuno

The typical education provided at most schools does not promote intellectual freedom, spiritual examination, or sensitivity; rather, it values obedience, uniformity, and exclusion. The heavy insistence on memorization and on standardized testing does not provide the tools for developing one's character – creativity, self-confidence, innovation, self-exploration – and living a humane life. In order for education to provide these tools, education ought to lead the student to develop three fundamental characteristics: judgment, social and intellectual conscience, and an emphatic vision of "value." An education that ignites these values in students is the education that Michel de Montaigne, Friedrich Nietzsche, and Tsunesaburo Makiguchi, the founder of Soka education, supported, and that I argue in this paper is urgently needed. Montaigne's idea of adaptability, Nietzsche's concept of "intellectual conscience," and Makiguchi's value-creating pedagogy are fundamental aspects of education for global social justice.

Paper #2: The Seemingly Invisible Yet Progressive Connection to Soka Education in Chicago
Presenter: Jordan Collins-Brown

In the spring of 2011, when I was a senior at the Francis W. Parker High School in Chicago, Illinois, a group of classmates and I took it upon ourselves to "educate" our fellow students and ourselves about the original thinking and ideals of the school's founding fathers, Francis Parker and John Dewey. We became aware at the time through a visiting professor of education of a hidden link our school shared with the founding fathers of Soka Education, Tsunesaburo Makiguchi and Daisaku Ikeda. These four educators, grounded in their own times and spatial boundaries, shared the same passion for education and helped create two distinct but related forms of education: Progressive Education and Soka Education. Studying the

profound connection Soka education has with what has been coined "Progressive Education" as a senior in high school, helped me reaffirm the subtle fact that learning is the key to everything and in finding that key, we must be ready to do our part to grasp the knowledge that comes our way. This paper draws connections between the educational philosophy of Dewey, Parker, Makiguchi, and Ikeda to make a case for the transnational meaning and practice of child and student-centeredness.

Paper #2: "What is Soka or Value-Creating Education? Examining Soka Education in the Tradition of Daisaku Ikeda, as a Relational Epistemology"
Presenter: Julie Nagashima (University of Pittsburgh)

In this paper, the presenter explores the concept of Soka (Value-Creating) Education through the lens of Daisaku Ikeda and his notion of human education (Ikeda, 2007, 2011, 2012; Ikeda and Gu, 2012; Ito, 2008; Goulah and Gebert, 2009; Goulah and Ito, 2012). According to Ikeda, human education fosters awareness of the interconnectedness of people and environment, appreciation for the limitless possibilities in all people, and the driving force to maximize that potential. He further states that Soka education aims to "foster people of character who continuously strive for the greatest good– that of peace – who are committed to protecting the sanctity of life and who are capable of creative value under even the most difficult circumstances" (Ikeda, 2001, p.115). The presenter will examine and analyze these points through three key concepts, which Ikeda refers to often when describing Soka Education. These concepts are: the sanctity of life, human revolution, and mentor-student relationship. All three of Ikeda's concepts are informed by and suggest a relational orientation. Thus, to support Ikeda's theoretical perspective, the presenter argues for Ikeda's position by suggesting the notion of relational (e)pistemology (Thayer-Bacon, 2003), a theory of knowledge that values a relational way of knowing and the interconnectedness of all beings. The presenter will examine this theory and suggest how Ikeda's theoretical perspective is informed by a relational way of knowing. This paper examines Soka education, provides the conceptual framework that grounds it, and, proposes epistemological and theoretical perspective to support how Soka education is informed.

Panel B: Internationalism through a Critical Race Theory Lens
Chair - Janelle Rahyns
Presenters: Janelle Rahyns, Nichole Garcia, Fang Tzu Hsu, Christine Vega, Kenjus Watson (University of California, Los Angeles)

The goal of the discussion is express our international experiences through testimonio. We will unpack our experiences abroad, acknowledging identity and citizenry both in our host country and home country.

Topical Questions - What does it mean to be in a country not your own? How does the racial system in that country affect your identity? How did formal/informal education inform your experience in the country you immersed yourself in?

In addition to our institutional authority (Delgado-Bernal, 1993), we rely upon the aforementioned theoretical perspectives in order to frame this Critical Media Project. We argue that Critical Race Theory is not constrained to the United States, but also can be applied internationally. We therefore assert that every nation state, regardless of its geopolitical status, reifies hierarchical power structures, resulting in the relegation of individuals into socially constructed, disparately organized communities of dominance and subordination (Chomsky, 2006; Fanon, 1963). Given the global prevalence and permanence of oppression, it is crucial that educators create and support critical counter-spaces (Solorzano, Ceja, & Yosso, 2000; Solorzano and Villalpando, 1998) wherein marginalized people can reclaim agency, speak their truths to power through testimonios, and engage in transformative resistance (Delgado-Bernal and Solorzano).

