

Curriculum Vitae (October 2019)

MARK B. GINSBURG

Visiting Scholar, International Educational Policy, University of Maryland
Profesor Visitante, Universidad de Ciencias Pedagógicas “Enrique José Varona”

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Academic Degrees

Ph.D.	U. of California, Los Angeles	1976	Education/Sociology
M.A.	U. of California, Los Angeles	1974	Sociology/Education
B.A.	Dartmouth College	1972	Sociology/Education

Professional Employment and Volunteer Roles

University of Maryland (College Park, MD, USA)

- *Visiting Professor*, University of Maryland (College Park, MD, USA), International Educational Policy Program, Department of Counseling, Higher Education & and Special Education, College of Education (2019-2020)
- *Visiting Scholar*, International Educational Policy Program, Department of Counseling, Higher Education and Special Education, College of Education (2006-2019; 2020-present)

Universidad de Ciencias Pedagógicas “Enrique José Varona” (La Habana, Cuba)

- *Profesor Visitante*, Facultad de Ciencias Pedagógicas (2017-2019)

George Washington University (Washington, DC, USA)

- *Visiting Professor*, International Education Program, Graduate School of Education and Human Development (2017)

FHI 360 (formerly Academy for Educational Development, AED) (Washington, DC, USA)

- *Senior Advisor for Research, Evaluation & Teacher Development*, Global Education Department, Global Learning Group (2006-2016)
- Provided short-term, in-country and on-going, remote technical assistance to projects in Afghanistan, Democratic Republic of Congo, Egypt, El Salvador, Equatorial Guinea, Liberia, Malawi, Pakistan, Peru, Saudi Arabia, South Sudan, and Zambia

Teachers College, Columbia University (New York, NY, USA)

- *Visiting Professor*, International Education Development/Comparative and International Education Program, International and Transcultural Studies Department (2011-2013)

Kobe University (Japan)

- *Visiting Professor*, Graduate School of International Cooperation Studies (January-February 2011)

Education Reform Program (Cairo, Egypt)

- *Director*, Faculties of Education Reform Division (2004-2006)
- *Senior Technical Advisor*, Accreditation and Monitoring & Evaluation (2006)

Michigan State University (Michigan, USA)

- *Adjunct Professor*, Department of Teacher Education (2004-2006)

University of Oslo (Norway)

- *Visiting Professor* (1998) Special Summer School Session

University of Pittsburgh (Pennsylvania, USA)

- *Professor* (1989-2006) and *Associate Professor* (1987-89)
Administrative and Policy Studies Department and Sociology Department
- *Core Faculty Member* (1988-2006)
Programs in Asian Studies, Latin American Studies and West European Studies
- *Director* (1987-93) and *Co-Director* (1996-2004)
Institute of International Studies in Education
 - Conducted technical assistance, capacity building, and research projects in or for educators of Afghanistan, Argentina, Barbados, Burma, Bosnia-Herzegovina, Botswana, Czech Republic, Czechoslovakia, Cuba, Ecuador, Egypt, Ghana, Guatemala, Guinea, Indonesia, Japan, Jamaica, Kenya, Kosovo, Laos, Malawi, Mongolia, Mali, Namibia, Nepal, Oman, Peoples' Republic of China Pakistan, Papua New Guinea, Saudi Arabia, South Africa, South Korea, Taiwan, Tanzania, Thailand, Uganda, Venezuela, and Yemen.
 - Hosted visiting scholars from Argentina, Belarus, Botswana, Brazil, Canada, China, Egypt, England, Ethiopia, France, Germany, India, Indonesia, Iran, Israel, Japan, Lesotho, Liberia, Mongolia, Namibia, New Zealand, Nigeria, Norway, Philippines, South Korea, Poland, Saudi Arabia, Slovakia, Soviet Union, Sweden, Thailand, Turkey, United States, Venezuela, and Zimbabwe.

University of Houston (Texas, USA)

- *Associate Professor*, Educational Leadership and Cultural Studies Dept. (1982-87)
- *Assistant Professor*, Foundations of Education Department (1979-82)

University of Aston (Birmingham, England)

- *Lecturer*, Department of Educational Enquiry (1976-78)

Language Proficiency

English (native fluency)
Spanish (upper intermediate level)
French (lower intermediate level)
Arabic (beginning learner)

Awards and Honors

- Rufus Choate Scholar Award, Dartmouth College, 1972
- Doctoral Alumni Association Award, U.C.L.A., 1976
- Chancellor's Outstanding Teacher Award, University of Houston, 1987
- Extra Mile Award, University of Pittsburgh Council of Graduate Students in Education, 2001
- Exceptional Leadership and Service Award, Comparative and International Education Society, 2006
- Innovation Award, Academy for Educational Development, 2009
- Honorary Fellow, Comparative and International Education Society, 2019 (awarded 2020)

Publications

Books and Special Issues of Journals

Williams, D. and Ginsburg, M. (2013). Special Issue of *Current Issues in Comparative Education* on "Education for Social Change and Transformation: Case Studies of Critical Praxis." (15/2). Teachers College, Columbia University.
<http://www.tc.columbia.edu/cice/index.asp?Id=Current+Issue&Info=Volume+15%2C+Issue+2>.

