Curriculum Vitae (August 2012)

MARK B. GINSBURG
Global Education Center, Global Learning Group, FHI 360
1825 Connecticut Ave., NW, Washington, DC, 20009, USA
Tel: 202-669-5196; Fax: 202-884-8408; Email: mginsburg49@yahoo.com

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

FHI 360 (formerly Academy for Educational Development, AED) (Washington, DC, USA)
- *Senior Advisor for Research, Evaluation & Teacher Development*, Global Education Center, Global Learning Group (2006-present)
- *Co-Director, Monitoring, Evaluation, and Research Unit* (2010-present)

University of Maryland (College Park, MD, USA)
- *Visiting Professor*, International Educational Policy Program, Department of Education Leadership, Higher Education & International Education, College of Education (2006-present)

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 Pittsburgh (Pennsylvania, USA)
- *Professor* (1989-2006) and *Associate Professor* (1987-89), Administrative and Policy Studies Department and Sociology Department
- *Director* (1987-93) and *Co-Director* (1996-2004) Institute of International Studies in Education
- *Core Faculty Member* (1988-2006) Programs in Asian Studies, Latin American Studies and West European Studies

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
Innovation Award, AED, 2009

Publications

Books and Special Issues of Journals

Ginsburg, M. (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 Linday, 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.

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

Monographs

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

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.

Journal Articles and Book Chapters (Selected)

Ginsburg, M. (2012, in press). "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*. 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*. 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*. Rotterdam, Netherlands: Sense Publishers.

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*. 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*. 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*. 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. http://epaa.asu.edu/ojs/article/view/731/825.

Megahed, N. and Ginsburg, M. (2010). “Documentation for Diffusion of Reform: ERP Support in the Area of Professional Development.” In M. Tatto and M. Mincu (eds.) *Teacher Education and Development and Teaching and Learning*, pp. 57-74. Rotterdam, Netherlands: Sense Publishers.

Ginsburg, M. (2009, August). “Active-Learning Pedagogies as a Reform Initiative: Synthesis of Case Studies. Washington, DC: American Institutes for Research EQUIP1 Research Paper. 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*. 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*. 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*. Thousand Oaks, CA: Sage.

Ginsburg, M. (2009). “Education and National Development.” In E. Provenzo (ed.) *Encyclopedia of the Social and Cultural Foundations of Education*. Thousand Oaks, CA: Sage.

Ginsburg, M. and Megahed, N. (2009). “Teachers’ Conceptions of Professionalism and Teaching.” In E. Provenzo (ed.) *Encyclopedia of the Social and Cultural Foundations of Education*. 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*. 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. Sofia, Bulgaria: Bureau for Educational Services and the Bulgarian Comparative Education Society.

Terano, M. and Ginsburg, M. (2008). "Educating All for Peace: Educating No One for (Physical or Structural) Violence." Pages 203-220 in J. Lin and Christa Bruhn (eds.) *Transforming Education for Peace*. Greenwich, CT: Information Age Publishing.

Megahed, N. and Ginsburg, M. (2008, May). "Social Inequalities, Educational Attainment, and Teachers in Egypt." In D Holsinger and W. J. Jacob (eds.) *International Handbook on the Inequality of Education.* Hong Kong: Comparative Education Research Center/Springer.

Ginsburg, M. (2008, April) "Bridge over Black[ened] Water: A New Refrain for NGOs." *Current Issues in Comparative Education* 10 (1/2): http://www.tc.columbia.edu/cice/Current/10/10_Ginsburg.html .

Ginsburg, M., Espinoza, O. Popa, S. and Terano, M. with N. Megahed (2007). "Globalization and Higher Education in Chile and Romania: The International Monetary Fund and the World Bank Sweeping the Way for the World Trade Organization." [Arabic] In EDITOR (ed.) TITLE ... Zagazig, Egypt: Zagazig University.

Yeom, M. and Ginsburg, M. (2007). "Professionalism and the Reform of Teachers and Teacher Education in the Republic of Korea & the United States of America." *Asia Pacific Education Review*. 8 (2): 298-310.

Ginsburg, M., Espinoza, O. Popa, S. and Terano, M. with N. Megahed (2007). "Globalization and Higher Education in Chile and Romania: The International Monetary Fund and the World Bank Sweeping the Way for the World Trade Organization." In G. Aboud (ed.) *Globalization and Education: Selected Papers from the Fourteenth Annual Conference of Egyptian Comparative Education and Educational Administration Society* (21-22 January 2006). Cairo: Ain Shams University Faculty of Education.

