

IVETA SILOVA

[Google Scholar](#) | [LinkedIn](#) | [ORCID](#)

ACADEMIC/RESEARCH INTERESTS

My research examines how education both reflects and reshapes the entangled legacies of modernity—its colonial, imperial, and authoritarian forms—and the cultural imaginaries that sustain them. Drawing on (post)socialist, decolonial, and ecofeminist thought, I explore how ideas and memories move across borders, mapping the fault lines where knowledge, culture, and power converge to define the possible. Moving beyond the Western horizon of educational thought, my work seeks to reimagine education as a relational and ecological practice—one capable of cultivating care, reciprocity, and planetary belonging in an interdependent world.

ADMINISTRATIVE EXPERIENCE

As Associate Dean of Global Engagement at Arizona State University's Mary Lou Fulton College for Teaching and Learning Innovation, I provide strategic leadership for advancing the college's global vision and partnerships across research, teaching, and policy. My portfolio encompasses the design and management of international initiatives spanning more than US \$50 million in external grant funding, including programs supported by the National Science Foundation (NSF), United States Agency for International Development (USAID), Mastercard Foundation, Open Society Foundations (OSF), and international ministries of education. I oversee a comprehensive global engagement strategy focused on four key areas: international research and collaboration, curriculum internationalization, global mobility and exchange, and responsible international development.

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, NY

Ph.D. with distinction, Comparative Education and History/Political Science, 2002

M.Phil., Comparative Education, 2001

Columbia University, Teachers College, New York, NY

M.Ed., International and Comparative Education, 1997

M.A., Education Administration and Leadership, 1996

Columbia University, School of International and Public Affairs, Columbia University

Certificate, Harriman Institute, 2001

University of Latvia, Riga, Latvia

B.A., Linguistics, 1994

ACADEMIC AND ADMINISTRATIVE APPOINTMENTS

Arizona State University, Tempe, Arizona

Associate Dean of Global Engagement, Mary Lou Fulton Teachers College, 2022–present

Professor at Mary Lou Fulton Teachers College, January 2016–present

Senior Global Futures Scientist, Global Futures Laboratory, 2018–present

Advisory Board Member and Affiliate Faculty, Melikian Center, 2018–present

Member of Sustainable Development Goals (SDGs) and Beyond Taskforce, 2021–present

Director of the Center for the Advanced Studies in Global Education, 2016–2021

Lehigh University, Bethlehem, Pennsylvania

Professor, 2015–2016

Associate Professor, 2011–2015

Assistant Professor, 2007–2011

Program Director, Comparative & International Education, College of Education, 2011–2016

PROFESSIONAL SERVICE

Comparative and International Education Society (CIES) www.cies.us

Past President (2021)
President (2020)
Vice-President (2019)
President-Elect (2018)
Board member (2014-2017)

Editorial Leadership

Associate Editor, [Education Policy Analysis Archives](#) (2017-2024)

Peer-reviewed, open-access, international, multilingual, and multidisciplinary journal for researchers, practitioners, policy makers, and development analysts concerned with education policies.

Editor, [European Education](#) (2008-2021)

Quarterly, peer-reviewed journal published by Taylor & Francis, affiliated with the Comparative Education Society of Europe (CESE). The journal publishes original inquiries and dialogues on education across the Council of Europe member states and explores the global influence of European educational initiatives.

Founding Editor, [Current Issues in Comparative Education](#) (2000-2001)

Peer-reviewed, open-access journal founded at Teachers College, Columbia University, focusing on emerging debates and issues in comparative and international education.

