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## Editor's Notes and Front Matter

Suzanne Majhanovich

*The University of Western Ontario*, [smajhano@uwo.ca](mailto:smajhano@uwo.ca)

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Vandra Masemann, Peter Fan, and Deo H. Poonwassie

Editor: Suzanne Majhanovich

Rédactrice: Suzanne Majhanovich

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Suzanne Majhanovich, Editor/Rédactrice  
Canadian and International Education  
email address: smajhano@uwo.ca  
Faculty of Education  
The University of Western Ontario  
1137 Western Road,  
London, Ontario, Canada N6G 1G7  
Telephone: 519-661-2111, ext. 84549  
Fax: 519-661-3833

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## Editor's Note

Over the past few years we have lost a number of dear colleagues. In this issue we sadly announce the death of Helen Harper who served as book review editor for the CIE. This issue is dedicated to her memory.

In honour of Helen, I include as the first article **Cosmopolitanism, Globalization and the Field of Adolescent Literacy** which she wrote shortly before her death with her husband, Thomas Bean, and a graduate student, Judith Dunkerly. Cosmopolitanism, linked to globalization, is a growing area of interest in comparative and international education. Harper, Bean and Dunkerly, drawing on the work of Apple, Kenway and Singh among others, understand cosmopolitanism in part as “an effect of globalization [that] speaks to the local experience of life lived out... in the accelerated movement of people, ideas, images, information, goods and capital.” The authors also work in the field of adolescent literacy, and discuss how cosmopolitanism plays out in adolescent literacies. They provide examples of literacy projects that reflect cosmopolitan directions and conclude that educators must integrate into literacy programs both the local

## Note de la Rédactrice

Nous avons perdu beaucoup de chers collègues ces dernières années. Ce numéro annonce avec grande tristesse la mort de Helen Harper, qui avait aidé la publication de la revue ECI en organisant des revues de livres soumis à la revue. Ce numéro est dédié en son honneur.

Le premier article inclus dans ce numéro en l'honneur de Helen est **Cosmopolitanism, Globalization and the Field of Adolescent Literacy** qu'elle a écrit juste avant sa mort avec son mari, Thomas Bean et une étudiante de troisième cycle, Judith Dunkerly. Le cosmopolitisme, lié aux phénomènes de globalisation, représente un domaine de recherche de plus en plus intéressant pour l'éducation comparée et internationale. Harper, Bean et Dunkerly s'inspirent, entre autres, des travaux de Apple, Kenway et Singh. Ils définissent le cosmopolitisme comme étant « un effet de la globalisation qui fait référence à l'expérience locale vécue ... dans le cadre d'un mouvement accéléré de personnes, d'idées, d'images, d'informations, de biens et de capitaux. » Les auteurs parlent également de la littératie des adolescents et de l'influence du cosmopolitisme dans cette dernière. Ils exposent quelques projets de littératie en

and the global to promote the literacy skills needed in modern cosmopolitan life.

The next two articles detail some developments on the international stage that have arisen because of effects of economic globalization. **Learning in a Credit Crisis, or a Crisis of Credit? Microcredit Lending, the Grameen Bank, and Informal Learning** by Robert McGray addresses how microcredit lending may affect lifelong learning processes. While acknowledging the success of microcredit lending as developed by Muhammad Yunus, McGray has concerns over neo-liberal financialization and privatization of microcredit loans. He questions the assumptions that are being instilled in micro-credit borrowers, who now are shamed by the community into rapid repayment. According to him, the situation is not just a credit crisis—that is, lack of credit, but rather a crisis of credit, or personal crises caused by the credit received. McGray's critical analysis of negative outcomes from a process that has been viewed as a welcome solution to chronic poverty in the developing world invites sober reflection.

guise d'exemple et montrent clairement leur reflet cosmopolite. Ils concluent enfin que les éducateurs doivent inclure des programmes de littératie, aussi bien locaux que globaux, afin de promouvoir les compétences requises dans un monde cosmopolite moderne.