Ginsburg, M.; Belalcazar, C.; Popa, S.; & Pacheco, O. (2006). "Constructing Worker-Citizens in/through Teacher Education in Cuba: Curricular Goals in the Changing Political Economic Context, 1898-2003." *World Studies in Education.* 7 (1): 25-58.

Megahed, N. and Ginsburg, M. (2006). "Teacher Education and the Construction of Worker-Citizens in Egypt: Historical Analysis of Curricular Goals in National/International Political Economic Context." In N. Popov, C. Wolhuter, C. Heller, and M. Kysilka (eds.) *Comparative Education and Teacher Training*, Volume 4, pp. 161-171. Sofia, Bulgaria: Bureau for Educational Services and the Bulgarian Comparative Education Society.

Li, Y. and Ginsburg, M. (2006). "Classification and Framing of Mathematical Knowledge in Hong Kong, Mainland China, Singapore, and the United States: An Analysis of Textbooks in Socio-Cultural Contexts." In K. D. Graf, F. Leung, and F. Lopez-Real (eds.) *Mathematics Education in Different Cultural Traditions: A Comparative Study of East Asia and the West*. ICMICS.

Burgess, B. & Ginsburg, M. (2006). "Disturbed and/or Resistant: Hegemony, Ideology, and the Social Construction of Inequalities in a Program for Severely Emotionally Disturbed Students." In T. Clayton (ed.) *Rethinking Hegemony.* Albert Park, Australia: James Nicholas Publishers.

Cordova, V. & Ginsburg, M. (2006). "Hegemony, 'Mediated' Campus Struggles, and Political (In)Action: Extracurricular Political Socialization of Prospective Teachers in Mexico." In T. Clayton (ed.) *Rethinking Hegemony.* Albert Park, Australia: James Nicholas Publishers. [Originally published in *Education and Society* 18 (2): 45-59].

Gorostiaga, J.; Pini, M.; Donini, A.; and Ginsburg, M. (2006). "The Steering of Educational Policy Research in Neoliberal Times: The Case of Argentina." In. D. Coulby, J. Ozga, T. Popkewitz, and T. Seddon (eds.) *World Yearbook of Education 2006: Education Research and Policy*. London: Routledge, Abingdon, Oxon.

Ginsburg, M., Espinoza, O., Popa, S., and Terano, M. (2005). "Globalization and Higher Education in Chile and Romania: The Roles of the International Monetary Fund, World Bank, and World Trade Organization." In J. Zajda (ed.) *International Handbook on Globalization, Education and Policy Research: Global Pedagogies and Policies*. Secaucus, NJ: Springer.

Ginsburg, M. and Gorostiaga, J. (Arabic Translation: Hany Williams and Nagwa Megahed). (2005). "El-álaqat Bin El-Monazereen/El-Baheseen wa Saneáy El-Seyasat/El-Momarseen: Eáadat El-Tafkeer fi Mafaheem El-Thaqafatain wa El-Emkania lelhewar" ("Relationships between Theorists/ Researchers and Policy Makers/Practitioners: Rethinking the Two-Cultures and the Possibility of Dialogue"). *Megalet El-Tarbya wa El-Tanmia* (*Education and Development Journal*) *Vol. 13, Issue 35 (December).* [Originally published in English in 2001 in the *Comparative Education Review*].

Ginsburg, M. and Gorostiaga, J. (2005). "Las Relaciones entre Téoreticos/Investigadores y Decisores/Profesionales: Repesando la Tesis de las dos Culturas y la Posibilidad del Diálogo en el Sector Educativo" ("Relationships between Researcher/Theorists and Policy Makers/Practitioners: Rethinking the Two-Cultures Thesis and the Possibility of Dialogue"). *Revista Española de Educación Comparada* (Madrid, SEEC/UNED), nº 11, pp. 285 – 314 [Originally published in English in 2001 in the *Comparative Education Review*].

Megahed, N. and Ginsburg, M. (2003). "Stratified Students, Stratified Teachers: Ideologically Informed Perceptions of Educational Reform in Egypt." *Mediterranean Journal of Educational Studies* 8 (2): 7-33.