Editorial and Advisory Boards

Advisory Board and Council of Reviewers, [Comparative Education Review](#)
Advisory Board, [International Studies in Sociology of Education](#)
International Advisory Committee, [Research in Comparative and International Education](#)
Editorial Board, [Intercultural Education](#)
International Editorial Advisory Board, [Journal of Supranational Studies in Education](#)
Editorial Board, [East China Normal University \(ECNU\) Review of Education](#)

Professional and Research Affiliations

American Education Research Association, Member, <https://www.aera.net/>
Comparative Education Society of Europe, Member, <https://www.cese-europe.org/>
Common Worlds Research Collective, Member, <https://commonworlds.net>
World Academy of Art and Science, Elected Member, <https://worldacademy.org>

Open Society Foundations, Education Program

Advisory Board member (2018-20220)

LANGUAGES

Russian, Latvian, English fluent oral and written; German intermediate

RESEARCH & DEVELOPMENT FUNDING

Empowering Youth Action: Investigating Online Platforms for Climate Education.

Principle Investigator: Andrea Weinberg, co-PIs: Iveta Silova, Michelle Jordan, Rajul Pandya, Victoria Desimoni, funded by UL Research Institutes' Discoveries in Safety Grants Program (2024-2027)

This project maps digital climate education resources, aiming to understand how online tools can be used to educate and empower young people to take action on climate change. This initiative is part of a broader effort to develop and implement effective climate education, support youth-led climate initiatives, and ensure inclusive participation in climate solutions through online and digital platforms. (US\$599,348)

Global Futures-Oriented Research Collective on Education for Sustainability (G-FORCES)

Principle Investigator: Iveta Silova, co-PIs: Andrea Weinberg, Gustavo Fischman, Carrie Karsgaard, funded by the National Science Foundation (2023-2025)

G-FORCES aims to bring together international sustainability-oriented research networks from the natural sciences, social sciences, and humanities to rearticulate the role of education for planetary sustainability in formal and non-formal lifelong learning settings. The goal is not merely to improve, but to fundamentally reshape the relationship between education and sustainability research in ways that effectively integrate different knowledge ecosystems, bridge the research-practice divide, and prioritize education for planetary wellbeing and ecological justice. (US\$250,000)

USAID "Educating the Future" Activity – Georgia

Principal Investigator: Iveta Silova, co-PIs: Ketevan Chachkhiani and Elizabeth Frias (2023–2028; terminated by Trump administration in March 2025).

Funded by the United States Agency for International Development (USAID) and implemented by Chemonics International through a US \$2.5 million sub-award to Arizona State University's Mary Lou Fulton Teachers College. This project strengthens pre-service teacher education and K–12 instructional leadership across Georgia through collaborative partnership to redefine accreditation standards, build faculty capacity, and develop new centers of excellence in teacher education. (US\$2.5 million)

Turn it Around! Youth Visions of Climate Futures

Co-Principle Investigators: Iveta Silova & Adriene Jenik, funded by the Open Society Foundations and ASU Global Futures Laboratory (2020-present)

[Turn It Around!](#) initiative engages students, youth, artists, and activists to reimagine the role of education in shaping more sustainable and ecologically just futures, expressed in artistic ways. The project is produced by the Artists' Literacies Institute and artist and Creative Producer Adriene Jenik, in partnership with researchers Iveta Silova and Ann Nielsen from Arizona State University, and with the support of Open Society Foundations, ASU Julie Wrigley Global Futures Laboratory, and UNESCO's Futures of Education initiative. (US\$300,000)

Expanding Sustainability Education in Greater Phoenix Area

Principle Investigator: Iveta Silova, funded by the UL Research Institutes (2023)

The ASU and ULRI Partnership is a collaborative approach to developing a cohort of teacher fellows prepared to expand sustainability education throughout the Greater Phoenix area.
US\$250,000

Mastercard Foundation e-Learning Program

Co-Principle Investigators: Minu Ipe, Bethany Weigele, Dawn Straw, & Iveta Silova (2021-2023)

In partnership with USIS-Africa, Arizona State University has joined the Mastercard Foundation (MCF) to support learning institutions in the MCF Global Scholars Program network to develop capabilities and resilience to deliver high-quality and inclusive e-learning and related supports to enable all students, including those who face additional barriers, to successfully pursue their studies from anywhere. The project works with participating institutions to co-design activities aimed at building capacity to accelerate, adopt, and sustain e-learning. The initiative seeks to change policy, develop practices, and build resources that create favorable conditions for scalable, sustainable online education. Explore more [here](#) (\$3,523,203.00)

