Iveta Silova, Director

“The goal of the Center for Advanced Studies in Global Education (CASGE) is to transcend the traditional north-south and research-practice boundaries of education knowledge production. Our team is comprised of staff and affiliated faculty from various geographic and disciplinary backgrounds, highlighting how our intersectional and transnational identities inform our daily work. We believe in the value of participatory research and mutual learning that extends the reach of the knowledge we produce as a global public good.”

Core Values

- **Collaborative**
  CASGE designs and implements research projects in a collaborative manner.

- **Innovative and sustainable**
  CASGE develops innovative and sustainable education solutions.

- **Interdisciplinary**
  CASGE conducts rigorous interdisciplinary research that draws on diverse expertise and a range of research methods.

- **Comparative**
  CASGE expands comparative perspectives and awareness of global education issues among ASU faculty, staff and students.

- **Mutually transformative**
  CASGE engages in mutually transformative partnerships and reciprocal relationships.

Our Mission

The Center for Advanced Studies in Global Education engages with people, institutions and ideas globally to address issues of educational quality and equity. We strive to develop and sustain collaborative networks across geographic cultural and disciplinary boundaries in order to facilitate innovations that improve education.

Our Goals

- **Advancing Research**
  CASGE works to address issues of educational equity and global sustainability challenges by developing collaborative research partnerships on a global level.

- **Internationalizing Curriculum**
  CASGE seeks to promote global and intercultural learning on campus and in our local community through curricular and extra-curricular activities.

- **Equity & Quality**
  CASGE facilitates opportunities for critical inquiry and debate concerning the pedagogies and principles of global engagement, access, and equity in education through public forums.

- **Implementing International Initiatives**
  CASGE creates responsible partnerships, to pursue context- and culture-specific education innovations. To date, CASGE partnerships have served students, teachers, and school leaders globally.
$29.9M Awarded Funding to Date

- **India Support for Teacher Education Program**: $4.3M, 110 Participants
- **International Leaders in Education Program**: $725K, 80 Participants
- **South Sudan Education Fellows Program**: $1M, 16 Participants
- **Next Generation Leaders Palestine**: $875K, 10 Participants
- **MasterCard Foundation Scholars Phase II**: $23M, 150 Participants

Participants Involved in CASGE Initiatives

- **Asia**: 125 Participants
- **Eastern Africa**: 88 Participants
- **Central Africa**: 3 Participants
- **Middle East**: 10 Participants
- **Northern Africa**: 22 Participants
- **Southern Africa**: 6 Participants
- **Western Africa**: 31 Participants
- **South America**: 4 Participants

Affiliated Faculty

- 35 Faculty

Local School Districts Engaged

- 7 Districts

Omaya Felix Aquilino Oyet, South Sudan Education Fellow
CURRENT PARTICIPANTS & ALUMNI

SOUTH AMERICA
- Brazil

WESTERN AFRICA
- Cote D’Ivoire
- Ghana
- Liberia
- Nigeria
- Senegal
- The Gambia

NORTHERN AFRICA
- Egypt
- Morocco
- South Sudan

CENTRAL AFRICA
- Cameroon
- Democratic Republic of the Congo

SOUTHERN AFRICA
- South Africa
- Swaziland

EASTERN AFRICA
- Ethiopia
- Kenya
- Madagascar
- Malawi
- Rwanda
- Tanzania

ASIA
- Bangladesh
- India
- Indonesia
- Philippines

MIDDLE EAST
- Palestine
- Uganda
- Zambia
- Zimbabwe
Higher Education Scholarships and Social Change in Africa: The Role of Social Networks

The Center for Advanced Studies in Global Education (CASGE) is committed not only to implementing programs but also researching questions that deepen knowledge and inform the design of global education opportunities. One example of this is a study examining the role of social networks in supporting higher education scholarship recipients that was initiated in November 2015.

In partnership with The MasterCard Foundation, Arizona State University is creating a new social learning network that will support participants in The MasterCard Foundation Scholars Program, a scholarship initiative that provides access to secondary and higher education within the African continent and abroad for students who demonstrate academic potential and commitment to giving back to their communities as transformative leaders (The MasterCard Foundation).

As part of the project, CASGE Assistant Research Professor Dr. Aryn Baxter proposed a research and evaluation plan that will engage Mary Lou Fulton Teachers College graduate students and faculty members in an effort to analyze how African students studying at universities in North America, South America and across the African continent perceive, develop and utilize social networks during and after their studies as scholarship recipients.