Al-Harthi, H. and Ginsburg, M. (2003). "Student-Faculty Power/Knowledge Relations: The Implications of the Internet in the College of Education, Sultan Qaboos University." *Current Issue in Comparative Education (CICE)* 6 (1): http://www.tc.columbia.edu/CICE/.

Ginsburg, M. & Gorostiaga, J. (2003). "Dialogue about Educational Research, Policy, and Practice: To What Extent Is It Possible and Who Should Be Involved?" Pages 1-36 in Ginsburg & J. Gorostiaga (eds.) *Limitations and Possibilities of Dialogue among Researchers, Policy Makers, and Practitioners: International Perspectives on the Field of Education*. New York: RoutledgeFalmer.

Ginsburg, M., Espinoza, O., Popa, S., & Terano, M. (2003). "Privatization, Domestic Marketization, and International Commercialization of Higher Education: Vulnerabilities and Opportunities for Chile and Romania." *Globalisation, Societies and Education* 1 (3): 413-46.

Ginsburg, M.; Belalcazar, C.; Fuentes, R.; Rapoport, L.; Vega, R.; & Zegarra, H. (2003). "The Control of and Goals for Teacher Education in Mexico, 1821-1994: Constructing Worker-Citizens as (Non)Change Agents within National/Global Political Economic Contexts." *Journal of Curriculum Theorizing* 19 (4): 115-58.

Ginsburg, M. & Megahed, N. (2003). "Multiple Perspectives on Terrorism and Islam: Challenges for Educators in Egypt and the United States before/after September 11, 2001." In W. Nelles (ed.) *Comparative Education, Terrorism and Human Security: A Critical Pedagogy and Violence Prevention Reader*. New York: Palgrave-MacMillan, Publishers. [revised and abridged version of 2002 *Educational Studies* article].

Ginsburg, M. & Megahed, N. (2002). "What Should We Tell Educators about Terrorism and Islam: Some Considerations in Global Context after September 11." *Educational Studies* 33 (3): 288-310.

Ginsburg, M. & Clayton, T. (2002). "Imperialism and Education." Pages 387-91 in D. Levinson, P. Cookson, and A. Sadovnik (eds.) *Education and Sociology: An Encyclopedia*. New York: RoutledgeFalmer.

Ginsburg, M. & Gorostiaga, J. (2001). "Relationships between Researcher/Theorists and Policy Makers/Practitioners: Rethinking the Two-Cultures Thesis and the Possibility of Dialogue." *Comparative Education Review* 45 (2): 173-96.

Adams, D.; Ginsburg, M.; Clayton, T.; Mantilla, M.; Sylvester, J.; & Wang, Y. (2001). "Linking Research to Educational Policy and Practice: What Kind of Relationships in How (De)Centralized a Context?" In B. Levinson & M. Sutton (eds.) *New Approaches to Studying Educational Policy Formation and Appropriation*. New York: Ablex.

Ginsburg, M. (2001). "Democracy, Worker-Consumer-Citizens, and Teacher Education: Theoretical Musings with Illustrations from Research in Mexico." In Leslie Limage (ed.) *Democratizing Education and Educating Democratic Citizens*. New York: RoutledgeFalmer.

Ginsburg, M., McGlynn, F., Moreno, J., and Perez Rojas, N. (1999). "Deasfios y Respuetas del Estado y la Sociedad Civil en Cuba." J. Moreno, N. Perez Rojas, M. Ginsburg, and F. McGlynn (eds.) *Cuba en el Periodo Especial: Unas Perspectivas Cubanas.* La Hababa, Cuba: Editorial Ciencias Sociales.

Ginsburg, M. and Wion, P. (1998). "Organizing University Faculty for Collective Action in the US: Corporatization, a Divided Professoriate, and the Possibility of Community." *Contemporary Education* 59(4): 1991-95.

Ginsburg, M. (1998). "NGOs: What's in an Acronym?" *Current Issues in Comparative Education* [Online] 1 (1) [November 20]. Available at: www.tc.columbia.edu/cice/vol01nr1/mbgart1.htm

Ginsburg, M., Clayton, T., Rakotomanana, M., Rodriguez & Gabarron Holly, G. (1998). "Education for All or Educating All for Peace?" In Shen-Keng Yang (ed.) *Education for the New Century: Lifelong Learning for All*. Tapei, Taiwan: Chinese Comparative Education Society.