Environmental and Decolonial Alternatives for Engaged and Dialogical Academic Work: Recollect / Reconnect for Carbonless Futures

Co-Principal Investigators: Nelli Piattoeva, Zsuzsa Millei & Iveta Silova, funded by KONE Foundation (2021)

Recollect / Reconnect is a research and artistic endeavor seeking to create connections across geo-political and epistemic divides and challenge hierarchies of academic knowledge production. Our initiative strives to build ethical relations through public dialogue to remind us about our shared humanity and responsibility for carbonless presents and futures. Decentered Satellite Conferencing is an urgent and crucial element of our work to achieve these aims and further maximize research participation and dissemination impact. (EUR109,124)

Building Leadership for Change Through School Immersion

Co-Principle Investigators: Iveta Silova & Ann Nielsen, funded by the Kingdom of Saudi Arabia Ministry of Education (2019, 2020)

The project aims to strengthen the values, skills, knowledge and attitudes of teachers, counselors and principals through university-led structured immersion in high-performing, English-speaking K–12 school systems. (\$3,005,595 in 2019 \$2,891,420 in 2020)

Innovations in Global Learning Metrics

Co-Investigators: Gustavo Fischman and Iveta Silova, Arizona State University, Pasi Sahlberg, University of New South Wales, funded by the Spencer Foundation (2017-2018)

This symposium convened an international group of scholars, policymakers, and test developers working with/on international large-scale student achievement studies (ILSA) and global learning metrics (GLMs) to advance a policy dialogue about a more effective and meaningful use of ILSAs/GLMs at both national and international levels, explore possibilities for linking education ILSAs/GLMs to other relevant metrics (health, economic, demographic) and indexes (Gini Index, Entrepreneurship index, happiness measures, etc.), and identify computing and display technologies for data visualization, modeling, and simulation to assist in the processes of evidence-informed decision making related to ILSAs/GLMs. (US\$50,000)

Symposium on Global Learning Metrics

Principle Investigator: Iveta Silova, funded by the Open Society Foundation (2016/2017)

The grant supports the organization of the Symposium on Global Learning Metrics (GLMs), which brought together policymakers, academics, and practitioners to discuss the feasibility and desirability of GLMs in a focused debate format. For more information see [here](#). (US\$24,000)

INVITED KEYNOTES AND TALKS (selected & recent)

[*Beyond 2030: What if More Education is not the Answer?*](#) (October 17, 2025). International Education Development Forum (IEDF), Tohoku University, Sendai, Japan.

[*Education and Planetary Futures: Storying Worlds Beyond the Western Horizon*](#) (January 23, 2025). The Anna Sethne Honorary Lecture. Annual guest lecture advancing the integration of education and research with an emphasis on diversity, sustainability, and interdisciplinary inquiry. Oslo Metropolitan University, Norway.

[*Cultivating Sustainable Global Futures for Education*](#) (March 26, 2025, with Rukmini Banerji, Wolfgang Lutz, Kwame Akyeampong). Moderated keynote panel for the Yidan Prize Conference “Meeting the Future of Teaching and Learning.” Arizona State University, Tempe, Arizona.

[*The Futures of Comparison: Reclaiming Interdependence in the Age of Planetary Crises*](#) (November 22-24, 2024). Keynote lecture at the Annual Conference of the Comparative Education Society of Hong Kong, celebrating 35 years of CESHK and 30 years of the Comparative Education Research Centre, University of Hong Kong.

[*Higher Education Futures in the Anthropocene: Mobilizing the Power of Science, Art, and Imagination*](#) (September 1, 2023). Nagoya University Symposium on Higher Education Systems Development, Center for the Study of Higher Education (CSHE) 25th Anniversary International Symposium. Nagoya, Japan.