Les deux articles qui suivent exposent plusieurs conséquences de la globalisation économique. Dans **Learning in a Credit Crisis, or a Crisis of Credit? Microcredit Lending, the Grameen Bank, and Informal Learning**, Robert McGray montre comment les microcrédits peuvent influencer des processus d'apprentissage à vie. Bien que McGray reconnaisse le succès des microcrédits développés par Muhammad Yunus, il questionne la financiarisation et la privatisation de ces derniers. Il questionne les idées inculquées à ceux qui empruntent car elles les forcent à rembourser les prêts rapidement sous peine d'être humiliés par la communauté. D'après McGray, la crise n'est pas seulement une crise de crédit, c'est-à-dire un manque de crédit, mais plutôt une crise du crédit, c'est-à-dire des crises personnelles à cause de la situation d'emprunt. L'analyse critique de McGray sur les résultats négatifs d'un processus, à l'origine présenté comme étant une solution à la pauvreté chronique des pays en

développement, ouvre les portes à la réflexion.

Xiaobin Li and Linbin Zhao's paper, **General Agreement on Trade in Services and Higher Education in China** focuses on commitments China has made under the GATS with regard to higher education. Like many other nations, China does not allow the international market to be involved in elementary and secondary education, nor in military or police training or political education. It has, however, welcomed partnerships of foreign institutions with Chinese colleges and universities with the result that the PRC has experienced extensive growth in overseas campuses and foreign instructors working in China. In the West, many have reservations over the inroads the GATS has made into higher education systems. Li and Zhao, however, reflect commonly held beliefs in Asia that opening up higher education to foreign investment and involvement can only improve the education system and make their citizens more competitive in the world market.

The remaining articles address literacy issues for international students and immigrants in different regions of Canada.

L'article de Xiaobin Li et de Linbin Zhao, intitulé **General Agreement on Trade in Services and Higher Education in China** vise les accords de la Chine en matière d'éducation supérieure lors de la signature de l'Accord Général sur le Commerce des Services (AGCS). Comme beaucoup d'autres nations, la Chine refuse l'influence des marchés internationaux non seulement en matière d'éducation primaire et secondaire, mais aussi en matière militaire, de formation policière ou en éducation politique. Certains collèges et universités en Chine ont cependant cherché à s'associer avec des institutions étrangères, ce qui a fait croître en Chine les campus étrangers et les professeurs étrangers qui y travaillent. L'Occident est plus réservé quant aux avancées de l'AGCS dans l'éducation supérieure. Li et Zhao pensent cependant, comme la plupart des asiatiques, que l'ouverture de l'éducation supérieure aux investissements étrangers ne peut qu'améliorer le système éducatif chinois et la compétitivité de ses citoyens dans les marchés internationaux.

Les articles restants abordent des questions relatives à la littératie des étudiants internationaux dans différentes régions du Canada.

Zuochen Zhang and George Zhou in **Understanding Chinese International Students at a Canadian University** try to come to grips with the perspectives, expectations and experiences of the growing number of Chinese International students at an Ontario university. They investigated opinions regarding issues of English proficiency, preparatory value of previous education, and cultural issues, and offer some recommendations for meeting the challenges Chinese International students face.

Writing from British Columbia, Jim Hu, in **Faculty Perceptions of Chinese Graduate Students' Communicative Challenges in the Science and Engineering Disciplines**, reports on a research study that looked at faculty perspectives on communication challenges Science and Engineering international students face. Faculty members acknowledge cultural and linguistic challenges of their international students, calling for technical writing courses as a possible solution to the problems. Although North Americans are often concerned about plagiarism in the academic writing of Asian students, Hu's respondents in science and engineering did not

Dans **Understanding Chinese International Students at a Canadian University**, Zuochen Zhang et George Zhou cherchent à comprendre les perspectives, les attentes et les expériences du nombre croissant d'étudiants internationaux dans les universités de l'Ontario. Ils décrivent différentes opinions à l'égard du niveau d'anglais, de la valeur de l'éducation antérieure ainsi que d'autres thèmes relatifs à la culture. Pour conclure, les auteurs abordent quelques recommandations qui pourraient aider à affronter les défis que les étudiants internationaux originaires de Chine doivent affronter au Canada.