Ginsburg, M. (1998). "Challenges and Opportunities for Teachers in the 21st Century" [in English and Korean]. *Korean Journal of Comparative Education* 8 (1): 283-325.

Ginsburg, M. (1997a) "Professionalism or Politics as a Model for Educators' Engagement With/in Communities." Pages 5-12 in J. Lindle and M. McClure (eds.) *Shifting Professional and Community Relationships in Children's Worlds: Expertise and Responsibility*. New York: Taylor & Francis.

Ginsburg, M. (1997). "Professionalism or Politics as a Model for Educators' Work and Lives." *Educational Research Journal* 11 (2): 1-15.

Ginsburg, M., McGlynn, F., Moreno, J., and Pérez Rojas, N. (1997). "Political Economic Challenges and Responses within the State and Civil Society in Cuba." *Third World Studies*. 60: ix-xxvi.

Ginsburg, M. and Kamat, S. (1997). "Political Sociology of Teachers' Work." In L. Saha (ed.) *International Encyclopedia of the Sociology of Education*. Oxford, England: Elsevier Science Limited.

Ginsburg, M. (1997). "The Limitations and Possibilities of Comparative Analysis of Education in a Global Context." *Vergleichende Erziehungswissenschaft Herausforderung - Vermittlung - Praxis: Festschrift für Wolfgang Mitter*. Franfurt am Main: German Institute for International Educational Research.

Ginsburg, M. & Klopfer, L., with T. Clayton, M. Rakotomanana, J. Sylvester, and K. Yasin (1996). "Choices in Conceptualizing Classroom-Anchored Research and Linking It to Policy/practice to Improve Educational Quality in Developing Countries." *Research Papers in Education* 11 (3): 239-54.

Ginsburg, M., with S. Kamat, R. Raghu, and J. Weaver (1995). "Educators and Politics: Interpretations, Implications, and Involvement." In M. Ginsburg (ed.) *The Political Dimension in Teacher Education*, pp. 3-54. New York: Garland Publishing.

Ginsburg, M., and Lindsay, B. (1995). "Conceptualizing the Political Dimension in Teacher Education." In M. Ginsburg and B. Lindsay (eds.) *The Political Dimension in Teacher Education*, pp. 3-20. London: Falmer Press.

Ginsburg, M. (1995). “Contradiction, Resistance and Incorporation in the Political Socialization of Educators in Mexico.” In M. Ginsburg and B. Lindsay (eds.) *The Political Dimension in Teacher Education*, pp. 216-42. London: Falmer Press.

Lindsay, B. and Ginsburg, M. (1995). “Transforming Teacher Education, Schooling and Society: Lessons Learned and Political Commitments.” In M. Ginsburg and B. Lindsay (eds.) *The Political Dimension in Teacher Education*, pp. 265-76. London: Falmer Press.

Ginsburg, M. and Tidwell, M. (1995). “Political Socialization of Prospective Educators in Mexico: The Case of the University of Veracruz.” In C.A. Torres (ed.) *Education and Social Change in Latin America*, pp127-42. Albert Park, Australia: James Nichols Publishers. [Previously published in 1990 *New Education* 12 (2): 70-82]

Ginsburg, M. & Kamat, S. (1994). "The Political Work of Teachers." In T. Husen and T. N. Postlethwaite (eds.) *International Encyclopedia of Education*, pp. 4581-87. New York: Pergamon.

Ginsburg, M. and Cooper, S. (1994). “Conceptual Issues in Educational Reform: Ideology, the State, and the World Economic System.” In A. Yogev and V. Rust (eds.) *Educational Reform in International Perspective*, pp. 55-80. Greenwich, CN: JAI Press.

Ginsburg, M. (1994). “Aprendiendo a Ser Actores Politicos? La Educacion de Maestro sen Mexico” (Learning to Be Political Actors? Teacher Education in Mexico) *Punto y Seguido* 7: 17-20.

Ginsburg, M., Kamat, S., Raghu, R., and Weaver, J. (1992). "Educators/Politics. *Comparative Education Review* 36 (4): 417-45.

Rippberger, S., Ginsburg, M., & Paulston, R. (1992). "Educational Reform in Nicaragua." In P. Cookson, A. Sadovnik, & S. Semel (eds.), *International Handbook of Educational Reform*, pp. 387-402. New York: Greenwood Press.