Ginsburg, M. (ed.) (2012). *Preparation, Practice, and Politics of Teachers: Problems and Prospects in Comparative Perspective*. Rotterdam, Netherlands: Sense Publishers.

Agostino, A.; Ginsburg, M.; Harcourt, W.; Moseley, S.; Pigozzi, M. (eds.) (2010). Special Issue of Society for International Development's journal, *Development*, on "Education for Transformation" (53/4). Houndmills, Basingstoke, Hants, United Kingdom: Palgrave Macmillan.

Ginsburg, M. and Gorostiaga, J. (eds.) (2003). *Limitations and Possibilities of Dialogue among Researchers, Policy Makers, and Practitioners*. New York: RoutledgeFalmer. [Revised and expanded version of CER special issue (below)].

Ginsburg, M. and Gorostiaga, J. (eds.) (2001). Special Issue of the *Comparative Education Review* [45 (2)] on "The Relationships between Theorists/Researchers and Policy Makers/Practitioners."

Moreno, J., Perez Rojas, N., Ginsburg, M., and McGlynn, F. (eds.) (1999). *Cuba en el Periodo Especial: Unas Perspectivas Cubanas*. La Habana, Cuba: Editorial Ciencias Sociales. [see English version below].

McGlynn, F., Ginsburg, M., Moreno, J., and Pérez Rojas, N. (eds.) (1997). *Cuba in the Special Period: Cuban Perspectives*. (Studies in Third World Societies Number 60). Williamsburg, VA: College of William and Mary. [see Spanish version above].

Ginsburg, M. and Lindsay, B. (eds.) (1995). *The Political Dimension in Teacher Education: Policy Formation, Teacher Socialization, and Society*. London: Falmer.

Ginsburg, M. (ed.) (1995). *The Politics of Educators Work and Lives*. NY: Garland.

Ginsburg, M. (ed.) (1991). *Understanding Educational Reform in Global Context*. NY: Garland.

Ginsburg, M. (1988). *Contradictions in Teacher Education and Society*. New York: Falmer.

Ginsburg, M., Meyenn, R., Miller, H., and Ranceford-Hadley, C. (1977). *The Role of the Middle School Teacher*. Birmingham, England: Aston Education Enquiry Monograph No. 7

Silberman, H. and Ginsburg, M. (eds.) (1976). *Easing the Transition from Schooling to Work: New Directions for Community Colleges*. San Francisco: Jossey-Bass.

Monographs and Project Research Reports

Ginsburg, Mark with Gabriele Göttelmann-Duret, Jean Adotevi, and Julien Daboué (2017). *Improving Teacher Support and Participation in Local Education Groups: Final Project Report*. Paris: UNESCO

Ginsburg, Mark and Haugen, Valerie with John Jalle, Cube Ceasar Kenji, Abdul Hakim Jumason, Francis Lokong, James Natana, Seth Ong’uti, Zo Rakotomolala, Harriet Tino and Kanju Yakuma (2016, September). *Promoting Community Engagement in South Sudan: Technical Reflection Paper on the Contribution of the USAID-aided South Sudan Room to Learn Project*. Juba: Winrock International, FHI 360, and Plan International.

Ginsburg, Mark and Haugen, Valerie with Katie Appel, Margarite Ayite, Francis Lokong, Seth Ong’uti and Kanju Yakuma (2016, September). *Strengthening School-Level Governance in South Sudan: Technical Reflection Paper on the Contribution of the USAID-aided South Sudan Room to Learn Project*. Juba: Winrock International, FHI 360, and Plan International.

Lokong, Francis and Ginsburg, Mark (2016, May). *Baseline Survey Report: Room to Learn South Sudan*. Juba: Winrock International, FHI 360, and Plan International.

Ginsburg, Mark (2016, March) *Project Midterm Review: University Support and Workforce Development Program*. Washington, DC: FHI 360.

Ginsburg, Mark and Lokong, Francis (2015). *Toward Developing a Safer School Index: Report on Findings from Initial Set of School Communities*. Juba: USAID-funded South Sudan Room to Learn Project.

Ginsburg, Mark and Sellu, John (2015, September). *DRAFT Educator Management Policy for the Republic of Liberia*. Monrovia: Liberia Teacher Training Program and Ministry of Education.

Ansari, Noor; Ginsburg, Mark; Hatch, Rachel; and Morris, Emmanuel (2015). *Data Utilization for Educational Development in Liberia*. Monrovia: USAID-Liberia Teacher Training Program.

Ansari, Noor; Ginsburg, Mark; Hatch, Rachel; and Morris, Emmanuel (2015). *Development of Institutional Capacity of Educational Administrators in Liberia*. Monrovia: USAID-Liberia Teacher Training Program.

Ansari, Noor; Ginsburg, Mark; Hatch, Rachel; and Morris, Emmanuel (2015). *Institutional Capacity for Instructional Supervision in Liberia*. Monrovia: USAID-Liberia Teacher Training Program.

Ansari, Noor; Ginsburg, Mark; Hatch, Rachel; and Morris, Emmanuel (2015). *System Change in Liberian Education*. Monrovia: USAID-Liberia Teacher Training Program.

