

# **IVETA SILOVA, Ph.D.**

**Professor and Associate Dean of Global Engagement  
Mary Lou Fulton Teachers College**

**Senior Global Futures Scientist, Julie Wrigley Global Futures Laboratory**

**Arizona State University**  
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## **SUMMARY OF ACADEMIC/RESEARCH INTERESTS**

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- Climate change, sustainability, and education
- Globalization and knowledge transfer in education; Globalization, international development, and the role of governmental and non-governmental organizations in education reform
- Public policy efforts addressing social inequalities, including gender equity trends, cultural and ethnolinguistic issues, and privatization trends in public education (e.g., shadow education)
- Education transformation in Eastern and Central Europe and the former Soviet Union, including historical dimensions, political processes, as well as knowledge production and transfer
- Intersections of postsocialism & postcolonialism; decoloniality of knowledge production and being
- Social construction of childhoods and cultural politics of childhoods
- Collective biography, memory work, life-writing

## **EDUCATION**

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**COLUMBIA UNIVERSITY, GRADUATE SCHOOL OF ARTS AND SCIENCES, NY, NY**  
**Ph.D. with distinction, Comparative Education and History/Political Science, 2002**  
**Emphases:** Political Science, Sociology, and History

**M. Phil., International and Comparative Education, 2000**  
**Emphasis:** Comparative Education and Policy

**COLUMBIA UNIVERSITY, TEACHERS COLLEGE, NY, NY**  
**M.Ed., International and Comparative Education, 1997**  
**Emphasis:** International Education Development

**M.A., Education Administration and Leadership, 1996**  
**Emphasis:** Higher Education Administration and International Education Development

**UNIVERSITY OF LATVIA, Riga, Latvia**  
**B.A., Linguistics, 1994**  
**Emphases:** English & German Languages and Literature; Foundations of Education

## **AREA STUDIES**

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**THE HARRIMAN INSTITUTE**

**School of International and Public Affairs, Columbia University**  
Certificate in the advanced interdisciplinary study of the Russian Empire, 1999-2002

**ACADEMIC/RESEARCH EXPERIENCE**

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**ARIZONA STATE UNIVERSITY, Tempe, AZ**

**Mary Lou Fulton Teachers College, Professor (MLFTC)**  
**Office of Global Engagement, Associate Dean** (August 2021-present)  
**Senior Global Futures Scientist, Julie Wrigley Global Futures Laboratory** (2016-present)  
**Center for the Advanced Studies in Global Education, Director** (January 2016–July 2021)

**LEHIGH UNIVERSITY, COLLEGE OF EDUCATION, Bethlehem, PA**

**Comparative and International Education (CIE)**  
**Professor and Program Director**, June 2015-January 2016  
**Associate Professor and Program Director**, June 2011-June 2015  
**Assistant Professor**, September 2007-June 2011

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY**

**Department of International and Transcultural Studies, Adjunct Professor**, fall 2005  
Co-taught a graduate level distance learning course on international education policy (with Professor Gita Steiner-Khamsi), which enrolled Teachers College students and education professionals/policy-makers from the countries of the former socialist bloc, Haiti, and Malawi. The course consists of on-line classes and several face-to-face meetings.

**KIMEP (Kazakhstan Institute of Management, Economics, and Strategic Research), Kazakhstan**  
**Political Science and Public Administration Department, Assistant Professor**, 2003-2004

Taught undergraduate and graduate level courses in the area of political science/public administration, including public policy and public administration (with a focus on education policy) in countries undergoing democratic transformation; also taught program evaluation and other courses.

**UNIVERSITY OF LATVIA, Riga, Latvia**

**Institute of Education and Psychology, Lecturer**, January 1998–May 1999  
Co-taught courses on the historical, philosophical, sociological, and cultural foundations of education and teaching/learning methodology for pre-service teacher education students from different disciplines.

**PROFESSIONAL EXPERIENCE**

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Over 20 years of experience in international development, serving as senior education advisor, evaluation consultant, and researcher for Open Society Foundations New York and Budapest offices (2002-2007), Organization for Security and Cooperation in Europe (2004), UNICEF New York and Central Asian office (1997-2004), UNESCO (2007-2009), and World Bank (periodically since 2002). Have extensive experience in the countries of East/Central Europe and the former Soviet Union, including overseeing implementation of a USAID funded basic education project in Central Asian region - Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan (US\$12 million). Coordinated

activities with project implementation partners, including AED, SCUK, SCUS, and Abt Associates. Acted as a liaison with international donors and the Ministries of Education in Central Asia.

## **PROFESSIONAL SERVICE**

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### **Comparative and International Education Society (CIES)**

- CIES President (2020), President Elect (2019), Vice President (2018)
- CIES Finance and Investment Committee (2018-2019)
- CIES Governance Committee (2018-2019)
- CIES Honorary Fellows Selection Committee (2018-2019)
- CIES Publications Committee, Chair (2017-2018)
- CIES Board of Directors, Elected Board Member (2014-2017)
- CIES Standing Committee on Knowledge Mobilization, New Media, and Member Communications, Chair (2014/2015 and 2015/2016)

### **Editorial Leadership**

- **Co-editor** (with Noah W. Sobe), [European Education: Issues and Studies](#), a quarterly, peer-reviewed journal published by Taylor & Francis. The journal is affiliated with the Comparative Education Society of Europe (CESE) and features original inquiries and dialogue on education across the member states of the Council of Europe as well as the impact of European education initiatives globally. (2006-2022)
- **Associate Editor**, [Education Policy Analysis Archives](#), a peer-reviewed, open-access, international, multilingual, and multidisciplinary journal designed for researchers, practitioners, policy makers, and development analysts concerned with education policies. (2016-present)
- **Founding Editor and Co-Editor-in-Chief** (2000–2001) and **Editorial Board Member** (fall 1998-2002) of [Current Issues in Comparative Education](#) (CICE), an open access journal managed by graduate students at Teachers College, Columbia University.

### **Journal Editorial Board Member**

- [International Studies in Sociology of Education](#)
- [Research in Comparative and International Education](#)
- [Intercultural Education](#)
- [Journal of Supranational Studies in Education](#)
- [ECNU Review of Education](#)

## **PROFESSIONAL, ACADEMIC & ARTISTIC COMMUNITIES**

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Turn it Around! Youth Visions of Education Futures [www.turnitaroundcards.org](http://www.turnitaroundcards.org)  
Decolonial and De-Cold War Perspectives on Childhood, <https://coldwarchildhoods.org>  
Calling Educators to Action on Climate Crisis, <https://educators-for-climate-action.com>  
Common Worlds Research Collective, <https://commonworlds.net>

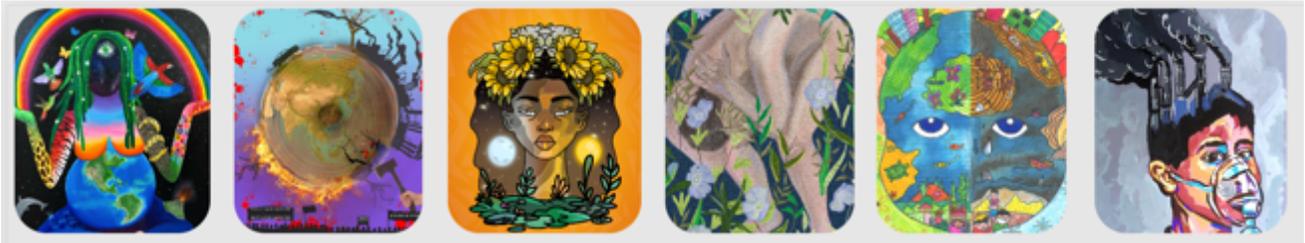
Comparative and International Education Society, <https://www.cies.us/default.aspx>