Ginsburg, M., Cooper, S., Raghu, R., and Zegarra, H. (1991). “Conceptual Issues in ‘Educational Reform’: Ideology, the State, and the World Economic System.” In M. Ginsburg (ed.) *Understanding Educational Reform in Global Context: Economy, Ideology, and the State*, pp. 3-47. New York: Garland Publishers.

Ginsburg, M., and Cooper, S. (1991). “Educational Reform, the State, and the World Economy: Understanding and Engaging in Ideological and Other Struggles.” In M. Ginsburg (ed.) *Understanding Educational Reform in Global Context: Economy, Ideology, and the State*, pp. 369-88. New York: Garland Publishers.

Miller, H., and Ginsburg, M. (1991). “Restructuring Education and the State in England.” In M. Ginsburg (ed.) *Understanding Educational Reforms in Global Context: Economy, Ideology, and the State*, pp. 49-84. New York: Garland Publishers.

Ginsburg, M. (1990). "El Proceso de Trabajo y la Accion Politica de los Educadores: Un Analisis Comparado." (The Labor Process and Political Action of Educators: A Comparative Analysis). *Revista de Educacion*, (Extraordinario): 317-345.

Ginsburg, M. & Tidwell, M. (1990). "Political Socialization of Teachers in Mexico." *New Education*, 12 (2): 70-82.

Ginsburg, M., Cooper, S., Raghu, R., & Zegarra, H. (1990). "National and World-System Explanations of Educational Reform." *Comparative Education Review*, 34 (4): 474-499.

Ginsburg, M., & Clift, R. (1990). "The Hidden Curriculum in Teacher Education." In W. R. Houston, M. Haberman, and J. Sikula (eds.) *Handbook of Research on Teacher Education*, pp. 450-65. New York: Macmillan.

Ginsburg, M., Arias-Godinez, B., Calderon, J., and Gregg, A. (1989). "Political Education Through Mass Media: A Comparison Between Nicaraguan and U.S. Daily Newspapers." *Educational Foundations*, 3(2), 27-49.

Miller, D., and Ginsburg, M. (1989). "Social Reproduction and Resistance in Four Infant/Toddler Day Care Settings." *Journal of Education*, 171(3), 31-50.

Ginsburg, M., Wallace, G., & Miller, H. (1988). "Teachers, Economy and the State: An English Example." *Teaching and Teacher Education: An International Journal of Research and Studies*, 4(4): 1-21.

Ginsburg, M. & Chaturvedi, V. (1988). "Teachers and the Ideology of Professionalism in India and England: A Comparison of Case Studies in Colonial/Peripheral and Metropolitan/Central Societies." *Comparative Education Review*, 32 (4): 465-77.

Ginsburg, M., Khanna, I., Meyenn, R., Miller, H., & Spatig, L. (1988). "El Concepto de Professionalismo en el Profesorado: Comparacion de Contextos Entre Inglaterra y Estados Unidos." ("Teachers' Conceptions of Professionalism: A Comparison of Contexts in England and the United States.") *Revista de Educacion*, 285: 5-31.

Ginsburg, M. (1988). "Educators as Workers and Political Actors in Britain and North America: A Review Essay." *British Journal of Sociology of Education* 9(3): 359-367.

Ginsburg, M. (1987). "Teacher Education & Class & Gender Relations." *Educational Foundations* 1 (2): 4-36.

LeCompte, M., & Ginsburg, M. (1987). "How Students Learn to Become Teachers: An Exploration of Alternative Responses to Teacher Training Programs." In G. Noblit and W. Pink (Eds.), *Schooling in Social Context: Qualitative Studies*, pp. 3-22. Norwood, NJ: Ablex.

Ginsburg, M. (1987). "Reproduction, Contradictions and Conceptions of Professionalism: The Case of Preservice Teachers." In T. Popkewitz (Ed.), *Critical Studies in Teacher Education: Its Folklore, Theory and Practice*, 86-129. New York: Falmer Press.

Ginsburg, M. (1987). "Contradictions in the Role of Professor as Activist." *Sociological Focus* 20 (April): 111-122.

Ginsburg, M. (1986). "Reproduction, Contradictions and Conceptions of Curriculum in Preservice Teacher Education." *Curriculum Inquiry*, 16 (3), 283-309.

Ginsburg, M., & Newman, K. (1985). "Social Inequalities, Schooling and Teacher Education." *Journal of Teacher Education*, 26 (March/April), 49-54.