Ansari, Noor; Ginsburg, Mark; Hatch, Rachel; and Morris, Emmanuel (2015). *Comparing the Early Grade Reading Assessments Scores of Students of Teachers with Various Professional Qualifications*. Monrovia: USAID-Liberia Teacher Training Program.

Morris, Emmanuel; Goyee, Oscar; Hatch, Rachel; Tuowal, Delwlebo; Browne, Mitchell; Wesseh, Sylvester; Kromah, Mohammed; Joboe, Oscar; Ginsburg, Mark; Ansari, Noor; Philip Kortu, Philip; Garway, Daniel; Tamba, Johnson; and Jiplah, Sartiah (2015). *Tracer Study of C-Certificate Program Graduates: Partial Replication Using 2014 EMIS Data*. Monrovia: USAID-Liberia Teacher Training Program.

Goyee, Oscar; Hatch, Rachel; Morris, Emmanuel; Tuowal, Delwlebo; Kromah, Mohammed; Browne, Mitchell; Wesseh, Sylvester; Zumo, Josephor; Joboe, Oscar; Ansari, Noor; & Ginsburg, Mark (2015). *Study of Primary Teacher Supply and Demand [based on 2014 EMIS data]*. Monrovia: USAID-Liberia Teacher Training Program.

Morris, Emmanuel; Hatch, Rachel; Tuowal, Delwlebo; Ansari, Noor; & Ginsburg, Mark (2015). *Tracer Study of Female Scholarship Recipients*. Monrovia: USAID-Liberia Teacher Training Program.

Tuowal, Delwlebo; Goyee, Oscar; Morris, Emmanuel; Browne, Mitchell; Joboe, Oscar; Kromah, Mohammed; Wesseh, Sylvester; Zumo, Josephor; Hatch, Rachel; Ansari, Noor; and Ginsburg, Mark (2014). *Follow-up Study of LTTP-Supported C-Certificate Program Graduates Who Were Not in the 2013 EMIS Database*. Monrovia: FHI 360 and the USAID/Liberia Teacher Training Program.

Goyee, Oscar; Hatch, Rachel; Morris, Emmanuel; Tuowal, Delwlebo; and Ginsburg, Mark (2014). *Study of Primary School Teacher Supply and Demand [based on 2013 EMIS data]*. Monrovia: FHI 360 and the USAID/Liberia Teacher Training Program.

Morris, Emmanuel; Goyee, Oscar; Hatch, Rachel; Tuowal, Delwlebo; and Ginsburg, Mark (2014). *Tracer Study of C-Certificate Program Graduates*. Monrovia: FHI 360 and the USAID/Liberia Teacher Training Program.

Ginsburg, M. and Morris, J. (2012). *Rwanda Education Commons: Impact Evaluation*. Washington, DC: REC, USAID, and FHI 360.

LeCzel, D. K. and Ginsburg, M. (2012). *School Management and Leadership Development: EQUIP1 First Principles Compendium*. Washington, DC: American Institutes for Research, FHI 360, and USAID.

Ginsburg, M. (2011). *Teacher Professional Development: EQUIP2 State-of-the-Art Knowledge Series*. Washington, DC: FHI 360 and USAID.

Leu, E. and Ginsburg, M. (2011). *Designing Effective Education Programs For In-Service Teacher Professional Development: EQUIP1 First Principles Compendium*. Washington, DC: American Institutes for Research, Academy for Educational Development, and USAID.

Alvarado, Felix; Ginsburg, Mark; and Muyingo, (2011). *Report on an Internal Review of Capacity Building Efforts of the Southern Sudan Technical Assistance Program*. Washington, DC: FHI 360.

Ginsburg, M. Rodriguez, J.; Sanyal, A.; and Tubman, W. (2010, November). *Impacto de las Estrategias Implementadas por el MECD a través de PRODEGE en el Desempeño Docente*. Bata, GE: Programa de Desarrollo Educativo de Guinea Ecuatorial.

Asgedom, A.; Aclilu, S.; Beyene, B.; and Ginsburg, M. (2010, March). *Early Grade Reading and Writing Needs Assessment [of Teachers] In Five Regions*. Addis Ababa, Ethiopia: Improving Quality of Primary Education Program.

Ginsburg, M.; Kalima, K.; Mwaanga, B.; Nsama Chakufyali, P.; and Tubman, W. (2009, November). *Outcomes Survey Report: Impact of EQUIP/Zambia Support on Effectiveness of Various Aspects of the Education System*. Lusaka, Zambia: EQUIP2 and Ministry of Education.

Ansari, N.; Foiza, N.; Ginsburg, M.; and Ullah, M. (2009, July). *Key Findings Report: Pre-STEP M&E Baseline Study*. Islamabad, Pakistan: Preservice Teacher Education Program

Megahed, Nagwa and Ginsburg, Mark (2008, November). *Education Reform Program Support in the Area of Governance and Management*. Cairo, Egypt: Education Reform Program.

Megahed, Nagwa and Ginsburg, Mark (2008, May). *Education Reform Program Support in the Area of Professional Development: Documentation Research*. Cairo, Egypt: Education Reform Program.

Ginsburg, M. and Adams, D. (eds.) (1996). *Policy-Practice-Research-Dissemination/Dialogue Spirals in Improving Educational Quality*. IEQ Mongraph. Pittsburgh, PA: Institute for International Studies in Education.