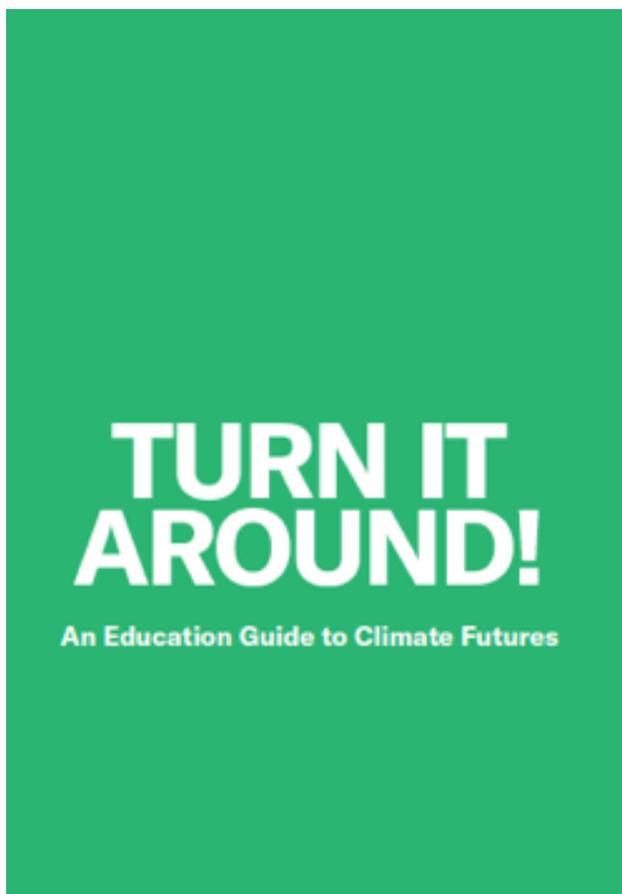
## **SOCIALLY ENGAGED ART INITIATIVES**

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**Turn it Around! Flashcards for Education Futures** is a learning tool for adults, made by youth, to re-imagine our approach to education, and our relationship with nature and the living world during this time of climate crisis. Usually, flashcards are designed by educators for students and children. This deck of flashcards is designed by youth for education policymakers, politicians, and teachers to challenge them to think, see, and act in new ways. By flipping who teaches who, this project is a reminder that everyone — and everything — must change.

- Ongoing art submissions at [www.turnitaroundcards.org](http://www.turnitaroundcards.org)
- Art Exhibition at the UN Transforming Education Summit (June 2022 at UNESCO, Paris)
- [Policy Report](#) setting in motion in a series of intergenerational, decolonial, methodological, and pedagogical ‘turns’ to transform education and culture for more sustainable futures.





Artwork by Ishita Maurya, 17, Uttar Pradesh, India



## AWARDS

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**ARIZONA STATE UNIVERSITY Mary Lou Fulton Teachers College Award for Excellence in Research for Global Impact, 2020**

**LEHIGH UNIVERSITY PERRY A. ZIRKEL AWARD FOR DISTINGUISHED TEACHING IN EDUCATION, 2015**

Recognizes a current, full-time faculty member who has a national or international reputation as a respected scholar, is respected by students and colleagues for rigor in teaching.

**COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY, GEORGE BEREDAY AWARD, 2013**

Recognized the best article published in *Comparative Education Review* "Between Faith and Science: World Culture Theory and Comparative Education" (with Carney and Rappleye)

**UNITED NATIONS BEST PRACTICES AWARD, 2013**

The Best Practice Awards are given to educators who find success in teaching about the UN and inspiring students to act on the issues of global concern. Presented by CTAUN, a non-profit devoted to providing opportunities for educators to learn, understand and appreciate the work of the U.N., and incorporate global awareness into curricula and education activities at all levels.

**LEHIGH UNIVERSITY, MARTIN LUTHER KING FACULTY AWARD FOR DEDICATION AND COMMITMENT TO SERVICE, 2010**

The award recognizes recipients whose abilities and achievements uphold and exemplify the teachings and ideals of Dr. Martin Luther King Jr., including demonstrating Dr. King's ideals and principles, promoting social justice, increasing awareness and reducing prejudice, commitment to scholarship and education that promote principles of social justice.

**BEST BOOK AWARD FROM THE ASSOCIATION FOR THE ADVANCEMENT OF BALTIC STUDIES (AABS)** for *From Sites of Occupation to Symbols of Multicultural: Re-conceptualizing Minority Education in Post-Soviet Latvia* (Information Age Publishing, 2006), an award for an outstanding English-language scholarly book in Baltic Studies (humanities and social sciences) published in 2006 or 2007.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY, The Outstanding Teacher Award**, received for co-teaching the on-line course, International Education Policy (with Gita Steiner-Khamsi), and awarded to professors with the highest student evaluations at Teachers College (top ten percentile).

**KENNAN INSTITUTE SHORT-TERM RESEARCH GRANTEE**, a residential fellowship at the Kennan Institute, Woodrow Wilson International Center, supported by the Russian, Eurasian, and East European Research and Training Program of the U.S. Department of State (Title VIII) and the Kennan Institute endowment (October-November, 2001)

**HARRIMAN INSTITUTE JUNIOR SCHOLAR**, School of International and Public Affairs, Columbia University (2000-2001)

**EDMUND S. MUSKIE FELLOW** (1995-1997). Funded by the United States Information Agency (USIA) and administered by ACTR/ACCEL

## **PUBLICATIONS**

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### **Books/Monographs**

Leight, R., Silova, I., Aktas, F. (2016). *A history of education at Lehigh University: 100 years of excellence*. Bethlehem, PA: Lehigh University, College of Education.

Silova, I. (2006). *From sites of occupation to symbols of multiculturalism: Re-conceptualizing minority education in post-Soviet Latvia*. Greenwich, CT: Information Age Publishing.

Magno, C., Silova, I., Wright, S., Demeny, E. (2003). *Open minds: Opportunities for gender equity in education*. New York, NY: Open Society Institute.

Silova, I. (2002). *The right to quality education: Creating child-friendly schools in Central Asia*. Almaty, Kazakhstan: UNICEF CARK.

