

## Curriculum Vitae (October 2019)

### MARK B. GINSBURG

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

Home: 2627 Adams Mill Road, NW, #409, Washington, DC, 20009, USA

Tel: 202-669-5196; 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 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, C



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 Hasg Da-9(M)9(a)4Vor,s Göth



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*



Ginsburg, M. (2017). “Teachers as Human Capital or Human Beings? USAID’s Perspective on Teachers.”



Ginsburg, M., *Rodriguez, J. V., Ndong, A. E., Bourdon, C. H., Cela Hamm, T., Grajeda, E.*



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](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.

Terano, M. and Ginsburg, M. (2008). "Educating All for Peace: Educating No One for (Physical or Structural) Violence." Pages 203-2(a)24(ta)2 oJ 792 reW\*nBT/F2 12 Tf1 0 0 1 319.32 405.96 Tm0

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. [Republished in J. Zajda and M.A. Geo-JaJa (eds.), *The Politics of Education Reforms, Globalisation, Comparative Education and Policy Research* 9, Springer, 2010].

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*, pp. 79-96. 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*, p. 133-148. 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 J. Ozga, T. Seddon, and T. Popkewitz (eds.) *World Yearbook of Education 2006: Education Research and Policy*, pp. 119-134. London: Routledge.

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. & 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 (e

Ginsburg, M., Clayton, T., Rakotomanana, M., and 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*, pp. 253-297. Taipei, Taiwan: Chinese Comparative Education Society.

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

Ginsburg, M. (1997) "Professionalism or Politics as a Model for Educators' Engagement with/in Communities." In J. Lindle and M. McClure (eds.) *Shifting Professional and Community Relationships in Children's Worlds: Expertise and Responsibility*, pp. 5-12. New York: Taylor & Francis. [Also published as "Professionalism or politics as a model for educators' engagement with/in communities." *Journal of Education Policy* 12 (1-2): 5-12.]

Ginsburg, M. (1997). "Professionalism or Politics as a Model for Educators' Work and Lives." *Educational Research Journal* 11 (2): 133-146.

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

Ginsburg, M. and Kamat, S. (1997). "Political Sociology of Teachers' Work." In L. Saha (ed.) *International*

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: Comparative Perspectives in Policy Formation, Socialization and Society*, pp. 265-276. 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*, pp. 127-142. 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. 4581-4587. New York: Pergamon.

Ginsburg, M. and Cooper, S. (1994). "Conceptual Issues in Educational Reform: Ideology, the State, and the World Economic System" *Educational Policy and Practice*.





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.

Pyper, J.; Freiberg, H. J.; Ginsburg, M.; & Spuck, D. (1987). "School Climate Questionnaires: Instruments to Measure Teacher, Parent, and Student Perceptions of School Climate." In H. J. Freiberg, A. Driscoll, & S. Knight (eds.) *School Climate: PDK Hot Topics Series*. Arlington, VA: Phi Delta Kappa.

Ginsburg, M. & Newman, K. (1985). "Social Inequalities, Schooling and Teacher Education." *Journal of Teacher Educa*



Ginsburg, M. (2000). "Foreword: Sinking a Rice Barge and Salvaging Dialogue for Hegemonic Purposes." In T. Clayton (author.), *Education and the Politics of Language: Hegemony and Pragmatism in Cambodia, 1979-1989*, pp. ix-xv. Hong Kong: Comparative Education Centre, University of Hong Kong.

Ginsburg, M. (1999). "Soup, Salad, or Cake: A Metaphor for Education/Politics in Multicultural Societies: Series Editor's Introduction." In S. Swirski (author), *Politics and Education in Israel: Comparisons with the United States*, ix-xiv. New York: Falmer Press.

Ginsburg, M.

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Ginsburg, M. (2018). "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](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. (2018). “

Ginsburg, M. (2002, March). Anti-Terrorist Action in the Philippines Opens New Chapter in a Bitter History." *NewPeople*, pp. 3-4.

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*

## **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

- 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,  
0tBT/TK000912t27W\*nBT1d2 0 s