Journal Articles and Book Chapters

Ginsburg, M. (2020, in press). Recognizing Teachers as a Key Focus for Comparative Educators. In B. Lindsay (ed.), *Reflecting on Comparative and International Education: Leading Perspectives from the Field*. New York: Palgrave Macmillan.

Ginsburg, M. and Garcia Batista, G. (2020, in press). Reforma de la Educación y la Formación Docente en Cuba: Revolución y Perfeccionamiento. En Carlos Ornelas (ed.), *Política de Educación en América Latina: reformas, Resistencia y Persistencia*. México, DF: Siglo XXI Editores. (Spanish translation of 2019 publication)

Klees, S., Ginsburg, M., Anwar, H., Baker Robbins, M., Bloom, H., Busacca, C., Corwith, A., DeCoster, B., Fiore, A., Gasior, S., Le., H., Primo, L. H., & Reedy, T. (2020). The World Bank's SABER: A Critical Analysis. *Comparative Education Review* 64 (1): 46-65.

Ginsburg, M. (2019). Indicadores de Metas de Objetivo de Desarrollo Sostenible #4: Comparaciones entre Cuba y Algunos Otros Países. *Revista Educ@* 12. La Habana, Cuba: Asociación de Pedagogos de Cuba.

Ginsburg, M., Massón Cruz, R.M., Rodríguez Alfonso, E., & García Isaac, Y. (2019). La Enseñanza de la Educación Comparada en Países Separados por 90 Millas de Océano: Comparando Casos de Cuba y los Estados Unidos [Teaching Comparative Education in Countries Separated by 90 Miles of Ocean: Comparative Cases of Cuba and the United States]. *Revista Latinoamericana de Educación Comparada* 10 (16): 10-25. Available at: <http://www.saece.com.ar/relec/revistas/16/art1.pdf>.

Ginsburg, M., Massón Cruz, R.M., Rodríguez Alfonso, E., & García Isaac, Y. (2019). Teaching Comparative Education in Cuba and the United States. In M. Peters (ed.), *Encyclopedia of Teacher Education*. Singapore: Springer. Available at: <https://doi.org/10.1007/978-981-13-1179-6>.

Ginsburg, M. and Garcia Batista, G. (2019), "Reforming Education and Teacher Education in Cuba: Revolución and Perfeccionamiento." In Carlos Ornelas (ed.), *Politics of Education in Latin America: Reforms, Resistance and Persistence*, pp. 215-243. Rotterdam, Netherlands: Sense Publishers.

Ginsburg, M.; Ansari, N.; Goyee, O.; Hatch, R.; Morris, E. and Tuowal, D. (2018). "Where Have All the (Qualified) Teachers Gone? Implications for Measuring Sustainable Development Goal Target 4.c from a Study of Teacher Supply, Demand, and Deployment in Liberia." *African Educational Research Journal* 6 (2): 30-47. Available at: <http://www.netjournals.org/pdf/AERJ/2018/2/18-013.pdf>.

Ginsburg, M.; Archer, D.; Barrera-Osorio, F.; Lake, L.; Vally, S.; Wachter, N.: and Ulrick, J. (2018). "CER Moderated Discussion on *World Development Report 2018: Realizing the Promise of Education for Development*. *Comparative Education Review* 62 (2): 274-293.

Ginsburg, M. (2018). "WDR: Half-Hearted Commitment to Teacher Learning." In *Education International Reality Check: The Bank's 2018 World Development Report on Education*, pp. 79-82. Brussels: Education International.

- Also published as a blog: "Half-Hearted Commitment to Teacher Learning: #WDR2018 Reality Check #20." Education International: Worlds of Education Blog. Available at: https://worldsofeducation.org/en/woe_homepage/woe_detail/15770/wdr2018-reality-check-20-half-hearted-commitment-to-teacher-learning-by-mark-ginsburg World of Education Blog.

Ginsburg, M. (2017). “Teachers as Human Capital or Human Beings? USAID’s Perspective on Teachers.” *Current Issues in Comparative Education* 20 (1): 6-30. Available at: http://www.tc.columbia.edu/cice/current-issue/02_Ginsburg.pdf.

- Also published as a chapter, Ginsburg, M. (2018). “USAID’s Perspective on Teachers: Mainly a Human Resource Input, Less So a Policy Dialogue Participant” (in Japanese: 米国国際開発庁 (USAID) による協力—内容分析からみる教員の位置づけ). In Taeko Okitsu & Jun Kawaguchi (eds.), *Teacher Policy and International Cooperation: Ensuring the Education that Opens the Way to the Future to All Children* [*Kyoin Seisaku to Kokusai Kyouryoku —Mirai o Hiraku Kyoiku wo Subete no Kodomoni*]. Tokyo: Akashi Shoten.

Ginsburg, M., Haugen, V., Lokong, F., and Ong’uti, S. (2017). “Promoting Community Participation in Improving Education in South Sudan. *African Educational Research Journal*, 5 (4): 221-239. Available at: <http://www.netjournals.org/pdf/AERJ/2017/4/17-052.pdf>.