### **Edited Books/ Special Journal Issues**

- Silova, I., Rappleye, J., & You, Y. (Eds.). (2020). Beyond the Western horizon in educational research: Toward a deeper dialogue about our interdependent futures. *ECNU Review of Education*, 3(1) [open access special issue available [here](#)]
- Silova, I. & Niyozov, S. (Eds.). (2020). *Globalization on the margins: Education and postsocialist transformations in Central Asia* [2<sup>nd</sup> edition]. Charlotte, NC: Information Age Publishing.
- Chankseliani, M. & Silova, I. (Eds.). (2018). *Comparing post-socialist transformations: Purposes, Policies, and Practices in Education*. Oxford, UK: Symposium (Oxford Studies in Comparative Education).
- Silova, I., Piattoeva, N., Millei, Z. (Eds.). (2018). *Childhood and schooling in (post)socialist societies: Memories of everyday life*. New York: Palgrave Macmillan.
- Silova, I., Sobe, N. W., Korzh, A., Kovalchuk, S. (Eds.). (2017). *Reimagining utopias: Theory and method for educational research in post-socialist contexts*. Rotterdam: Sense Publishers.
- Silova, I., Aydarova, E., Millei, Z., & Piattoeva, N. (Eds.). (2016). Revising pasts, reimagining futures: Memories of (post)socialist childhood and schooling. *European Education*, 48(3), 159-240.
- Silova, I. & Rappleye, J. (Eds.). (2015). Beyond the world culture debate in comparative education: Critiques, alternatives, and a noisy conversation [special issue]. *Globalization, Education, and Societies*, 15(1).
- Lapham, K., Pop, D., & Silova, I. (2014). (Re)examining privatization and public education in Eastern Europe and Eurasia [special issue]. *European Education*, 46(2), 1–100.
- Silova, I., Lapham, K., Pop, D., & Froumin, I. (2014). (Re)examining privatization in higher education in Eastern Europe and Eurasia [special issue]. *European Education*, 46(3), 1-100.
- Hobson, D. & Silova, I. (Eds.). (2014). *Globalizing minds: Rhetoric and realities in international schools*. Charlotte, NC: Information Age Publishing.
- Silova, I. (Ed.). (2011). *Globalization on the margins: Education and post-socialist transformations in Central Asia*. Charlotte, NC: Information Age Publishing.
- Silova, I. (Ed.). (2010). *Post-socialism is not dead: (Re)reading the global in comparative education*. Bingley, UK: Emerald Publishing.
- Silova, I. (Ed.). (2009). *Private supplementary tutoring in Central Asia: New opportunities and burdens*. Paris, France: UNESCO Institute of International Educational Planning (IIEP).
- Silova, I. & Steiner-Khamsi, G. (Eds.) (2008). *How NGOs react: Globalization and education reform in the Caucasus, Central Asia, and Mongolia*. Bloomfield, CT: Kumarian Press.

Silova, I., Budiene, V., & Bray, M. (Eds.). (2006). *Education in a hidden marketplace: Monitoring of private tutoring*. Budapest, Hungary: Education Support Program of the Open Society Institute.

Silova, I. & Grigule, L. (Eds.) (1998). *Mācīsimies sadarbojoties [Learning cooperatively]*. Rīga, Latvia: Mācību grāmata.

### Articles in Referred Journals

ZIN, M.,<sup>1</sup> & Gannon, S. (2022). Scenes from a collective biography of Cold War childhoods: A decolonial ehnodrama. *Cultural Studies ↔ Critical Methodologies*, 22(3), 235–244.

Komatsu, H., Fu, S.-P., Lin, M.-H., Hsieh, Y.-H., Rappleye, J., & Silova, I. (2022). [Measuring the Transformation of University Students' Self-Construal for Greater Environmental Sustainability](#). *SAGE Open*. [open access]

Rappleye, J., Komatsu, H., & Silova, I. (2021). The best vaccine: Nature, culture, and covid-19 [open access]. *NORRAG Special issue 'States of Emergency: Education in a Time of COVID-19'*, 6, 120-123.

Silova, I. (2021). [Facing the Anthropocene: Comparative Education as Sympoiesis](#) [open access]. *Comparative Education Review*, 65(4), 587-616.

Komatsu, H., Rappleye, J., & Silova, I. (2021). [Student-Centered Learning and Sustainability: Solution or Problem?](#) [open access]. *Comparative Education Review*, 65(1), -6-33.

Duong, B.-H. & Silova, I. (2021). Portraits of teachers in neoliberal times: projections and reflections generated by shadow education research. *Globalisation, Societies and Education*, 19(5), 696-710.

Goebel, J., Manion, C., Millei, Z., Read, R., & Silova, I. (2020). Academic conferencing in the age of COVID-19 and climate crisis: The case of the Comparative and International Education Society (CIES). *International Review of Education*, 66, 797–816.

Silova, I. & Auld, E. (2020). Acrobats, phantoms, and fools: Animating comparative education cartographies. *Comparative Education*, 56(1), 20-38.

Silova, I. (2019). Toward a wonderland of comparative education. *Comparative Education*, 55(4), 444–472.

Komatsu, H., Rappleye, J., Silova, I. (2019). Culture and the independent self: A possible obstacle to environmental sustainability. *Anthropocene*, 26, 1-13.

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<sup>1</sup> Mnemo ZIN is a composite name for Zsuzsa Millei, Iveta Silova and Nelli Piattoeva

- Silova, I. (2019). Lessons in everyday nationhood: Childhood memories of ‘breaching’ the nation. *Children’s Geographies*, 19(5), 539-551.
- Millei, Z., Silova, I., Gannon, S. (2019). [Thinking through memories of childhood in \(post\)socialist spaces: Ordinary lives in extraordinary times](#) [open access]. *Children’s Geographies*.
- Fischman, G. E., Topper, A. M., Silova, I., Goebel, J., & Holloway, J. (2019). Examining the influence of international large-scale assessments on national education policies. *Journal of Education Policy*, 34(4), 470-499.
- Silova, I. & Palandjian, G. (2018). *Soviet empire, childhood, and education*. *Revista Española de Educación Comparada*, 31, 147-171.
- Silova, I. (2018). Searching for the soul: Athena’s owl in the comparative education cosmos. *European Education*, 50(2), 223-227.
- Silova, I., Millei, Z., Piattoeva, N. (2017). Interrupting the coloniality of knowledge production in comparative education: Postsocialist and postcolonial dialogues after the Cold War. *Comparative Education Review*, 61(S1), S74-S102.
- Aktas, F., Pitts, K., Richards, J. C., & Silova, I. (2017). Institutionalizing global citizenship: A critical analysis of higher education programs and curricula. *Journal of Studies in International Education*, 21(1), 65-80.
- Knettel, B. A., Slifko, S. E., Inman, A. G., & Silova, I. (2017). Training community health workers: An evaluation of effectiveness, sustainable continuity, and cultural humility in an educational program in rural Haiti. *International Journal of Health Promotion and Education*, 177-188.
- Aydarova, E., Millei, Z., Piattoeva, N. & Silova, I. (2016). Revisiting pasts, reimagining futures: Memories of (post)socialist childhood and schooling. *European Education*, 48(3), 159-169.
- Silova & Rappleye, J. (2015). Beyond the world culture debate in comparative education: Critiques, alternatives and a noisy conversation. *Globalization, Societies, and Education*, 15(1), 1-7.
- Silova, I. & Brehm, W. C. (2015). From myths to models: (Re)production of world culture in comparative education. *Globalization, Societies, and Education*, 15(1), 8-33.
- Silova, I., Brezheniuk, V., Kudasova, M., Mun, O., Artemev, N. (2014). Youth protests against privatization reforms in post-Soviet education. *European Education*, 46(3), 75-99.
- Silova, I., Mead Yaqub, M.A., Mun, O., & Palandjian, G. (2014). Pedagogies of space: (Re)imagining nation and childhood in post-Soviet states. *Global Studies of Childhood*, 4(3), 195-209.
- Brehm, W. C. & Silova, I. (2014). Hidden privatization of public education in Cambodia: Equity implications of private tutoring. *Journal for Educational Research Online*, 6(1), 94-116.
- Mead, M. A. & Silova, I. (2013). Literacies of (post)socialist childhood: Alternative readings of

socialist upbringings and neoliberal regimes. *Globalization, Societies, Education*, 11(2), 194–222.