Panel A: Exploring Educational Reform Processes in Grenada, Guatemala, and Vietnam

Global trends, often aligned with the objectives of multilateral and donor agencies, clearly impact educational reforms around the world. Yet, local forces also play a critical role. In this panel, presenters will discuss the interplay between global and local forces in educational policy reforms in Grenada, Guatemala, and Vietnam. The presenters will situate their analyses of the reforms in relevant historical and contextual information. They will also provide critical analyses of the educational reform process and key stakeholders involved. Through analyzing the educational reform and policy borrowing/lending processes related to these reforms, they will also discuss implications for social justice.

Paper #1: Grenada Secondary School Reform – Attempt at Inclusion and Access
Peggy Williams (California State University, Long Beach)

As in most developing nations, external forces of globalization are shaping educational reform in Grenada. Because of its colonial history as well as the legacy of slavery, the local context is critical to understanding Grenada's rocky road to development and educational reform. This case study focuses on secondary school reform, specifically universal access to secondary school, which was recently enacted in 2012. Prior to implementation, secondary school attendance was neither mandatory nor free and was reserved for those with financial means or those scoring high enough on the Common Entrance Exam to receive scholarships. Implementation has been difficult for a variety of local reasons, which are explored in this study. Barriers to implementation such as a lack of adequately trained teachers, outdated curriculum, distance to schools, lack of schools to accommodate the increase in enrollment are discussed.

Globalization has brought multi-lateral organizations to the island along with their policy proposals and funding initiatives. These sources and their agendas/platforms are evaluated for effectiveness in the local context. For instance, cultural practices are often at odds with proposed policy and the conditions imposed in accepting funding and adopting policy mandates. The disconnect between written policy and what is actually implemented in the classroom is also discussed as well as ways in which more effective practices might be introduced in the local context.

Paper #2: Teacher Education Reform in Guatemala
Martha Turner (California State University, Long Beach)

The teacher education program reform highlighted in this presentation has been the catalyst for social unrest and resistance on behalf of Guatemalan educators, students, and community advocates. This case study focuses on Guatemala's historical background, motivation for reform, the complexities involved in the Teacher Education Reform Project, and the financial and cultural impact the reform has on Guatemalan society.

In an attempt to develop educational projects for employment of its growing population, Guatemala has focused its efforts on educational reform with funding from organizations such as the United States Agency for International Development (USAID) and the World Bank. The acceptance of international funds requires Guatemala's Ministry of Education (MINEDUC) to comply with funding requirements implemented by its creditors. Objectives behind funding for international organizations are to support the Guatemalan government in its journey toward economic development in order to create profitable international investment. Educational policies introduced by foreign funding organizations in countries like Guatemala align with the investors' neoliberal politics. The educational model under current development reflects a capitalistic approach where lending and borrowing policies are implemented for the purpose of rapid development of human capital and economic gain. Guatemala's privatization and free market system is challenged with an increased population, low levels of educational completion, and extreme poverty. Such global educational practices warrant further dialogue between Guatemalan stakeholders, as the country continues to struggle with historical social and political tensions, widening gaps in equity, and educational inefficiencies.

Paper #3: Vietnam: Global and Local Forces in Higher Education Reform
Ngoc Nguyen (California State University, Long Beach)

Vietnam is often considered a poor and developing country, but over the years, the country decreased its poverty rate and increased its standard of living. Consequently, Vietnam's economic growth resulted in the removal of Vietnam from the world's least developed countries list; this is a significant achievement as Vietnam has endured a long and arduous history of foreign domination and colonization, wars, revolutions, and periods of isolation. Most notably, after the end of the Vietnam War and reunification of the country in 1975, the ruling Communist Party of Vietnam enacted a long-standing policy of self-isolation. Under harsh conditions, Vietnam was forced to shift from a "centrally-planned economy into a market-oriented system" that opened the economy to the rest of the region, which developed from the Đổi Mới policy (Thanh, 2011). The development of this free-market economic shift pioneered a number of socioeconomic reforms that gradually transformed not only the economic landscape of Vietnam, but the educational landscape as well. This presentation will focus specifically on Vietnam's reform in higher education. As Vietnam participated in the world's economy, policy borrowing and lending were prevalent. Consequently, there was a gradual improvement in the quality of higher education as Vietnam graduated more human capital—ready for the workforce. Internationally, the Vietnamese government developed relationships with other countries to develop the educational system. Higher education reform in Vietnam is an on-going process and will continue to be molded and take shape based on the needs of its growing economy. The changes to Vietnam's education system would not have taken place were it not for the global forces that led to Vietnam's adoption of the Đổi Mới policy.