Ginsburg, M. and Arrington, B. (2015). “Diverse Partnerships: Designing and Implementing the Liberia Teacher Training Program, 2006-2010.” In C. Talbot and A. Taylor (eds.), *Partnership Paradox: The Post-Conflict Reconstruction of Liberia’s Educational System*, pp. 165-180. New York: Open Society Institutes.

Ginsburg, M. (2015). Appendix 1. Historical Background to Liberia’s Civil War. In C. Talbot and A. Taylor (eds.), *Partnership Paradox: The Post-Conflict Reconstruction of Liberia’s Educational System*, pp. 251-252. New York: Open Society Institutes.

Ginsburg, M., Balwanz, D., Banda, D., Park, J., Tambulukani, G., and Yao, W. (2014). “Opportunity to learn and its consequences for student learning outcomes in basic education schools in Zambia.” *African Educational Research Journal* 2 (4):123-156.

Ginsburg, Mark; Klauss, Rudi; Nankhuni, Felix; Nyirongo, Luka; Sullivan Omowoyela, Joan; Richardson, Emily; Terwindt, Reinier; and Willimann, Carrie (2014). “Engaging community members in enhancing educational quality: Studies of the implementation of the Primary School Improvement Programme in Malawi.” *Southern African Review of Education* 20 (1): 30-57.

Williams, D. and Ginsburg, M. (2013). “Educating All to Struggle for Social Change and Transformation.” *Current Issues in Comparative Education* 15 (2): 3-14. Available at: http://www.tc.columbia.edu/i/a/document/28168_15_02_Introduction.pdf.

Post, D.; Stambach, A Ginsburg, M.; Hannum, E.; Benavot, A.; and Bjork, C. (2013). “Los Rankings Académicos. *Archivos Analíticos de Políticas Educativas* 21 (19): 1-15. Available at: <http://epaa.asu.edu/ojs/article/view/1347>

Ginsburg, M. (2013). “System and Policy Dimensions of Professional Development.” In Ian R. Haslam, Myint Swe Khine and Issa M. Saleh (eds.), *Large Scale Reform and Social Capital Building: The Professional Development Imperative*, pp. 157-179. London: Routledge.

Ginsburg, M., Rodriguez, J. V., Ndong, A. E., Bourdon, C. H., Cela Hamm, T., Grajeda, E. Sanyal A., and Tubman, W. (2012). "Different Approaches, Different Outcomes: Professional Development of Teachers in Equatorial Guinea." In M. Ginsburg (ed.). *Preparation, Practice, and Politics of Teachers: Problems and Prospects in Comparative Perspective*, pp. 47-76. Rotterdam, Netherlands: Sense Publishers.

Ginsburg, M., Bermeo, M-J., Desai, K., & de la Garza, K. (2012). "Multilogue on the Preparation, Practice, and Politics of Teachers." In M. Ginsburg (ed.). *Preparation, Practice, and Politics of Teachers: Problems and Prospects in Comparative Perspective*, pp. 1-16. Rotterdam, Netherlands: Sense Publishers.

Ginsburg, M. (2012). "Public-Private Partnerships, Neo-Liberal Globalization, and Democracy." In S. Robertson, A. Verger, and K. Mundy (eds.), *Global Governance and Partnerships with the Private Sector in Education for Development*, pp. 63-78. Cheltenham, UK: Edward Elgar Publishing.

Ginsburg, M. (2012). "Teachers as Learners: A Missing Focus in 'Learning for All.'" In S. Klees, J. Samoff, and N. Stromquist (eds.), *The World Bank and Education: Critiques and Alternatives*, pp. 83-94. Rotterdam, Netherlands: Sense Publishers.

Ginsburg, M., Brady, K., Draxler, A., Klees, S., Luff, P., Patrinos, H., & Edwards, D. (2012). "Public-Private Partnerships and the Global Reform of Education in Less Wealthy Countries: A Moderated Discussion." *Comparative Education Review* 56 (1): 155-175.

Post, D.; Stambach, A Ginsburg, M.; Hannum, E.; Benavot, A.; and Bjork, C. (2012). "Editorial: Rank Scholarship." *Comparative Education Review* 56 (1): 1-17.

Megahed, N., Ginsburg, M., Antar Abdellah, A., and Zohry, A. (2012). "The Quest for Educational Quality in Egypt: Active-Learning Pedagogies as a Reform Initiative." In C. Acedo, D. Adams, and S. Popa (eds.), *Quality and Qualities: Tensions in Educational Reform*, pp. 41-67. Rotterdam, Netherlands: Sense Publishers.

Ginsburg, M.; Kalima, K.; Mwaanga, B.; Nsama Chakufyali, P.; and Tubman, W. (2011). "Promoting Evidence-Based Policy Planning and Implementation in Education in Zambia: Challenges in Locating this Work on Paulston's Maps." In J. Weidman and W. J. Jacob (eds.), *Comparative: Advancing Theory and Its Application to Practice*, pp. 355-370. Rotterdam, Netherlands: Sense Publishers.

Ginsburg, M., Megahed, N. (2011). Globalization and the Reform of Faculties of Education in Egypt: The Roles of Individual and Organizational, National and International Actors." *Education Policy Analysis Archives*, 19 (15): 1-29 <http://epaa.asu.edu/ojs/article/view/795>.