[*Education Policy Futures in the Anthropocene*](#) (February 28, 2023). Policy Futures International Keynote Series (with discussants Zsuzsa Millei and Keri Facer), Aarhus University Denmark. [virtual]

[*Turning Points of Education Transformation*](#) (March 1, 2023). US Summit on Transformative Education organized by SDSN US. [virtual]

[*Inquiry at the Crossroads: Decolonial Feminist Worldmaking Beyond \(Neoliberal\) Academia*](#) (September 6, 2022, with Zsuzsa Millei and Nelli Piattoeva). European Education Research Association (ECER) Conference Plus, Yerevan, Armenia [virtual].

[*Facing the Anthropocene: Comparative Education as Symptoiesis*](#) (March, 2021). Presidential Address at the Comparative and International Education Society (CIES). [virtual].

[*Education and Open Society*](#) (October 28, 2021). Keynote at the conference “Forget Open Society? Critical Conversations on a Contested Concept” organized by Central Europe University and Open Society University Network.

[*Pathways for Progress in Climate Change Education in the US*](#) (September 21, 2020). Presented at the 8th International Conference on Sustainable Development (ICSD). [virtual keynote panel].

[*Common Worlding and Education in the Chthulucene: A moderated a discussion with Affrica Taylor and Veronica Pacini-Ketchabaw*](#) (April 16, 2020). Presented at the virtual Comparative and International Education Society (CIES) conference (keynote plenary).

[*Academic Conferences during Climate Crisis: Agora on Carbon Free and More Equal Conferencing*](#) (Zsuzsa Millei & Robyn Read, March 23, 2020). Presented at the virtual Comparative and International Education Society (CIES) conference.

AWARDS

Fulbright Scholar, Tampere University, Finland, August-December 2023

Harold J. Noah Award for Distinguished Alumni, Teachers College, Columbia University, 2022

ASU MLFTC Excellence in Research for Global Impact, 2020

Lehigh University Perry A. Zirkel Award for Distinguished Teaching in Education, 2015

Recognizes a current, full-time faculty member who has a national or international reputation as a respected scholar, is respected by students and colleagues for rigor in teaching.

Comparative and International Education Society, George Bereday Award, 2013

Recognizes the best article published in *Comparative Education Review* "Between Faith and Science: World Culture Theory and Comparative Education" (with Stephen Carney and Jeremy Rappleye).

United Nations Best Practices Award, 2013

Recognizes educators who find success in teaching about the UN and inspiring students to act on the issues of global concern. Presented by CTAUN, a non-profit devoted to providing opportunities for educators to incorporate global awareness into curricula and education activities at all levels.

Lehigh University, Martin Luther King Award for Dedication & Commitment to Service, 2010

The faculty award recognizes recipients whose abilities and achievements uphold and exemplify the teachings and ideals of Dr. Martin Luther King Jr., including demonstrating Dr. King's ideals and principles, promoting social justice, increasing awareness and reducing prejudice, commitment to scholarship and education that promote principles of social justice.

Best Book Award from the Association for the Advancement of Baltic Studies (AABS) for *From Sites of Occupation to Symbols of Multicultural: Re-conceptualizing Minority Education in Post-Soviet Latvia* (Information Age Publishing, 2006), an award for an outstanding English-language scholarly book in Baltic Studies (humanities and social sciences) published in 2006 or 2007.

The Outstanding Teacher Award Teachers College, Columbia University, received for co-teaching the on-line course, International Education Policy (with Gita Steiner-Khamsi), and awarded for highest student evaluations at Teachers College (top ten percentile).