De Colombie Britannique, Jim Hu, nous présente une recherche menée sur les défis de communication rencontrés par les étudiants internationaux en Science et en Ingénierie. Dans son article intitulé **Faculty Perceptions of Chinese Graduate Students' Communicative Challenges in the Science and Engineering Disciplines**, Hu montre que les professeurs reconnaissent clairement les défis culturels et linguistiques auxquels doivent faire face leurs étudiants étrangers, raison pour laquelle ils cherchent à organiser des cours d'écriture technique. De plus, Hu montre que les personnes interrogées en Science et en Ingénierie ne

see that as a major problem.

In **Multiple Cultures, Multiple Literacies and Collective Agencies: Chinese and Pakistani Immigrants' Perceptions of Family Literacy Support**, Zheng Zhang and Nazia Bano address the thorny issue of support for multi-literacy development from the perspective of immigrant families. Immigrants, while anxious for their children to gain proficiency in English, also want their children to be literate in their first language. The authors investigate the extent to which educational institutions are inclusive of multiple cultures and literacies of the immigrant families in their region. They conclude that it is the responsibility of the immigrants to exercise their agency to ensure inclusive, culturally and linguistically diverse literacy programs.

The final article, **What's Language got to do with it? An Exploration into the Learning Environment of Quebec's Classes d'Accueil** by Gabrielle

perçoivent pas le plagiat des étudiants asiatiques dans les écrits académiques comme étant un réel problème, contrairement à ce que pensent la plupart des Américains du Nord.

Dans **Multiple Cultures, Multiple Literacies and Collective Agencies: Chinese and Pakistani Immigrants' Perceptions of Family Literacy Support**, Zheng Zhang et Nazia Bano abordent la question épineuse concernant l'aide au développement aux multi-littératies à partir de la perception des familles d'immigrants. Les immigrants, bien qu'ils cherchent à ce que leurs enfants puissent acquérir un bon niveau d'anglais, cherchent également à ce qu'ils sachent lire et écrire dans leur langue maternelle. Les auteurs de cet article cherchent à découvrir si les institutions éducatives prennent en compte les différentes cultures et littératies des familles d'immigrants de leur région. Ils concluent que les immigrants doivent utiliser leur propre *agentivité* afin d'assurer que les programmes scolaires incluent réellement la diversité culturelle et linguistique de leur contexte.

Le dernier article, **What's Language got to do with it? An Exploration into the Learning Environment of Quebec's Classes d'Accueil** de Gabrielle



Breton-Carbonneau and Ailie Cleghorn considers the dilemma teachers face in Quebec's *classes d'accueil*; namely, how to valorize the linguistic and cultural diversity of their pupils while integrating them into Quebec's distinct cultural and linguistic milieu.

Breton-Carbonneau et de Ailie Cleghorn considère le dilemme que doivent affronter les professeurs des *classes d'accueil* au Québec. Elles décrivent comment ces derniers doivent chercher à valoriser la diversité linguistique et culturelle de leurs élèves tout en les intégrant dans le milieu linguistique et culturel québécois.

The articles in this issue all in turn illustrate how cosmopolitanism plays out in a globalized world in both international and local contexts. As such it reflects the work on cosmopolitanism and literacy that characterized Helen Harper's recent research interests, and thus, honours her contributions to the field of Canadian and International education.

Tous les articles de ce numéro illustrent la façon dont le cosmopolitisme se déroule dans le monde globalisé, tant au niveau international comme au niveau local. Ces articles représentent donc tous un reflet du travail qui a caractérisé les dernières recherches de Helen Harper, c'est-à-dire le cosmopolitisme et la littératie. Ils honorent la contribution de Helen dans le domaine de l'Éducation Canadienne et Internationale.