Carney, S., & Rappleye, J., Silova, I. (2013). Entre la fe y la ciencia: La teoría de la cultura mundial y la educación comparada. *Profesorado: Revista de Currículum y Formación del Profesorado*, 17(2), 243-267. [Spanish translation of “Between faith and science”]

Carney, S., & Rappleye, J., Silova, I. (2012). Between faith and science: World culture theory and comparative education. *Comparative Education Review*, 56(3), 366-393.

Brehm, W. C. & Silova, I. (2011). The ignorant donor: A radical reimagination of international aid, development, and education. *Current Issues in Comparative Education*, 13(1), 29-36.

Webster, C., Silova, I., Moyer, A. & McAllister, S. (2011). Leading in the age of post-socialist education transformations: Examining sustainability of teacher education reform in Latvia. *Journal of Educational Change*, 12(3), 347-370.

Silova, I. & Brehm, W. C. (2010). An American construction of European education space. *European Educational Research Journal*, 9(4), 457-470.

Silova, I. & Brehm, W. C. (2010). For the love of knowledge: William W. Brickman and his comparative education. *European Education: Issues and Studies*, 42(2), 17-36.

Silova, I. (2010). Private tutoring in Eastern Europe and Central Asia: Policy choices and implications. *Compare: A Journal of Comparative and International Education*, 40(3), 327-344.

Silova, I., Moyer, A., Webster, C. & McAllister, S. (2010). Re-conceptualizing professional development of teacher educators in post-Soviet Latvia. *Professional Development in Education*, 31(1-2), 357-371.

Silova, I. (2009). The crisis of the post-Soviet teaching profession in the Caucasus and Central Asia. *Research in Comparative and International Education*, 4(4), 367-384.

Silova, I. & Abdushukurova, T. (2009). Global norms and local politics: Uses and abuses of gender quotas in Tajikistan. *Globalization, Societies, and Education*, 7(3), 357-376.

Silova, I. & Brehm, W. (2009). Education and geopolitics in a changing Europe: Forty years of scholarship in *European Education*. *European Education: Issues and Studies*, 41(2), 7-30.

Silova, I. (2009). The changing frontiers of comparative education: A forty-year retrospective on *European Education*. *European Education: Issues and Studies*, 41(1), 17-31.

Silova, I. (2008). Contested alliances: International NGOs and authoritarian governments in the era of globalization. *Current Issues in Comparative Education*, 10(1/2), 26-31.

Magno, C. & Silova, I. (2007). Teaching in transition: Examining school-based gender inequities in Central/Southeastern Europe and the former Soviet Union. *International Journal of Educational Development*, 27(6), 647-660.

Silova, I., Johnson, M. & Heyneman, S. (2007). Education and the Crisis of Social Cohesion in

Azerbaijan and Central Asia. *Comparative Education Review*, 51(2), 159-180.

Silova, I. (2005). Traveling policies: Hijacked in Central Asia. *European Educational Research Journal*, 4(1), 50-59.

Silova, I. & Magno, C. (2004). Gender equity unmasked: Revisiting democracy, gender, and education in post-socialist Central/Southeastern Europe and the Former Soviet Union. *Comparative Education Review*, 48(4), 417-442.

Silova, I. (2002). Bilingual education theater: Behind the scenes of Latvian minority education reform. *Intercultural Education*, 13(4), 463-476.

Silova, I. (2002). Manipulated consensus: Globalization, local agency, and cultural legacies in post-Soviet education reform. *European Educational Research Journal*, 1(2), 306-327.

Silova, I. & McGurty, N. (2000). Ethnic integration and cross-culturalism in an academic setting: The case of the Stockholm School of Economics in Riga. *Intercultural Education* 2(1), 79-93.

Silova, I. (1996). De-Sovietization of Latvian textbooks made visible. *European Journal of Intercultural Studies*, 7(2), 35-46.

## Book Chapters

Mnemo ZIN<sup>2</sup> & Tion, L. (2022). Researching social upheavals and Politics through memory stories of childhood. In Dreke, C. & Hungerland, B. (Eds.), *Children and Childhood in Social Upheaval* (pp. 58-74). Weinheim Basel: Beltz Juventa.

Millei, Z., Jeffs, N., Odak, P., Silova, I., Vargane-Nagy, A. & Kulahmetova, A. (2021). Childhoods and politics in (post)socialist societies. In Nicola J. Yelland, Lacey Peters, Nikki Fairchild, Marek Tesar, Michelle S. Pérez (Eds.), *The SAGE Global Childhoods Handbook* (pp. 44-55). Los Angeles, CA: Sage Publications.

Silova, I., Millei, Z., Chachkhiani, K.,\* Palandjian, G.,\* Vitrukh, M.\* (2020). Post-socialist transformations in comparative international education: Monuments, movements, and metamorphoses. In T. Jules, R. Shields, & M. Thomas (Eds.), *Handbook of Theory in Comparative and International Education* (pp. 147-166). London, UK: Bloomsbury Academic.

Silova, I., Rappleye, J., & Auld, E. (2020). [Beyond the Western horizon: Rethinking education, values, and policy transfer \[open access\]](#). In Fan, G. & Popkewitz, P.S. (Eds.), *The International Handbook of Education Policy Studies* (pp. 3-30). Dodrecht: Springer.

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<sup>2</sup> Mnemo ZIN is a composite name for Zsuzsa Millei, Iveta Silova and Nelli Piattoeva.