Ginsburg, M. (2010). "Improving Aid Effectiveness or Transforming the World Capitalist System?" *Current Issues in Comparative Education* 13 (1): <http://www.tc.columbia.edu/CICE/>.

Ginsburg, M. and Megahed, N. (2010). "Comparative Perspectives on Teachers and Professionalism." In S. Tozer, B. Gallegos, A. Henry, M. Bushnell-Greiner, and P. Groves-Price (eds.) *Handbook of Research in Social Foundations in Education*, pp. 662-671. New York: Routledge.

Ginsburg, M.; Moseley, S.; and Pigozzi, M. (2010). "Introduction: Reforming Education for Transformation: Opportunities and Challenges." *Development* 53 (4): 451-456.

Ginsburg, Mark and Pigozzi, Mary Joy (2010). "Multiple Voices on Education for Development." *Development* 53 (4): 551-561.

Ginsburg, M. (2010, April). "Improving Educational Quality through Active-Learning Pedagogies: A Comparison of Five Case Studies." *Educational Research* 1 (3): 62-74. (<http://interesjournals.org/ER/Contents/2010%20content/April.htm>.)

Ginsburg, M., Megahed, N., Elmeski, M., and Tanaka, N. (2010, March). "Reforming Educational Governance and Management in Egypt: National and International Actors and Dynamics." *Educational Policy Analysis Archives*. 18 (5): 1-50. Available at: <http://epaa.asu.edu/ojs/article/view/731/825>.

Megahed, N. and Ginsburg, M. (2010). "Documentation for Diffusion of Educational Reform in Egypt: Rationale, Approach, and Initial Experiences." In M. Tatto and M. Mincu (eds.) *Reforming Teaching and Learning: Comparative Perspectives in a Global Era*, pp. 57-74. Rotterdam, Netherlands: Sense Publishers.

Ginsburg, M. (2010). "Socialização Política dos Professores." In D. Oliveira, A. Duarte, and L. Veira (eds.), *Dicionário: Trabalho, Profissão e Condição Docente*. Belo Horizonte: UFMG/Faculdade de Educação. CDROM, pdf 198.

Ginsburg, M. "Professores e Profissionalismo." In D. Oliveira, A. Duarte, and L. Veira (eds.), *Dicionário: Trabalho, Profissão e Condição Docente*. Belo Horizonte: UFMG/Faculdade de Educação. CDROM, pdf 343.

Ginsburg, M. (2009, August). "Active-Learning Pedagogies as a Reform Initiative: Synthesis of Case Studies. Washington, DC: American Institutes for Research EQUIP1 Research Paper. Available at: <http://www.equip123.net/docs/e1-ActiveLearningSynthesis.pdf>.

Ginsburg, M. and Kamat, S. (2009). "The Political Orientations of Teachers." In L. Saha and A. G. Dworkin (eds.) *The New International Handbook of Teachers and Teaching*, pp. 231-241. Norwell, MA: Springer.

Ginsburg, M. and Megahed, N. (2009). "Comparative Perspectives on Teachers, Teaching, and Professionalism." In L. Saha and A. G. Dworkin (eds.) *The New International Handbook of Teachers and Teaching*, pp. 539-556. Norwell, MA: Springer.

Ginsburg, M. and Price-Rom, A. (2009). "Comparative and International Education." In E. Provenzo (ed.) *Encyclopedia of the Social and Cultural Foundations of Education*, pp. 158-63. Thousand Oaks, CA: Sage.

Ginsburg, M. (2009). "Education and Economic Development." In E. Provenzo (ed.) *Encyclopedia of the Social and Cultural Foundations of Education*, pp. 313-315. Thousand Oaks, CA: Sage.

Ginsburg, M. and Megahed, N. (2009). "Teachers' Attitudes toward the Teaching Profession." In E. Provenzo (ed.) *Encyclopedia of the Social and Cultural Foundations of Education*, pp. 779-781. Thousand Oaks, CA: Sage.

Ginsburg, M. (2009). "Professional Status of Teachers: Professionalization, Deprofessionalization, and Proletarianization." In E. Provenzo (ed.) *Encyclopedia of the Social and Cultural Foundations of Education*, pp. 795-797. Thousand Oaks, CA: Sage.

Ginsburg, M. and Megahed, N. (2008). "Global Discourses and Educational Reform in Egypt: The Case of Active-Learning Pedagogies." *Mediterranean Journal of Educational Studies* 13 (2): 91-115. http://www.um.edu.mt/_data/assets/pdf_file/0006/60747/91-115_Ginsburg-Megahed.pdf.

Ginsburg, M. and Megahed, N. with Elmeski, M. and Tanaka, N. (2008). "Global Discourses and the Reform of Educational Governance and Management in Egypt." In E. Karip (ed.) *Right to Education: Policies and Perspectives*, pp. 25-88. Ankara, Turkey: Turkish Education Association.

Ginsburg, M.; Megahed, N.; Abdellah, A.; and Zohy, A. (2008). "Promoting Active-Learning Pedagogies in Egypt." In N. Popov, C. Wolhuter, C. Heller, and M. Kysilka (eds.) *Comparative Education and Teacher Training*, Volume 6, pp. 93-99. Sofia, Bulgaria: Bureau for Educational Services and the Bulgarian Comparative Education Society.