SOCIALLY ENGAGED ART AND ADVOCACY INITIATIVES

Decolonial and De-Cold War Perspectives on Childhood, <https://coldwarchildhoods.org>

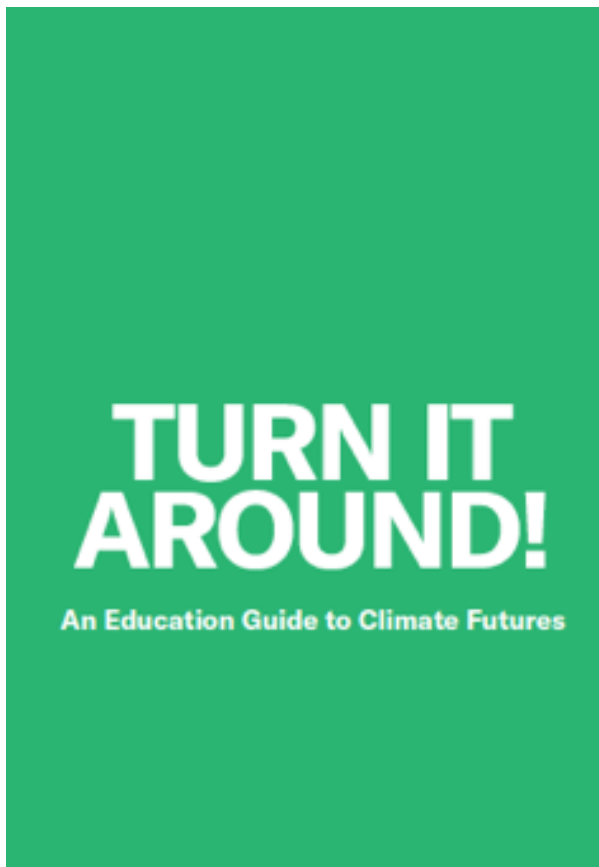
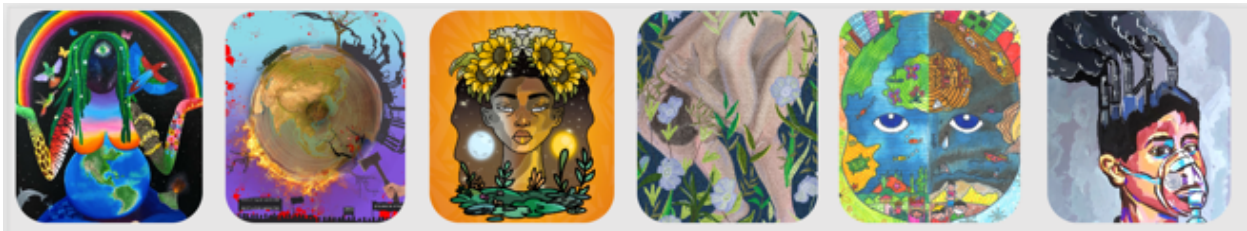
A transnational research and art initiative that reimagines childhood beyond colonial and Cold War divides. Through creative and collaborative memory work, it brings into silenced histories and opens space for decolonial, relational understandings of childhood across borders and generations.

Calling Educators to Action on Climate Crisis, <https://educators-for-climate-action.com>

A global movement uniting educators, scholars, and artists to confront education's role in the climate emergency. Through two interconnected initiatives—the *Call to Action for Climate Justice in Education* and the *Manifesto for Decarbonizing Scholarship and Research*—it exposes how education systems remain entangled in unsustainable models of growth and extraction, while advancing a vision of learning grounded in justice, reciprocity, and planetary care. By transforming how knowledge is taught, created, and shared, the initiative reimagines education as a catalyst for ecological and systemic renewal.

Turn it Around! Flashcards for Education Futures is a learning tool for adults, made by youth, to re-imagine our approach to education, and our relationship with nature and the living world during this time of climate crisis. Usually, flashcards are designed by educators for students and children. This deck of flashcards is designed by youth for education policymakers, politicians, and teachers to challenge them to think, see, and act in new ways. By flipping who teaches who, this project is a reminder that everyone — and everything — must change.

- Ongoing art submissions at www.turnitaroundcards.org
- Art Exhibition at the UN Transforming Education Summit (June 2022 at UNESCO, Paris)
- [Policy Report](#) setting in motion in a series of intergenerational, decolonial, methodological, and pedagogical ‘turns’ to transform education and culture for more sustainable futures.