Suzanne Majhanovich,  
Editor

Suzanne Majhanovich,  
Rédactrice

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### **CSSE/CIESC Annual Conference 2011**

28 May – June 1 2011, University of New Brunswick & St. Thomas University  
Fredericton, New Brunswick

Pre-conference sessions: 27 May 2011

The CSSE/CIESC Annual Conference is held in conjunction with the Congress of the Humanities and Social Sciences. This bilingual conference provides an opportunity for the discussion of educational issues among scholars from across the nation. CSSE encourages participatory sessions in various formats including themed, symposium/panel, round table, multiple paper, single paper, and posters (featuring the use of graphic or other multimedia materials).

Please check the CIESC Website for more details regarding the Michel Laferrière and Douglas Ray Awards, and the CIESC Travel grants.

**Website:** <http://www.edu.uwo.ca/CIESC>

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### **CIESC Annual Conference 2011**

1-5 May, 2011

Montreal Canada

Theme: "Education is that which liberates"

**Website:** <http://www.cies.us>

### **14th Biennial EARLI Conference for Research on Learning and Instruction: "Education for a Global Networked Society"**

30 August - 3 September 2011

**Website:** [www.earli2011.org](http://www.earli2011.org)

### **9<sup>th</sup> International Conference on Comparative Education and Teacher Training**

5-9 July 2011

Sofia, Bulgaria

Organized by the Bulgarian Comparative Education Society (BCES)

Contact person: Dr. habil. Nikolay Popov

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## *In Memoriam: Helen J. Harper*



January 13, 1957- August 7, 2010

The *Canadian and International Education Journal (CIE)* and the Comparative and International Education Society of Canada (CIESC) mourn the passing of our colleague, Helen Harper, one of the members-at-large of the CIESC, and the book editor on the CIE journal. Helen passed away with her husband, Dr. Thomas Bean at her side on August 7 in Las Vegas, Nevada, after suffering complications from surgery to try to correct growing congestive heart failure.

Helen earned her BA in Psychology and English in 1975 from the University of Winnipeg, Manitoba, her B.Ed in 1979 from Brandon University, Manitoba, after which she taught middle and secondary school English, Language Arts and Social Studies in schools in Alberta for several years. By 1988 she had completed an MA in English Education at the University of Calgary and shortly thereafter she entered the doctoral program at the Ontario Institute for Studies in Education, University of Toronto, focusing on English Studies, Critical Pedagogy and Cultural Studies. Working under the supervision of Dr. Roger Simon, she completed her doctoral thesis, "Danger at the Border: The Response of High School Girls to Feminist Writing Practices" in 1995 and ultimately turned her thesis into a book, *Wild Words/Dangerous Desires: High School Girls and Feminist Avant-garde Writing* (NY: Peter Lang).

In 1994, Helen accepted a tenure-track position at the Faculty of Education, University of Western Ontario where for the next seven years she taught pre-service and graduate education courses in English pedagogy, language arts, gender studies and critical theory. She applied her expertise to multiculturalism and comparative education matters as well and often presented at the CIESC annual conference or at the CIES conferences in the US. More recently she has moved to the University of Nevada, Las Vegas as a professor of cultural studies and English education.

Helen supervised many graduate students both in Canada and the US and was always a helpful and inspirational mentor. Her students still speak of her unfailing support and painstaking corrections of their theses that often were the deciding factors in the successful completion of their degrees.

Helen was a special friend of mine and a cherished colleague. We co-taught courses, worked together on large research projects, and also often presented together at conferences. It was Helen who urged me to accept the editorship of *Canadian and International Education* in 2005 when the CIESC journal was looking for a new home and editor. Over the years of my tenure as editor, her advice and encouragement have been highly appreciated.

This issue of the CIE is dedicated to Helen's memory. I felt that the best way to honour Helen was to include one of her recent articles reflecting a current research interest very relevant to the field of Comparative and International Education; hence, the first paper in this issue, "Cosmopolitanism, Globalization and the Field of Adolescent Literacy" co-written with her husband, Dr. Thomas Bean and a doctoral student, Judith Dunkerly. I hope in this way to celebrate Helen's contributions to the academic world and to the comparative education field. The CIE and CIESC extend our deepest sympathy to Tom Bean on the loss of his wife and soulmate. Rest in peace, dear friend. You have left us far too soon.

Suzanne Majhanovich