- Komatsu, H., Rappleye, J., & Silova, I. (2020). Will achieving SDG4 promote environmental sustainability? Critical Reflections Looking Towards 2030. In A. Wulff (Ed.) *Grading Goal Four: Tensions, Threats and Opportunities in the Sustainable Development Goal on Quality Education*. Sense Publishers/Brill.
- Silova, I., & Niyozov, S. (2020). Education and post-socialist transformations in Central Asia: Exploring margins and marginalizes. In *Globalization on the Margins: Education and post-socialist transformations in Central Asia* (pp. 3–14). Information Age Publishing.
- Niyozov, S., Tahir, I., & Silova, I. (2020). Moving Central Asia from the Soviet margins to the global center: Educational implications and conclusions. In I. Silova & S. Niyozov (Eds.), *Globalization on the margins: Education and post-socialist transformations in Central Asia* (pp. 527–554). Information Age Publishing.
- Brehm, W. & Silova, I. (2019). Five generations of NGOs in education: From humanitarianism to global capitalism. In T. Davies (Ed.), *The Routledge Handbook of NGOs and International Relations* (pp. 283-296). New York, NY: Routledge.
- Chankseliani, M. & Silova, I. (2018). Reconfiguring education purposes, policies, and practices during post-socialist transformations: Setting the stage. In M. Chankseliani & I. Silova (Eds.), *Comparing post-socialist transformations: Education in Eastern Europe and Former Soviet Union*. Oxford, UK: Symposium (Oxford Studies in Comparative Education).
- Palandjian, G. Silova, I., Mun, O., & Zholdoshalieva, R. (2018). Nation and gender in post-socialist education transformations: Comparing early literacy textbooks in Armenia, Kazakhstan, Kyrgyzstan, and Latvia. In M. Chankseliani & I. Silova (Eds.), *Comparing post-socialist transformations: Education in Eastern Europe and Former Soviet Union*. Oxford, UK: Symposium (Oxford Studies in Comparative Education).
- Silova, I. (2018). Comparing post-socialist transformations: Dead ends, new pathways, and unexpected openings. In M. Chankseliani & I. Silova (Eds.), *Comparing post-socialist transformations: Education in Eastern Europe and Former Soviet Union*. Oxford, UK: Symposium (Oxford Studies in Comparative Education).
- Silova, I. (2018). The futures of postsocialist childhoods: (Re)imagining the Latvian child, nation, and nature. In John F. Bailyn, D. Jelača, & D. Lugarić (Eds.), *The future(s) of post-socialism*. The Stony Brook University Press.
- Piattoeva, N., Silova, I. & Millei, Z. (2018). Remembering childhoods, rewriting (post)socialist lives. In I. Silova, N. Piattoeva, & Z. Millei (Eds.), *Childhood and schooling in (post)socialist societies: Memories of everyday life* (pp. 1-18). New York: Palgrave Macmillan.
- Millei, Z., Piattoeva, N., Silova, I., & Aydarova, E. (2018). Hairbows and uniforms: Entangled politics in children's everyday lives. In I. Silova, N. Piattoeva, & Z. Millei (Eds.), *Childhood and schooling in (post)socialist societies: Memories of everyday life* (pp. 145-162). New York: Palgrave Macmillan.

In Finnish: Millei, Z., Piattoeva, N., Silova, I., & Aydarova, E. (2019). [Hiusrusettien politiikkaa lasten arkielämässä](#). [open access]. *IDÄNTUTKIMUS*, 26(4), 75-88.

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## **PODCASTS (recent)**

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[Turn it Around! Flashcards for Education Futures](#), Iveta Silova, Adriene Jenik, Belen Sanchez, & Saiarchana Darira with guest host Sean Leahy on *Learning Futures* podcast (2021)

[Childhood and Schooling in Socialist Societies](#), Iveta Silova & Nelli Piattoeva on FreshEd podcast (2019)

[Education Beyond the Human](#) Weili Zhao, Stephen Carney & Iveta Silova on FreshEd podcast (2019)

[What's the Role of Education in Times of Climate Crisis?](#) FreshEd podcast (2019)

## **RESEARCH & DEVELOPMENT FUNDING**

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### **Research/Development Grants**

#### *Turn it Around! Youth Visions of Climate Futures*

Co-Principle Investigators: Iveta Silova & Adriene Jenik (2020-present)

Turn It Around! initiative engages students, youth, artists, and activists to reimagine the role of education in shaping more sustainable and ecologically just futures, expressed in artistic ways. The project is produced by the Artists' Literacies Institute and artist and Creative Producer Adriene Jenik, in partnership with researchers Iveta Silova and Ann Nielsen from Arizona State University, and with the support of Open Society Foundations, ASU Julie Wrigley Global Futures Laboratory, and UNESCO's Futures of Education initiative. Learn more [here](#). (US\$300,000)

#### *Youth /Mastercard Foundation e-Learning Program*

Co-Principle Investigators: Minu Ipe, Bethany Weigele, Dawn Straw, & Iveta Silova (2021-present)

In partnership with USIS-Africa, Arizona State University has joined the Mastercard Foundation (MCF) to support learning institutions in the MCF Global Scholars Program network to develop

capabilities and resilience to deliver high-quality and inclusive e-learning and related supports so as to enable all students, including those who face additional barriers, to successfully pursue their studies from anywhere. The project works with participating institutions to co-design activities aimed at building capacity to accelerate, adopt, and sustain e-learning. The initiative seeks to change policy, develop practices, and build resources that create favorable conditions for scalable, sustainable online education. Explore more [here](#) (\$3,523,203.00)

*Environmental and Decolonial Alternatives for Engaged and Dialogical Academic Work: Recollect / Reconnect for Carbonless Futures*

Co-Principal Investigators: Nelli Piattoeva, Zsuzsa Millei & Iveta Silova, funded by KONE Foundation (2021)

Recollect / Reconnect is a research and artistic endeavor seeking to create connections across geopolitical and epistemic divides and challenge hierarchies of academic knowledge production. Our initiative strives to build ethical relations through public dialogue to remind us about our shared humanity and responsibility for carbonless presents and futures. Decentered Satellite Conferencing is an urgent and crucial element of our work to achieve these aims and further maximize research participation and dissemination impact. (EUR109,124)

*Building Leadership for Change Through School Immersion*

Co-Principle Investigators: Iveta Silova & Ann Nielsen, funded by the Kingdom of Saudi Arabia Ministry of Education (2019, 2020)

The project aims to strengthen the values, skills, knowledge and attitudes of teachers, counselors and principals through university-led structured immersion in high-performing, English-speaking K–12 school systems. (\$3,005,595.00 in 2019 \$2,891,420.00 in 2020)

*Innovations in Global Learning Metrics: Focused Debate between Users, Producers, and Researchers*

Co-Investigators: Gustavo Fischman and Iveta Silova, Arizona State University, Pasi Sahlberg, University of New South Wales, funded by the Spencer Foundation (2017-2018)

This symposium will convene an international group of scholars, policymakers, and test developers working with/on international large-scale student achievement studies (ILSA) and global learning metrics (GLMs): (1) to advance a policy dialogue about a more effective and meaningful use of ILSAs/GLMs for policy-making at both national and international levels; (2) to explore possibilities for linking education ILSAs/GLMs to other relevant influential social global metrics (health, economic, demographic) and indexes (Gini Index, Entrepreneurship index, happiness measures, etc.); and (3) to identify computing and display technologies for data visualization, modeling, and simulation to assist in the processes of evidence-informed decision making related to ILSAs/GLMs. (US\$50,000)

*Symposium on Global Learning Metrics*, funded by the Open Society Foundation (2016/2017)

Principle Investigator: Iveta Silova, Arizona State University

The grant supports the organization of the Symposium on Global Learning Metrics (GLMs), which brought together policymakers, academics, and practitioners to discuss the feasibility and desirability of GLMs in a focused debate format. For more information see [here](#). (US\$24,000)

*Educational Merit on a Global Stage: The History and Conceptualization of Merit and Educational Meritocracy in China, Italy, Russia and the United States*, funded by the Spencer Foundation (2015-2017)

Principle Investigator: Noah W. Sobe, Loyola University Chicago, with Giovanna Barzanò (University of Rome III), Iveta Silova (Arizona State University) and Jinting Wu (University of Buffalo)

The grant will support an international, comparative research project that historically documents the ways that educational merit has been conceptualized in China, Italy, Russia, and the United States. The project represents a re-thinking of the connection between globalization and education by pluralizing the local, thus accounting for the active role schools play in globalization processes. The research project also aims to garner a more nuanced understanding of the specific, contextual as well as the trans-national forms that educational merit seems to take on today. (\$50,000)

*Privatization and Public Education in Post-Socialist Eurasia*, funded by the Open Society Foundation (2013/2014)