PUBLICATIONS (selected)

Books/ Special Journal Issues

- ZIN, M.¹ (Eds.) (2024). *(An)archive: [Childhood, Memory, and the Cold War](#)*. Open Book Publishers.
- Fischman, G. & Silova, I. (Eds.). (2023). *[Comparative Education and \(De\)Colonial Entanglements: Towards More Sustainable and Equitable Learning Futures](#)*. Special issue of *Revista Española de Educación Comparada*, 43.
- Silova, I., Rapple, J., & You, Y. (Eds.). (2020). *[Beyond the Western horizon in educational research: Toward a deeper dialogue about our interdependent futures](#)*. *ECNU Review of Education*, 3(1).
- Silova, I. & Niyozov, S. (Eds.). (2020). *Globalization on the margins: Education and postsocialist transformations in Central Asia* [2nd edition]. Charlotte, NC: Information Age Publishing.
- Chankseliani, M. & Silova, I. (Eds.). (2018). *Comparing post-socialist transformations: Purposes, Policies, and Practices in Education*. Oxford, UK: Symposium (Oxford Studies in Comparative Education).
- Silova, I., Piattoeva, N., Millei, Z. (Eds.). (2018). *Childhood and schooling in (post)socialist societies: Memories of everyday life*. New York: Palgrave Macmillan.
- Silova, I., Sobe, N. W., Korzh, A., Kovalchuk, S. (Eds.). (2017). *Reimagining utopias: Theory and method for educational research in post-socialist contexts*. Rotterdam: Sense Publishers.
- Silova, I., Aydarova, E., Millei, Z., & Piattoeva, N. (Eds.). (2016). Revising pasts, reimagining futures: Memories of (post)socialist childhood and schooling. *European Education*, 48(3), 159-240.
- Silova, I. & Rapple, J. (Eds.). (2015). Beyond the world culture debate in comparative education: Critiques, alternatives, and a noisy conversation [special issue]. *Globalization, Education, and Societies*, 15(1).
- Lapham, K., Pop, D., & Silova, I. (2014). (Re)examining privatization and public education in Eastern Europe and Eurasia [special issue]. *European Education*, 46(2).
- Silova, I., Lapham, K., Pop, D., & Froumin, I. (2014). (Re)examining privatization in higher education in Eastern Europe & Eurasia [special issue]. *European Education*, 46(3).
- Hobson, D. & Silova, I. (Eds.). (2014). *Globalizing minds: Rhetoric and realities in international schools*. Charlotte, NC: Information Age Publishing.
- Silova, I. (Ed.). (2011). *Globalization on the margins: Education and post-socialist transformations in Central Asia*. Charlotte, NC: Information Age Publishing.
- Silova, I. (Ed.). (2010). *Post-socialism is not dead: (Re)reading the global in comparative education*. Bingley, UK: Emerald Publishing.
- Silova, I. (Ed.). (2009). *Private supplementary tutoring in Central Asia: New opportunities and burdens*. Paris, France: UNESCO Institute of International Educational Planning (IIEP).
- Silova, I. & Steiner-Khamsi, G. (Eds.) (2008). *How NGOs react: Globalization and education reform in the Caucasus, Central Asia, and Mongolia*. Bloomfield, CT: Kumarian Press.
- Silova, I., Budiene, V., & Bray, M. (Eds.). (2006). *Education in a hidden marketplace: Monitoring of private tutoring*. Budapest, Hungary: Education Support Program of the Open Society Institute.
- Silova, I. (2006). *From sites of occupation to symbols of multiculturalism: Re-conceptualizing minority education in post-Soviet Latvia*. Greenwich, CT: Information Age Publishing.
- Magno, C., Silova, I., Wright, S., Demeny, E. (2003). *Open minds: Opportunities for gender equity in education*. New York, NY: Open Society Institute.
- Silova, I. (2002). *The right to quality education: Creating child-friendly schools in Central Asia*. Almaty, Kazakhstan: UNICEF CARK.