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Eannarino, R. and Ginsburg, M. (2000). "A Little Boy ... A Big Controversy." *LAS Noticias* (University of Pittsburgh/Cornell University Joint Venture for K-12 Spanish and Social Studies Educators). 2 (3): 1-2 and 8-9.

Ginsburg, M. (1986, 27 August). "What of Nicaragua: No Business of Ours." *Houston Chronicle*, Section 2, p. 11.

Ginsburg, M. (1986, 27 August). "Nicaragua: 2 Views from the Inside: Daily Life Seems Filled More with Sacrifice than Oppression." *Houston Post*, p. 3B.

Ginsburg, M. (1995, 28 September). A Chance for Pittsburghers to Learn about Cuba." *Pittsburgh Post-Gazette*, p. A-12.

Ginsburg, M. (1975). "Antecedents to the Quality of Life: Letter." *Educational Researcher* 4 (November): 2-3.

Instructional Activity

- I. Courses Taught at the **University of Aston** (Birmingham, England: 1976-1978):
 - A. *Graduate*
 - Social Context of Counseling
 - Sociological Research Methods
 - Sociology of Education
 - Sociology of Knowledge and the Curriculum
 - Stratification (Class, Ethnicity, Gender) and Education
 - B. *Undergraduate*
 - Computer Data Analysis (Use of SPSS)
 - Educational Issues Seminar
 - Social Context of Communication
 - Sociology of Knowledge and the Curriculum
 - Sociology of the School and Teaching
 - Stratification (Class, Ethnicity, Gender) and Education
- II. Courses Taught at the **University of Houston** (Texas, USA: 1979-1987):
 - A. *Graduate*
 - Colleague Relations among Teachers and Administrators
 - Comparative Education
 - Education and Culture
 - Field Methods of Educational Research
 - Foundations of Educational Sociology
 - Seminar in Strategies and Research in Educational Administration
 - B. *Undergraduate*
 - Introduction to Teaching
 - Social and Cultural Foundations for Teaching
- III. Courses Taught at the **University of Pittsburgh** (Pennsylvania, USA: 1987-2004)
 - A. *Graduate*
 - APS Doctoral Core I and II
 - Comparative Education
 - Disciplined Inquiry
 - Education and Culture
 - Proseminar in Social and Comparative Analysis in Education
 - Social Theories and Education in Global Context
 - B. *Undergraduate*
 - Peace Movements and Peace Education (Campus and Semester at Sea)
 - Social Foundations of Education
 - Sociology of Wealth and Power (Semester at Sea, 1999)
 - Sociology of Work and Occupations (Semester at Sea, 1999)
- IV. Course Taught at the **University of Oslo** (Norway, 1998)
 - A. *Graduate* (special summer session)
 - Teachers and Teacher Education in Comparative Perspectives

- V. Course Taught at **Kobe University** (Japan, 2011)
- A. *Graduate* (Special Lecture/Seminar on Development Management)
Theory, Practice, and Politics of Evaluating International Education Projects
- VI. Courses Taught at **Teachers College, Columbia University** (USA, 2011-2013)
- A. *Graduate*
Evaluation of International Education Programs
Issues and Institutions in International Development
Mixed Methods in Disciplined Inquiry
- VII. Courses Taught in International Education Program, **George Washington U.** (2017)
- A. *Graduate*
Planning Educational Reform
- VIII. Course Taught in International Education Policy Program, **U. of Maryland** (2016-2018)
- A. *Graduate*
Comparative Education
The Political Economy of EFA (co-taught with Steve Klees and Nelly Stromquist)
Teacher Education and Teachers' Work: An International Perspective
The World Bank's SABER [Systems Approach for Better Education Results]: A
Critical Analysis (co-taught with Steve Klees)
- IX. Courses Taught at the Universidad de Ciencias Pedagógicas "Enrique José Varona" (2017-2018)
- A. *Graduate*
Curso de Metodología de Investigación: Métodos Mixtos (taught at Asociación de Pedagogos de Cuba)
- B. *Undergraduate*
Educación Comparativa (co-taught with Yuitana Garcia Isaac)

Dissertation, Thesis/Integrated Project Supervision

- I. University of Maryland
- *Doctoral Dissertation Committees:* Melanie Baker Robbins, Heidi Bloom, Anne Corwith, Brendan DeCoster, D. Brent Edwards, F. Tony Di Giacomo, Jeremy Gombin-Sperling, Stephanie Hall, Veronica James, Hang Le, Changha Lee, Yuyung Peng, Wendi Ralaingita, Timothy Reedy, Anita Sanyal, Nooruddin Shah, Anne Spear, Taylor Woodman
- II. Teachers College, Columbia University
- *Master's Degree Integrated Project Supervision:* Richard Adrien, Sarah Brandt, Melody Buckholt, Juliana Hess, Prentice LeClair, Maysoon Malik, Renee McAlpin, Rachel McKie, Jessie Morris, Mariam Nagi, Beth Nuland, Natasha Sarkar, Jade Sharify, Astrid Ténrière, Isabelle Tibbi, Annette Tobias, Lu Wang, Naomi Emily Yamada
 - *Doctoral Dissertation Committees:* Pablo Alfaro, Katy de la Garza, Alla Korzh