Panel B: Empowerment and Educating for Political Change

Paper #1: One Word, One Meaning? There's More than One Rung on the *Ladder of Empowerment.*
Presenter: Nina Flores (University of California, Los Angeles)

Intergovernmental organizations play a significant role in determining international development priorities. Reviewing organization and program descriptions reveals that IGOs frequently use the language of empowerment in their stated goals. For instance, one of the UN's eight Millennium Development Goals (MDGs) is to "promote gender equality and empower women." UNESCO's Literacy Initiative for Empowerment (LIFE) was developed to meet the Education for All (EFA) goals and includes empowerment in the program title. UNICEF hosted a recent conference on 'Engendering Empowerment: Education and Equality.' Empowerment is offered as both a solution and a process, but is empowerment envisioned as a consistent concept across all programs or goals? Urban planner Elizabeth Rocha developed a typology called the *Ladder of Empowerment* in which she describes five distinct levels of empowerment ranging from individual to political. In this presentation, I apply this planning concept to international and comparative education by exploring what empowerment looks like at each rung of the ladder with regards to several IGO programs and goals. Although the term empowerment is often used as a popular buzzword, applying each rung of Rocha's ladder to the IGO programs and goals that use this language suggests a new way of interpreting what empowerment means in development for individuals, families, and communities.

Paper #2: How Q'eqchi' Mayas Learn the Limits of Political Change in "Post-Conflict" Guatemala
Presenter: Autumn Knowlton (University of British Columbia)

This paper, which represents part of my doctoral research, considers Q'eqchi' Mayas' conceptions of political participation and political change, both in their community context and the broader Guatemalan context. Initial results of my study point to a number of factors that influence these conceptions, such as the role of the 36 year armed conflict (1960-1996), conflicts over land rights with transnational firms, particularly in agricultural and extractive industries, and other impacts of day-to-day marginalization, especially in relation to the institutions of the state.
This paper is based on an initial analysis of 15 oral history and expert interviews conducted in eastern Guatemala in 2013 with Q'eqchi's with diverse personal, political, and professional experiences.

By soliciting "unofficial" memories of the armed conflict and other experiences of colonialism and marginalization through oral histories, my doctoral research explores both the subjective and structural constraints on Mayas' actual political participation, as well as more abstract conceptions about political change. My study is driven by an emancipatory, decolonizing paradigm in which I intend the research process and findings to contribute to social justice, as a "project of using historical memory to undo the inevitability or the givenness of the present" (Walter Benjamin as cited in Brown, p. 164). By foregrounding Q'eqchi's' ideas about political participation and change I hope to challenge the dominant "common sense" ideology that limits local and national political conversations to a narrow range of possibilities, principally in the electoral arena.

My paper is significant to the theme "Imagining Global Social Justice" because it reflects on injustices in Guatemala resulting from widespread human rights abuses and genocide during the armed conflict, which are compounded by the ongoing gross neglect of the state in indigenous communities, as well as the government's active support for the surge of transnational capital into indigenous communities.

Brown, W. (2001). Specters and angels: Benjamin and Derrida. In Politics out of history (pp. 138-173). Princeton, NJ: Princeton University Press.

Paper #3: Educating for Success
Presenter: Domale Dube Keys (University of California, Los Angeles)

One of the main reasons why education reform appears to lack progress is the absence of agreement about the purpose for education. There are various schools of thought in the discussion concerning the appropriate purpose of education. This paper presents a theoretical and practical argument as to what the purpose of education should be. Supported by scholarly work in conjunction with personal experience, the essay claims that K-12 education must provide its students with soft and hard skills to a world-class standard in an increasingly global generation. This theoretical discussion is followed by a fictitious description of an ideal secondary school that exemplifies the proposed purpose for education including details concerning the school's daily activities as well as student body make-up and school culture. The essay asserts that an initial clearness about the school's role in society is essential for productive discussions on topics of school evaluations, student assessments and teacher education.

Paper #4: "It's My Job": Teachers as Political Actors in Oaxaca, Mexico
Presenter: Christian A. Brancho (New York University)

Teachers in Oaxaca, Mexico became internationally known in 2006, when they led a six-month rebellion against the state and federal government. The insurrection came to a bloody end when federal police forces entered Oaxaca, making teachers targets of political violence. Presently, the teachers from Oaxaca, Mexico continue to occupy the Mexican capital to resist educational reforms signed by President Enrique Pena Nieto, despite the violence they have faced.

This study draws on extensive ethnographic data culled between 2009-2013, examining the roles teachers play in Oaxaca and Mexico. I argue that teachers in Oaxaca explicitly learn to be political actors, performing a politics of resistance that challenges the legitimacy of the Mexican State, rejects neoliberal reforms, and makes activism the teacher's job description. Teachers learn to perform these roles early on in their preservice experiences as normalistas required to participate in student movements.

Using theories of social and cultural performance (Turner, 1975; Taylor, 2003; Eyerman, Alexander, Giesen, and Mast, 2006; Goffman, 1959) teacher professionalism (Ginsburg and Megahed, 2009), and education reform (Berman, 2007), this study contributes to larger analyses of teaching as performance (Prendergast, 2008), the relationship between teachers and the nation-state, and the role of teacher unions in modern societies.