The study will follow 30,000 Scholars and alumni as they engage with each other via the Scholars Community Platform from the platform’s inception through the Scholars’ first three years as users. The Scholars Community Platform (SCP) is currently in the beta testing phase and will launch in October, 2016. A team within EdPlus, an ASU unit that leverages technological innovations to improve student learning outcomes, is designing the platform to promote meaningful interactions between students and alumni of the MasterCard Foundation Scholars Program.

Dr. Aryn Baxter, who also directs the MasterCard Foundation Scholars Program at ASU, and Janna Goebel, a Graduate Research Assistant and doctoral student in Educational Policy and Evaluation, are designing the research and will begin data collection in November 2016 following the launch of the platform. An Associate Research Director will also join the team in October 2016 to support this and other CASGE research initiatives. The mixed methods cross-sectional study will involve platform data analytics, annual surveys of platform users and focus groups with non-users, moderate users, and superusers of the platform in the U.S., Ghana, and Uganda.

The study will illuminate the relationship between social connectedness, self-efficacy, and students’ post-graduation plans and trajectories. Findings will inform the ongoing design of the Scholars Community Platform as well as broader efforts within the realms of higher education and international scholarship programs to support students—particularly those from economically disadvantaged backgrounds—as they prepare for graduation, transition to work or further study, and contribute to their communities.

References
Internationalizing Curriculum

How Do We Create Welcoming Schools

I Learn America

CASGE, in partnership with edXchange, hosted Jean-Michel Dissard, one of the directors of the documentary film I Learn America, to engage with MLFTC students and faculty and local high school students. The documentary film I Learn America showcased the stories of five immigrant students as they learned how to be teenagers, students, and citizens in a new land. During Jean-Michel’s visit, MLFTC pre-service teachers and graduate students reflected on what they could do to create welcoming schools for students, especially students who are new to the United States. In addition, CASGE hosted screenings of the documentary film at Central High School in the Phoenix Unified School District, Dobson High School in the Mesa Public Schools District, and at Poston Butte High School in the Florence Unified School District where high school students and teachers worked directly with Jean-Michel to explore their own stories of immigration.

229

MLFTC students viewed and discussed the film with Jean-Michel Dissard

154 pre-service teachers
(Bilingual Education, Teach and Secondary Education)

35 Graduate Students
(Ed Leadership and Secondary Ed Social Studies)

40 edXchange participants

155

high school students viewed and discussed the film with Jean-Michel Dissard

40 students at Dobson High School
Mesa Public Schools

55 students at Central High School
Phoenix Union High School District

65 students at Poston Butte High School
Florence Unified School District

“The children of immigration are here to stay. How we fare in welcoming them will define who we are for years to come.”
Jean-Michel Dissard, Director of I Learn America
Dr. Messner and International Leaders in Education Fellows

As a faculty member, how did having international educators such as Fellows from the International Leaders in Education Program impact the classes you taught?

Having international educators in my classes had a tremendous impact on me and the American students. We were challenged to consider a wider range of perspectives from our international classmates which enriched the class discussions and debates.

What have you learned about your own teaching and academic work from engaging with international educators?

When I worked with the Next Generation Leaders, I actually had to redesign my course syllabus two weeks into the course! The opportunity to engage with this group, as a class of all international, experienced educators, really encouraged me to rethink and review how I was approaching my teaching both for American students and international students. It was an extremely rewarding and insightful experience for me.

Kyle Messner, PhD

What excited you about the opportunity to work with international educators?

I was excited by the possibilities this position would offer me. When I was growing up, my family had hosted a number of visiting scholars in our home. That inspired me to study abroad in high school, college, graduate school and let me to teach in both Colombia and England. My background as an international host and guest was a natural fit for leading this program.

How did working with the International Leaders in Education Program impact you?

The experience was challenging, at times stretching, but ultimately rewarding. The cultural experience of the International Leaders in Education Program mirrored the reality of the world we live in—culture is never a one-way street where the cultural norms we know are standard. At the same time the Fellows were learning and discovering more about themselves every day, I was able to do something I love to do—learn. Directing the grant forced me to tap into a completely different skill set. Being a part of the International Leaders in Education Program was profound and is an experience I’ll never forget. I feel lucky to have been a part of helping 16 bright, curious and enthusiastic teachers continue to develop and learn.

“My time with the International Leaders in Education Program and with the students has reminded me of why diversity and inclusion is so important in today’s world; I feel honored to be part of a university who recognizes the value for the Fellows who complete the program, the faculty and staff, and the community at large.”