III. University of Pittsburgh

- *Doctoral Dissertation Committees (Chair or Member)*: Hamood Al-Harhi, Bilqis Al-Sharie, Mohamed Awad, Carolyn Ball, Carolina Belalcazar, Michael Bercik, Barbara Burgess, Jinfa Cai, Mark Cannister, Johnnie Mae Carter, Kathy Ceroni, Thomas Clayton, Susan Cooper, Victor Cordova, Peter Dinardo, James Ditmar, Oscar Espinoza, Fuad Fachruddin, Ana Forcinito, Rocio Fuentes, Jorge Gorostiaga, Gloria Gozdzik, Kadir Gunduz, Ali Ibrahim, Sangeeta Kamat, Leonora Kivuva, Yeping Li, Xin Lu, Paula Kristofik, Philip Mabry, Ellen Madono, Martha Mantilla, Mouzhino Mario, Greg Margolis, Lipika Mazumber, Les McCabe, Nagwa Megahed, Linda Morrison, Richard Noftzger, Osamha Obeidat, Jungwha Oh, Ralph Phillips, Marina Piscalish, Simona Popa, Rajeshwari Raghu, Liora Rapoport, Stephanie Robinson, Janet Rogers, Maria Emparatiz Ruiz-Merroth, Jonathan Seaver, Rasha Sharaf, Betsy Stein, Joseph Stimpfl, Mayumi Terano, Isaac Thompson, Monte Tidwell, Rudolfo Vega, John Weaver, Roy Wilson, Minho Yeom, Sungwha Yoo, Yueming Yu, Hugo Zegarra
- *Master's Theses (Chair or Member)*: Martial Dembélé, Alicia Foltz Olalde, Tomoko Ishikawa, Christina McDonald, Jay Scribner, Susan Showalter, Heriberto Valverde

IV. University of Houston (partial listing)

- *Doctoral Dissertation Committees (Chair or Member)*: Beatriz Arias-Godinez, Jaime Calderon, Joanne Giles, Betty Malmstad, Darla Miller, Rajeshwari Raghu, Susan Rippberger, Judy Sands, Linda Spatig, Susan Stilley, Monte Tidwell, John York
- *Master's Theses (Chair or Member)*: Adria Gregg, Iris Khanna, Gilda Rodriguez Gabarron Holly

V. University of Aston (partial listing)

- *Doctoral Dissertation Committees (Chair or Member)*: Robert Meyenn, Gwen Wallace
- *Master's Theses (Chair or Member)*: Christine Ranceford-Hadley, Bede Redican

Professional Association Involvement (Selected)

American Educational Studies Association

- Executive Board Member (1988-1991)
- Conference Presentations (1980-2003)

American Educational Research Association

- Board Member, SIG on International Studies (1991-1994)
- Chair, SIG on Peace Education (1992-1996)
- Conference Presentations (1980-2003)

American Sociological Association (1974-2004)

- Conference Presentations (1975, 1994)

British Sociological Association (1976-2000)

- Conference Presentations (1977, 1978)

Comparative and International Education Society (CIES, 1979-present)

- Vice President, President-Elect, President, Past President (1989-1993)
- Coeditor, *Comparative Education Review* (2003-2013)

- Local Organizer, CIES Conference, Houston, 1994
- Co-Organizer, Northeast Regional CIES Conference, Pittsburgh, 1992
- Member, Annual Conference Program Committee (1984, 1988, 1997, 2003, 2010, 2015)
- Member, Ad-Hoc Committee on Social and Policy Engagement (2017-2020)
- Conference Presentations (1979-1998, 2000-2019)

Council of Foundations of Education

- CIES Representative to Board (1992-2004)

Egyptian Comparative Education and Educational Administration Association (2005-2010)

- Conference Presentations (2006-2008)

Gulf Comparative Education Society (2009-2012)

- Conference Presentations (2010, 2011)

Interagency Network for Education and Emergencies

- Member, Editorial Board, *Journal of Education in Emergencies* (2015-present)

International Sociological Association (1978-1995)

- Conference Presentations (1978)

International Task Force on Teachers [for Education For All]

- Participation in International Policy Dialogue Forums (2014-2017)
- Reviewer and Participant in validation workshop, *Teacher Policy Development Guide* (2014)
- 2016 Presentation (with Advertus Wright, Assistant Minister for Teacher Education, Liberia): “Developing an Educator Management Policy for the Republic of Liberia.
- General Rapporteur, 8th International Policy Dialogue Forum, 2016

Mediterranean Society for Comparative Education (2005-2010)

- Conference Presentation (2005, 2008)

World Council of Comparative Education Societies

- Member, Board of Directors (1992-1996); Coeditor, *WCCES Newsletter* (1994-2000)
- Member, Standing Committee on Admissions and New Societies (2008-present)
- Chair, Standing Committee on Admissions and New Societies (2016-2018)
- Member, WCCES Task Force on USA-UNESCO Relations (2017-present)
- Chair, Standing Committee on Finances (2019-present)
- World Congress Presentations (1989, 1992, 1996, 1998, 2001, 2004, 2007, 2010, 2013, 2016, 2019)