Principle Investigator: Iveta Silova, Lehigh University

The grant supports the development of the special Issue on Privatization and Public Education in the journal “European Education: Issues and Studies.” Funding will be used to support a half-time graduate assistant (GA) to help with the review process, editing, and dissemination of published articles. (US\$15,000)

*The Hidden Privatization of Public Education in Cambodia: Quality and Equity Implications of Private Tutoring* (2011), funded by Open Society Institute

Principle Investigators: Iveta Silova, Lehigh University and William C. Brehm, TLC, Cambodia

This research study examines why, how, and under what circumstances privatization of public education takes the form of private tutoring within school buildings and what implications this hidden privatization has for quality and equity of education provision for Cambodian youth. This research will be based on participatory research approach to examine differences in the quality of education provision in private tutoring sessions compared to public school lessons and the resulting implications to educational equity in post-crisis Cambodian society. (\$24,738)

*Partners in Education: Building a collaborative relationship between Caring for Cambodia and Lehigh University* (2010-2013), funded by Caring for Cambodia/Amelio Foundation

Principle Investigator: Iveta Silova, Lehigh University

The proposal outlines a collaborative partnership between Caring for Cambodia and Lehigh University designed to accomplish three goals: (1) assist CFC in creating a K-12 “child-friendly school” model designed to prepare students to take advantage of job opportunities in the region and become active citizens within their communities; (2) professionalize CFC by creating sustainable structures; and (3) internationalize Lehigh faculty, students, and curricula by creating new, meaningful learning experiences and engaging directly in international education development in Cambodia. The linchpin is the proposed endowed William and Jamie Amelio Endowed Professorship of International Education. Bringing a professor who specializes in the education issues in South East Asia, specifically Cambodia, supervising student research and practicum in the area, and overseeing the partnership will add value to CFC and strengthen the internationalization of Lehigh. (\$375,000)

- *Extended for 2013/2014 for US\$125,000.*
- *Extended for 2014/2015 for US\$125,000.*
- *Extended for 2014/2015 for US\$125,000.*
- *Extended for 2015/2016 for US\$125,000.*

*Dealing with the post-socialist reform package: From Baku to Ulaanbaatar* (2004-2008).

Principal Investigator, with Co-Investigator Gita Steiner-Khamsi. Research grant awarded by the Education Support Program (RE:FINE), Open Society Institute (approximately US\$120,000)

*Monitoring of private tutoring in Central Asia* (2005-2007). Two-year comparative study of private tutoring in the three countries of the former Soviet republics of Central Asia, Kazakhstan, Kyrgyzstan, and Tajikistan. The research study includes quantitative surveys and qualitative data collection. Research subsidized by the Education Support Program of the Open Society Institute.

*Education in a hidden marketplace: Monitoring of private tutoring in the nine countries of the former socialist bloc* (2004-2006). Principal Investigator, with Co-Investigator Mark Bray. Two-year comparative study of private tutoring in the nine countries of the former socialist bloc, including Azerbaijan, Bosnia & Herzegovina, Croatia, Georgia, Lithuania, Mongolia, Poland, Slovakia, and Ukraine. The research study included quantitative surveys and qualitative data collection. Research subsidized by the Education Support Program of the Open Society Institute.

### **Institutional Grants Awarded**

*Globalizing Minds: Rhetoric and Realities in International Schools* (2013/2014). A Lehigh University Faculty Research Grant (FRG) to create an index and marketing plan for the upcoming book to be published with Information Age Publishing (US\$5,000).

*Experiencing the United Nations: Gender and NGOs in Education Policy and Practice* (2011/2012). Building on the Lehigh University/United Nations (LUUN) partnership initiative, the grant provides support for implementing a new course *Experiencing the United Nations: Gender and NGOs in Education Policy and Practice* (CIE405), which will provide a structured practical experience for graduate students and fourth year undergraduate students to learn about the dynamics of NGO/UN relationships in international education development through attending UN-related activities and engaging in field-research (US\$2,500).

*Historical Perspectives on Promoting Equity and Community at Lehigh University: The Role and Contributions of Percy Hughes* (2009/2010). This small grant was used to supplement our ongoing research efforts to document these early efforts of promoting equity and building a stronger community at Lehigh University through the biographical research of Professor Percy Hughes. In particular, the grant was used to interview Percy Hughes' son, Alfred Hughes, and yielded significant information to the data we have already collected at Lehigh archives and interviews with Percy Hughes' daughter, Elizabeth Clark. Funding from Lehigh University's the Council for Equity and Community (US\$1,750).

*In Pursuit of Critical Inquiry: Professor Percy Hughes and His Students at Lehigh University* (2009/2010). This grant will support the completion of an ongoing biographical research on Professor Percy Hughes. Building on the archival research undertaken during the 2008/2009 academic year (as a part of the FRG), this grant advances my previous research on Professor Hughes' contributions to Lehigh University in new and meaningful ways. In particular, it will be used to conduct interviews with some of Professor Hughes' former students. Their stories will bring to life Hughes as a professor, mentor, and advisory, as well as paint a picture of life on

campus in the 1940s, something that does not exist beyond the most recent (1994) book on the history of Lehigh. Lehigh University Faculty Research Grant (US\$2,500).

*Progressive mind: Percy Hughes and the history of education at Lehigh University (2009)*. A faculty research grant used to write a biography of Professor Percy Hughes, a Clara H. Stewardson Professor at Lehigh University from 1907 to 1942. This research aims to document Professor Hughes' contributions to the development of education programs at Lehigh University, his academic and professional relationship with John Dewey, and explore other untapped initiatives representing educational change and progressive thinking on Lehigh's campus in the early 1990s. Lehigh University Faculty Research Grant (US\$2,500).

*Importing ethnic integration: Globalization and minority education reform in post-soviet Georgia (2008)*. A faculty research grant used to prepare a research proposal on the impact of globalization on minority education policies in the Republic of Georgia. Lehigh University Faculty Research Grant (US\$2,500).

## **SCHOLARLY PRESENTATIONS (selected & recent)**

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### **Refereed Presentations at International Conferences**

[\*Facing the Anthropocene: Comparative Education as Symptoiesis\*](#) (March, 2021). Presidential Address at the Comparative and International Education Society (CIES). [virtual].

The Politics and Arts of Future Making in the Anthropocene: Decolonial and Comparative Collective Biography Approach (with Zsuzsa Millei & Nelli Piattoeva, April, 2021). Presented at the virtual Comparative and International Education Society (CIES) [virtual]

Redefining Educational Transfer and Borrowing in the Pluriverse (with Byoung-gyu Gong\* & Jieyu Jiang\*, April 2021). Presented at the virtual Comparative and International Education Society (CIES) [virtual]

[\*Future Tense Fiction\*](#) (2021, February). Discussion of "Speaker" organized by Slate and Arizona State University's Mary Lou Fulton Teachers College (MLFTC), as part of its Learning Futures initiative.