David Garcia, PhD

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“When participants return home and do something meaningful, even on a small scale, it is going to have a ripple effect and their impact is going to be exponential.”
The Next Generation Leaders Program enhanced learning opportunities for ten early and mid-career educational leaders who wanted to transform and improve educational opportunities in Palestine. The project results in a network of leaders capable of effecting change throughout the educational system.

The International Leaders in Education Program (ILEP) brings cohorts of 16 secondary school educators from around the globe to Mary Lou Fulton Teachers College to further develop expertise in their subject areas, enhance their teaching skills and increase their knowledge about the United States and Arizona.

The India Support for Teacher Education Program (In-STEP) was a first-of-its-kind collaboration among the United States Agency for International Development (USAID), the Indian Ministry of Human Resource Development (MHRD), and Arizona State University (ASU). CASGE designed the program in close consultation with MHRD and leading Indian experts of school education and teacher preparation.

“I will evaluate my students comprehensively and holistically, and I will provide an ongoing support to ensure that they successfully reach their learning goals”
Amrit Upadhyay, In-STEP Fellow

CASGE Initiatives

NEXT GENERATION LEADERS
The Next Generation Leaders Program enhanced learning opportunities for ten early and mid-career educational leaders who wanted to transform and improve educational opportunities in Palestine. The project results in a network of leaders capable of effecting change throughout the educational system.

INTERNATIONAL LEADERS IN EDUCATION PROGRAM
The International Leaders in Education Program (ILEP) brings cohorts of 16 secondary school educators from around the globe to Mary Lou Fulton Teachers College to further develop expertise in their subject areas, enhance their teaching skills and increase their knowledge about the United States and Arizona.

INDIA SUPPORT FOR TEACHER EDUCATION PROGRAM
The India Support for Teacher Education Program (In-STEP) was a first-of-its-kind collaboration among the United States Agency for International Development (USAID), the Indian Ministry of Human Resource Development (MHRD), and Arizona State University (ASU). CASGE designed the program in close consultation with MHRD and leading Indian experts of school education and teacher preparation.

MASTERCARD FOUNDATION SCHOLARS
CASGE is home to ASU’s effort to support undergraduate and graduate students from across sub-Saharan Africa through a comprehensive scholarship and leadership development program. CASGE’s role includes administering the two scholarship program grants as well as designing and implementing monitoring, evaluation and learning efforts.

SOUTH SUDAN EDUCATION FELLOWS PROGRAM
The South Sudan Education Fellows Program supported 16 secondary teacher leaders from South Sudan and Rwanda in developing skills in effective instructional methods and technology. The program included a course of study at ASU and a training program designed to scale impact in these communities.

INTRA-CULTURAL PARTNERSHIPS
CASGE has developed strong relationships with the Indo-American Community of Phoenix, the Palestinian-American Community, the South Sudanese Community and Tempe Sister Cities. Local community members support the adaptation of international educators to the local culture and environment.
In 2012, ten students from seven African countries arrived at ASU to begin their studies as the first cohort of MasterCard Foundation Scholars. Four years later, ASU celebrated the graduation of this first class with guests from The MasterCard Foundation including Dr. Peter Materu, Director of Education and Learning, and Program Manager James McIntyre as well as supporters from CASGE, University Initiatives and other units across the university.

At the graduation reception, Scholars Ama Owusu-Darko from Ghana and Verah Nyarige from Kenya reflected on their journeys and encouraged their peers to persist in the face of challenges as they continue to pursue their dreams and lead change in their home communities. “Be open minded and work hard,” Owusu-Darko advised. “You just have to put yourself out there and find people with the same values.”

For Owusu-Darko, it was a challenge to adjust to an academic environment that focuses on developing critical thinking skills and to select a major that would allow her to pursue her love of science and education. Initially she hoped to go on to medical school but is now pursuing a fellowship at a middle school in Denver that will allow her to explore career opportunities in the education sector. “I do feel like the scholarship has opened my mind so much about what exactly can be possible with science,” Owusu-Darko explained. “I think teaching will always be a part of me because I love to learn.”

Nyarige shared a story about the family challenges that disrupted her pursuit of university education at home in Kenya and how she thought it may be too late for her to pursue her goals and achieve her full potential. Not long after, she discovered that telling her story would be a turning point in her life. After sharing her story through a local media outlet in Kenya, she was contacted by Zawadi Africa Education Fund, a program that provides scholarships to academically gifted girls from disadvantaged backgrounds to pursue higher education in the U.S. and was eventually selected as a MasterCard Foundation Scholar.