Ginsburg, M., & Sands, J. (1985). "Black and Brown Under the White Capitalist English Crown." In J. Hawkins and T. La Belle (eds.) *Education and Intergroup Relations--An International Perspective*, pp. 109-38. New York: Praeger.

Ginsburg, M., & Giles, J. (1984). "Sponsored and Contest Modes of Social Reproduction in Selective Community College Programs." *Research in Higher Education*, 21(3), 281-300.

Ginsburg, M., & Arias-Godinez, B. (1984). "Non-formal Education and Social Reproduction/ Transformation: Educational Radio and Mexico." *Comparative Education Review*, 28(1), 116-127.

Malmstad, B., Ginsburg, M., & Croft, J. (1983). "The Social Construction of Reading Lessons: Resistance and Social Reproduction." *Journal of Education*, 165(4), 359-374.

Wallace, G., Miller, H., & Ginsburg, M. (1983). "Teachers' Responses to Education Cuts." In J. Ahier & M. Flude (Eds.), *Contemporary Educational Policy*, pp. 109-28. London: Croom Helm.

Spatig, L., Ginsburg, M., & Liberman, D. (1982). "Ego Development as an Explanation of Passive and Active Models of Teacher Socialization." *College Student Journal*, 16 (4), 315-325.

Ginsburg, M., (1981). “Colleague Relations Among Middle School Teachers in Two 9-13 Year Institutions.” *British Educational Research Journal*, (7): 91-7.

Ginsburg, M., Meyenn, R., & Miller, H. (1980). "Teachers' Conceptions of Professionalism and Trades Unionism: An Ideological Analysis." In P. Woods (Ed.), *Teacher Strategies*, pp. 178-212. London: Croom Helm.

Ginsburg, M., and Redican, B. (1980). “The Basis of Student Peer Group Structures.” *Research in Education*, (23): 57-73.

Ginsburg, M., and Meyenn, R.J. (1980). “In the Middle: First and Upper School Teachers’ Relations with Middle School Colleagues.” In A. Hargreaves and L. Tickle (eds.), *Middle School Origins, Ideology, and Practices*, pp. 279-96. London: Harper & Row.

Ginsburg, M., Meyenn, R., & Miller, H. (1979). "Teachers, the Great Debate, and Education Cuts." *Westminster Studies in Education* 2: 5-33.

O'Shea, D.W., and Ginsburg, M. (1977). "School as a Social System." *International Encyclopedia of Psychiatry, Psychology, Psychoanalysis, & Neurology*, pp. 90-2.

O'Shea, D.W., Gordon, C.W., and Ginsburg, M. (1976). "Desegregation in the Los Angeles School District: Report of a Public Opinion Survey." *Educational Research Quarterly*, 1(1): 1-17.

Ginsburg, M., and Silbermann, H. (1976). "Cooperative Education and Acquisition of Generalizable Coping Skills: An Assessment." *New Directions for Community Colleges*, (4) 4: 37-47.

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
Social Foundations of Education
Sociology of Wealth and Power
Sociology of Work and Occupations

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

Funded Projects (University-based; Selected)

Faculties of Education Reform, (Egypt) Education Reform Program: (2004-2009, Academy of Educational Development as prime contractor and Michigan State University and University of Pittsburgh as subcontractors): Field Director (reporting to Jack Schwille, MSU subcontract principal investigator) of division responsible for supporting the Ministry of Higher Education and the Ministry of Education in their common goal of improving the quality of education. A key theme for the current work is building school-university partnerships toward improving educational quality.

Educational Quality Improvement Project (EQUIP) #1: "Building Educational Quality in the Classroom, School and Local Community, (2003-2008, American Institutes for Research as prime contractor with funding from USAID): Principal Investigator of IISE/Pitt as Resource Organization for project that focuses on classroom- and school-level educational interventions that improve student learning and closely involves the local community in range of countries in Africa, Asia, Central/Eastern Europe, and Latin America, and the Middle East.

Educational Quality Improvement Project (EQUIP) #2: "Developing Quality Education Systems at the Local, Regional and Central Levels (2003-2008, Academy of Educational Development as rime contractor with funding from USAID): Co-Principal Investigator (with Clementina Acedo) on project that focuses on policy and systems development, management, and education finance at the cross-community, district and national levels in range of countries in Africa, Asia, Central/Eastern Europe, and Latin America, and the Middle East.