Recognizing ecosocialization in childhood memories (with Raisa Foster, Zsuzsa Millei & Nelli Piattoeva, May 10-12, 2021). Time and Childhood conference in Tampere, Finland [virtual]

Temporalities in Childhood Memories: Examining the Cold War 'Taskscapes' (with Zsuzsa Millei, Nelli Piattoeva, and Camila da Rosa Ribeiro, May 10-12, 2021). Time and Childhood conference in Tampere, Finland [virtual]

Pedagogies of Time: "Editing" the Timelines of Childhood(s) through Memories and Textbooks (with Ketevan Chachkhiani\*, Garine Palandjian\*, and Keti Tsotniashvili\*, May 10-12, 2021). Time and Childhood conference in Tampere, Finland [virtual]

Collective Biography: The Method and Memorywork (with Zsuzsa Millei and Nelli Piattoeva, July 5-9, 2021). Presented at the Memory Studies Conference in Warsaw, Poland [virtual] – 4 hour workshop

Memory Studies and Theatre: Bridging Research and Art (with Zsuzsa Millei, Tamás Ördög, Playwriter, Director and Performer – Dollardaddy's Theatre and Bence Bíró, Group Playwriter and Dramaturg). Presented at the Memory Studies Conference in Warsaw, Poland [virtual]

(Un)Expected Convergencies in the Anthropocene: Remembering What “Was Forever, Until it Was No More” (with Zsuzsa Millei and Nelli Piattoeva, July 5-9, 2021). Presented at the Memory Studies Conference in Warsaw, Poland [virtual]

Recognizing Ecosocialization and Facilitating Transformative World-Making Through Collective Memory Work. (with Zsuzsa Millei and Nelli Piattoeva, July 5-9, 2021). Presented at the Memory Studies Conference in Warsaw, Poland [virtual]

Tentacular Anarchive: Memories of Childhood through Scholarly, Pedagogical, and Artistic Engagements (with Nelli Piattoeva and Zsuzsa Millei, October 20–21, 2021). Presented at the international conference Spinning the Sticky Threads of Childhood Memories: From Cold War to Anthropocene in multiple hubs [virtual]

Reclaiming Multispecies Worlds: Childhood Memories of Common Worlding (with Esther Pretti,\* Jieyu Jiang,\* Ann Nielsen, Keti Tsotniashvili,\* and Dilraba Anayatova,\* October 20–21, 2021). Presented at the international conference Spinning the Sticky Threads of Childhood Memories: From Cold War to Anthropocene in multiple hubs [virtual]

[\*Pathways for Progress in Climate Change Education in the US.\*](#) (September 21, 2020). Presented at the *8th International Conference on Sustainable Development (ICSD)*. (virtual keynote panel).

[\*What has COVID-19 taught us? “Build Back Better” in the Era of Sustainable Development\*](#) (September 16, 2020). Presented at the *CIES Environmental and Sustainability SIG Colloquium*. [virtual]

[\*Common Worlding and Education in the Chthulucene: A moderated a discussion with Africa Taylor and Veronica Pacini-Ketchabaw\*](#) (April 16, 2020). Presented at the virtual Comparative and International Education Society (CIES) conference (keynote plenary).

*Recollect / Reconnect: In search for a decolonial collective biography methodology* (with Zsuzsa Millei & Nelli Piattoeva, March 21, 2020). Presented at the virtual Comparative and International Education Society (CIES) conference.

[\*Academic Conferences during Climate Crisis: Agora on Carbon Free and More Equal Conferencing\*](#) (Zsuzsa Millei & Robyn Read, March 23, 2020). Presented at the virtual Comparative and International Education Society (CIES) conference.

[Beyond the Western Horizon in Educational Research: Towards a deeper Dialogue about our Interdependent Futures](#) (April 21, 2020). Presented at the virtual Comparative and International Education Society (CIES) conference.

*Education 2Q50: World(s) Beyond Human.* (April 14-19, 2019). Presented at the Comparative and International Education Society (CIES) conference in San Francisco, CA.

*Follow the white rabbit? The OECD's Happy Schools, Closed Systems, and the Return to Wonderland* (June 1-5, 2018). Presented at the Comparative Education Society of Europe (CESE) conference in Nicosia, Cyprus.

*Towards a wonderland of comparative education* (March 25-29, 2018). Presented at the Comparative and International Education Society (CIES) conference in Mexico City, Mexico.

*Childhood and schooling in post-socialist societies: Memories of everyday life* (April 13-17, 2018). Presented at the American Education Research Association annual meeting in New York, NY.

*Political subject formation and agency in childhoods under socialism* (April 27 - May 1, 2017). Presented at the American Education Research Association annual meeting in San Antonio, TX.

*Unsettling the coloniality of knowledge production in comparative education after the Cold War: A methodological note on juxta.* (with Nelli Piattoeva and Zsuzsa Millei). (March 6-10, 2017). Organized at the 61<sup>st</sup> Annual Meeting of the Comparative and International Education Society (CIES) in Atlanta, Georgia.

*Interrupting the Coloniality of Knowledge Production in Comparative Education: Post-Socialist and Post-Colonial Dialogues after the Cold War* (with Nelli Piattoeva and Zsuzsa Millei). (March 6-10, 2017). Organized at the 61<sup>st</sup> Annual Meeting of the Comparative and International Education Society (CIES) in Atlanta, Georgia.

*The futures of post-socialist childhood: Re-conceptualizing space, time, and national identities after socialism* (June 1, 2016). Presented at the Comparative Education Society of Europe (CESE) conference in Glasgow, UK.

*Knowledge mobilization in comparative education* (March 6-10, 2016). Presented at the 60<sup>th</sup> Annual Meeting of the Comparative and International Education Society (CIES) in Vancouver, Canada.

*The new challenge of area studies in comparative education: From Sovietology to post-socialism and post-colonialism.* (March 8-13, 2015). Presented at the 59<sup>th</sup> Annual Meeting of the Comparative and International Education Society (CIES) in Washington, DC.

*International service learning and study abroad: Pathways to global citizenship?* (March 8-13, 2015). Presented at the 59<sup>th</sup> Annual Meeting of the Comparative and International Education Society (CIES) in Washington, DC.

*(Re)Imagining childhood: Shaping citizens in and out of the classroom in post-Soviet societies.* (March 8-13, 2015). Presented at the 59<sup>th</sup> Annual Meeting of the Comparative and International Education Society (CIES) in Washington, DC.

*(Re)Imagining education and utopia in post-Socialist contexts: Mobilizing theory, methodology, and political rationalities.* (March 10-15, 2014). Presented at the 58<sup>th</sup> Annual Meeting of the Comparative and International Education Society (CIES) in Toronto, Canada.

*Youth protests against privatization of public education in post-Soviet states* (March 10-15, 2014). Presented at the 58<sup>th</sup> Annual Meeting of the Comparative and International Education Society (CIES) in Toronto, Canada.

*Youth protests and the avante garde in Russia: The Pussy Riot case* (March 10-15, 2014). Presented at the 58<sup>th</sup> Annual Meeting of the Comparative and International Education Society (CIES) in Toronto, Canada.

*The history of "European Education"* (June 10-13, 2014). Presented at the Comparative Education Society of Europe (CESE) conference in Freiburg, Germany.

*The discursive construction of 'the child' in early literacy textbooks: Soviet and Post-Soviet childhoods* (November 26-27, 2013). Presented at the 41st Annual Conference of the Australian and New Zealand Comparative and International Education Society (ANZCIES) at the University of Newcastle, Australia.

*Pedagogies of space: The changing "nature" of childhood after socialism* (November 28, 2013). Presented at the international symposium "The cultural politics of 'childhood' and 'nation': space, mobility and a global world" at the University of Newcastle, Australia.