“The day that I received the welcome package from the MasterCard Foundation Scholars Program at ASU, it hit me that all along it was late but not too late,” she concluded, thanking the program staff members, her professors, fellow Scholars, family, friends, and the entire ASU community for their support. As she returns to ASU to begin a MS in Biomedical Informatics, she encourages other students not to limit themselves. “You never know how interested you are in a certain subject until you give it a chance, therefore I encourage everyone to get out of their present cocoon and explore options while you still have time,” she said.

Dr. Peter Materu encouraged the graduates to live twice by not only fulfilling their own potential but using their education to contribute to the lives of others. His speech highlighted the overarching goal of the MasterCard Foundation Scholars Program: to create a movement of young leaders unified by a common purpose and vision for economic and social change in Africa.

ASU continues to support three cohorts of MasterCard Foundation Scholars, a group that includes over 100 students from 20 countries pursuing a wide variety of majors across the university. The second cohort of MasterCard Foundation Scholars will graduate in May 2017, the third cohort in May 2018, and the final cohort of undergraduate Scholars in May 2019. CASGE is launching a second phase of the Scholars Program in August 2016 in collaboration with colleagues across ASU and will welcome the first cohort of MasterCard Foundation Scholars through the Strengthening Institutional Linkages grant in August 2017.
The India Support for Teacher Education Program (In-STEP) was a first-of-its-kind collaboration among the United States Agency for International Development (USAID), the Indian Ministry of Human Resource Development (MHRD), and Arizona State University (ASU).

The In-STEP teacher educators participated in advanced professional development and engaged in academic courses, focused classroom observations, professional learning communities and practical application of individual learning.

After two years of In-STEP intervention, results show positive impact on participants’ understanding and application of constructivist theories of learning, motivation and change, theoretical knowledge in multiple contexts, inclusive teaching practices, professional learning community networks, and technology in education and development.

Success Story
IMPACT: Creation of a Successful Professional Learning Community

David Nongrum is the Senior Lecturer in charge of the Department of Research, Policy Planning and Management in the north-eastern state of Meghalaya. His reform proposal included promoting collaboration between faculties for District Institutes of Education and Training (DIETs) and Directorate of Educational Research and Training (DERT) by leading and maintaining the Meghalaya Professional Learning Community (PLC). The Meghalaya PLC (Aditie Momin, Baladiangti Nongbri, Bashan Diengdoh, David Nongrum, Elsa Sangma, and Gracefulness Sten) worked together to discuss needs of their state and align their plans. The work and impact of the Meghalaya PLC has influenced the development of guidelines of future project proposals and training programs for all seven DIETs and two Colleges of Teacher Education (CTEs) in Meghalaya.

Pictured: David Nongrum, In-STEP Cohort 1

Participating States
Arunachal Pradesh
Assam
Bihar
Chhattisgarh
Jharkhand
Madhya Pradesh
Manipur
Meghalaya
Mizoram
Nagaland
Odisha
Tripura
Uttar Pradesh
Uttarakhand
Convening Public Forums

Member of the Basic Education Coalition as of 2016

The Basic Education Coalition (BEC) is an independent, non-profit advocacy organization working to ensure that all children around the world have access to a quality basic education. The Coalition is comprised of 18 member organizations with technical expertise and experience in all aspects of global basic education programs and policies. BEC is the only U.S. consortium of major international development, humanitarian assistance and advocacy organizations working together to advance the cause of universal basic education.

Looking Ahead

Inaugural Symposium on Global Learning Metrics

November 10-11, 2016

The symposium brings together education policymakers, practitioners, activists and scholars to engage in a focused debate about the desirability and feasibility of global learning metrics.

Learning outcomes have been enshrined as central policy objectives in the post-2015 United Nations Sustainable Development Goals (SDGs). Unlike goals that seek to universalize access for education, for which consensus is strong, debates around learning are considerably more contested. While proponents argue that more robust global learning metrics have the potential to reduce academic disparities and improve learning outcomes for children across different contexts, critics note that such universal measures typically focus on narrow assessments of basic skills while overlooking the importance of human rights, aesthetics, morality, religion or spirituality. Others point to the dangers associated with the emergence of the data-fixated punitive accountability regimes, privatization and marketization of public education, and a growing disconnect between systems, actors, and larger pedagogic changes. More broadly, the debate about the global learning metrics reveals an underlying tension in our field- a tension between the desire to replicate and scale up “best practices”, on the one hand, and the awareness about the importance of deeply contextualized practice, on the other hand.

Partners
Comparative and International Education Society (CIES)
Open Society Foundations (OSF)
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