*Kashmir, Pakistan Senior Educational Managers' Study Progra***m** (2003, May, World Bank and Government of Pakistan): Principal Investigator and team member of project organizing a study tour in Pittsburgh and Washington, DC, involving 5 senior Pakistani educational officials focusing on planning, management, and monitoring.

Civic Education in Pristina, Kosova and Pittsburgh, PA (2002-2005, US State Department Office of Global Education, Bureau of Educational and Cultural Affairs): Principal Investigator and team member of project involving university professors and school system personnel involved in collaborative school curriculum development and teacher education program reform.

Egyptian Advanced Student-Centered Learning Study Tour (2002, Institute for International Education, USAID and Egyptian Ministry of Education): Principal Investigator and Instructor for two-week program for teachers and supervisors from Alexandria, Egypt, involving school observation visits, professional dialogues, topical seminars, collection and development of lesson plans, action planning for strategy to share ideas and encourage change in colleagues' pedagogical approaches.

Improving Educational Quality II (1997-2003, US Agency for International Development): Subcontract Principal Investigator and Specialist in Linking Research to Educational Policy/Practice. Project, led by American Institutes for Research and also involving the Academy for Educational Development, Educational Development Center, and Juarez and Associates, continued and expanded the first phase of work under IEQ, working in Africa, the Caribbean, Central America, and Central/Eastern Europe.

Egyptian Executive Management Training Program for University Administrators (2000, Binational Fulbright Commission): Co-Principal Investigator and Instructor for one-week program for vice presidents and deans of government-funded universities on policy/budget planning and implementation, leadership, managing and sustaining change, comparative perspectives on higher education, and policy action research.

Guinea Short Course on Economic Austerity and Educational Reform (1998, Academy for Educational Development and Guinean Ministry of Education): Co-Director of program developed in collaboration with the International Management Development Institute for six Ministry officials, including seminars, field experiences, & action plan development focused on management, planning, implementation, & evaluation of education programs in decentralized systems.

Improving Educational Quality I (1991-96, US Agency for International Development): Co-Principal Investigator and Specialist on Classroom-Anchored Research Methods and Project Documentation. Project funded by USAID, and led by the Institute for International Research. Core countries involved in project: Ghana, Guatemala, and Mali. Other countries in the project: South Africa and Uganda.

Indonesian Integrated Management Training Program (1992, Indonesian Ministry of Education and Culture and World Bank): Co-Principal Investigator and Instructor. Organized 5-week short course for 40 high level, provincial and national education department administrators as part of sandwich program; served as liaison during phase three in Indonesia. Topics included: Leadership, Strategic Planning, Human Relations, and Administrators as Researchers.

Technical, Practical, and Theoretical Issues for Indonesian Educational Policy Analysts (1990, Ministry of Education and Culture and World Bank): Co-Principal Investigator and Facilitator. Organized 3-week short course for 10 members of Indonesia's Policy Analysis Group, preparing a 25-year plan for the education sector. Topics included Educational Policy Analysis, Formulation,

and Implementation; Decision-Oriented Research; Information Systems & Data Base Management; Evaluation & Dissemination.

A System for Growing Your Own Quality Urban Teachers. (1981-84, Ford Foundation, Grant #810-0921): Co-Principal Investigator. Convened an advisory committee of people from the community, Houston Independent School District, and universities to help plan and implement two High School for the Teaching Profession magnet schools. A major concern was to encourage Hispanic student to enter teaching and to help all students in the program become computer literate and multiculturally-oriented.

Professional Association Involvement (Selected)

American Educational Studies Association
- Executive Board Member (1988-91)

American Educational Research Association
- Board Member, SIG on International Studies (1991-94)
- Chair, SIG on Peace Education (1992-96)

American Sociological Association (1974-2004)

British Sociological Association (1976-2000)

Comparative and International Education Society (CIES, 1979-present)
- Vice President, President-Elect, President, Past President (1989-93)
- Coeditor, *Comparative Education Review* (2003-present)

Council of Foundations of Education
- CIES Representative to Board (1992-2004)

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

Gulf Comparative Education Society (2009-present)

International Sociological Association (1978-1995)

Mediterranean Society for Comparative Education (2005-present)

World Council of Comparative Education Societies
- Member, Board of Directors (1992-96); Coeditor, *WCCES Newsletter* (1994-2000)
- Member, Standing Committee on New Admissions (2008-present)