*Educating for global futures: Reconfigurations of childhood in education policy and practice.* (June 24-28, 2013). Presented at the XV Comparative Education World Congress in Buenos Aires, Argentina.

*Theorizing shadow education: Global capitalism, post-colonialism, and post-socialism* (June 24-28, 2013). Presented at the XV Comparative Education World Congress in Buenos Aires, Argentina.

*Privatization of teacher solidarity in the post-Soviet education space: The effects of private tutoring on teacher professionalism* (March 10-15, 2013). Presented at the 57<sup>th</sup> Annual Meeting of the Comparative and International Education Society (CIES) in New Orleans.

*The shifting boundaries of teacher professionalism: Education privatisation(s) in the post-socialist education space* (September 28-29, 2012). Presented at the conference "Globalization, Regionalization and Privatization in and of Education in Asia" in Kathmandu, Nepal.

*Reading regimes of (post)socialist childhood: Socialist legacies and neoliberal absences in early literacy textbooks* (April 22-27, 2012). Presented at the 56th Annual Meeting of the Comparative and International Education Society (CIES) in Puerto Rico.

*Re-discovering post-socialism in comparative education*. Presented at the 55th Annual Meeting of the Comparative and International Education Society (CIES) in Montreal, Canada.

*From myths to models: De-constructing world culture theory in comparative education* (May 1-5, 2011). Presented at the 55th Annual Meeting of the Comparative and International Education Society (CIES) in Montreal, Canada.

## **STUDENT ADVISEMENT AND MENTORING**

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### **Chaired Dissertations**

*\*Indicates completed dissertations*

- \*Esther Pretti: *Encounters in the Garden: Learning to “Become-with” in Urban Spaces (2022)*
- \*Garine Palandjian: *Rethinking borders and identities in Armenian education for peaceful and sustainable coexistence (2022)*
- \* Byoung-gyu Gong: *Exploring Education Cyborg Space: Bibliographic and Metaphor Analysis of Educational Psychology and Artificial Intelligence Studies*
- \*Janna Goebel: *What Matter(s) in Education Beyond the Human? Learning as Sympoietic Storyworlding (2019)*
- \*Fatih Aktas: *The emergence of creativity as an academic discipline in higher education institutions (2017)*
- \*Anu Sachdev: *World through the Eyes of Children: A Qualitative Study of Preschool Children’s Understanding of the World (2017)*
- \*Kate Lapham: *Redefining the experience of raising a child with disabilities in Tajikistan (2017)*
- Michael Russell: *(Re)defining the discipline of sustainable development: A mixed-methods study of undergraduate programs in the United States, Canada, and Australia*

### **Dissertation Committee Membership**

*\*Indicates completed dissertations*

- \*Katrina Hermetet-Lindsay: *Investigating the impact of disease severity and environmental factors on the cognitive and adaptive functioning in perinatally HIV infected and exposed children and youth [Dr. George DuPaul, Chair]. Lehigh University (2015)*

- \*Brandon A. Knettel: *Developing a comprehensive measure of diverse beliefs about the causes of mental illness: The mental illness attribution questionnaire* [Dr. Arnold Spokane, Chair]. Lehigh University (2015)
- \*Amy Moyer: *Transferring training to practice: Improving primary teaching in Bangladesh* [Dr. Jill Sperandio, Chair]. Lehigh University (2014)
- \*Christine Beresniová: *In/Tolerance: A case study of Lithuanian teacher training initiatives for the promotion of tolerance* [Dr. Bradley Levinson]. Indiana University Bloomington (2014)
- \*Zhang Wei: *Private supplementary tutoring received by students in Chongqing, China: Determinants of demand and policy implications* [Dr. Mark Bray, Chair]. University of Hong Kong (2013)
- \*Peggy Mwanza: *The role of non-governmental organizations in basic education policy reform in Lusaka Province in Zambia* (Dr. Gari Donn, Chair). University of Edinburgh, UK (2013)
- \*Stephen Desroches: *Exploring teacher turnover in American-accredited schools in South America* [Dr. George White, Chair]. Educational Leadership, College of Education, Lehigh University (2013)
- \*Jill Kathryn Reimer: *Local negotiation of globalized education discourses: The case of child-friendly schools in rural Cambodia* [Chair: Dr. Pierre Walter]. University of British Columbia, Canada (2012)
- \*Dale S. Cox: *A longitudinal study of international teacher recruitment* [Roland K. Yoshida, Chair]. Educational Leadership, College of Education, Lehigh University (2012)
- \*Arlette J. Ngoubene-Atioky: *Life experiences and perceptions of adolescent war refugees* [Dr. Arnold Spokane, Chair]. *Counseling Psychology Program*, College of Education, Lehigh University (2012)
- \*Carina Omoeva: *Student-centered instruction and math and science achievement in the post-Soviet state: A mixed methods analysis* [Dr. Gita Steiner-Khamsi, Chair]. Teachers College, Columbia University (2011)
- \*Sonja Sentocnik: *Distributed leadership as a form of work redesign: Exploring its development and implementation in high schools in Slovenia* [Dr. George White, Chair]. Education Leadership Program, College of Education, Lehigh University (2011)

- \*Jamey T. Gallagher: *A writing teacher responds to response: An autoethnography* [Dr. Barry M. Kroll, Chair]. English Department, College of Arts and Sciences, Lehigh University (2011)
- \*Krystyann K. Krywko: *Change in perspective: Policy borrowing and the fate of an early childhood education initiative* [Dr. Gita Steiner-Khamsi, Chair]. Teachers College, Columbia University (2010)
- \*Karen Ann Hendershot: *Transformative learning and global citizen identity development in undergraduates: A case study.* [Dr. Jill Sperandio, Chair]. College of Education, Lehigh University (2009)
- \*Abby Altman: *An examination of mediating and moderating variables in the relationship between Jewish identity, perceived discrimination, and well-being.* [Dr. Arpana Inman]. College of Education, Lehigh University (2008)
- \*Eric M. Johnson: *Out of control? Patterns of teacher corruption in Kyrgyzstan and their implications for the study of street-level corruption control.* [Dr. Gita Steiner-Khamsi, Chair]. Teachers College, Columbia University (2008)

### **Chaired Master's Theses**

- Viktoriia Brezheniuk: *Education and Nation-building Strategies in the USSR, Ukraine and Russia: Constructing Crimean Tatar Identity through Early Literacy Textbooks* (2015)
- Olga Mun: *Re-imagining national identity through early literacy textbooks in Kazakhstan* (2014)
- Marina Kudasova: *The social construction of orphanhood in contemporary Russia: Mass media analysis* (2013)
- Michael Mead: *(Re)Learning Ukrainian: Language myths and cultural corrections in literacy primers of post-Soviet Ukraine* (2012)
- Garine Palandijan: *The ABCs of being Armenian: (Re)turning to the national identity in post-Soviet textbooks* (2012)
- Katie Fardelmann: *Constructing "us": The new roles of an American university in international development discourse* (2012)
- Goma Mabika: *Teaching HIV/AIDS curriculum to primary schoolchildren in the Republic of Congo* (2012)
- Mariam Yaqub: *It just made me feel like I'm not even going to try anymore: Academic hopelessness in youth narratives about dropping out of high school* (2012)

**LANGUAGES**

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Russian, Latvian, English fluent oral and written; German intermediate