Articles in Refereed Journals (*denotes publication with students)

¹ Mnemo ZIN is a composite name for Zsuzsa Millei, Iveta Silova and Nelli Piattoeva

- Silova, I., Rappleye, J., & Komatsu, H. (2025). What if more education is not the answer? Beyond the business-as-usual approach to SDGs. *Journal of Education for Sustainable Development*, 0(0).
- Karsgaard, C., Coats, C., Basu, M.,* Nielsen, A., Jenik, A., & Silova, I. (2025). Making art at the end of the world: (Un)learning in the schoolhouse of modernity. *International Journal of Education Through Art*, 21(1), 11–29.
- Santos, Í., & Silova, I. (2025). [From Finland to the world: interrogating the global learning crisis](#). *Discourse: Studies in the Cultural Politics of Education*, 1–13. [open access]
- Rappleye, J., Silova, I., Komatsu, H., & Takayama, K. (2024). A radical proposal: Evidence-based SDG 4 discussions. *International Journal of Educational Development*, 104.
- Komatsu, H., Silova, I., & Rappleye, J. (2023). [Education and environmental sustainability: Culture matters](#). *Journal of International Cooperation in Education*, 25(1), 108–123. [open access]
- ZIN, M.² & da Rosa Ribeiro,* C. (2023). [Timescapes in childhood memories of everyday life during the Cold War](#). *Journal of Childhood Studies*, 99–110. [open access]
- Chachkhiani, K.,* Palandjian, G.,* Silova, I., & Tsotniashvili, K.* (2023). [Pedagogies of time: “Editing” textbooks, timelines, and childhood memories](#). *Journal of Childhood Studies*, 111–125. [open access]
- ZIN, M. & Gannon, S. (2022). [Scenes from a collective biography of Cold War childhoods: A decolonial ehnodrama](#). *Cultural Studies ↔ Critical Methodologies*, 22(3), 235–244. [open access]
- Pretti, E.,* Jiang, J.,* Nielsen, A., Goebel, J., & Silova, I. (2022). [Memories of a girl between worlds: Speculative common worldings](#). *Journal of Childhood Studies*, 14–28. [open access]
- Foster, R., ZIN, M., Keto, S., & Pulkki, J. (2022). [Recognizing ecosocialization in childhood memories](#). *Educational Studies*, 58(4), 560–574. [open access]
- Foster, R., Törmä, T., Hokkanen, L., & ZIN, M. (2022). [63 windows: Generating relationality through poetic and metaphorical engagement](#). *Research in Arts and Education*, 2022(2), 56–67. [open access]
- Komatsu, H., Fu, S.-P., Lin, M.-H., Hsieh, Y.-H., Rappleye, J., & Silova, I. (2022). [Measuring the transformation of university students’ self-construal for greater environmental sustainability](#). *SAGE Open*. [open access]
- Rappleye, J., Komatsu, H., & Silova, I. (2021). The best vaccine: Nature, culture, and covid-19. *NORRAG Special issue ‘States of Emergency: Education in a Time of COVID-19’*, 6, 120–123. [open access].
- Silova, I. (2021). [Facing the anthropocene: Comparative education as sympoiesis](#). *Comparative Education Review*, 65(4), 587–616. [open access]
- Komatsu, H., Rappleye, J., & Silova, I. (2021). [Student-centered learning and sustainability: Solution or problem?](#). *Comparative Education Review*, 65(1), 6–33. [open access]
- Duong, B.-H. & Silova, I. (2021). Portraits of teachers in neoliberal times: projections and reflections generated by shadow education research. *Globalisation, Societies and Education*, 19(5), 696–710.
- Silova, I. (2020). [Anticipating other worlds, animating our selves: An invitation to comparative education](#). *ECNU Review of Education*, 3(1), 138–159.
- Goebel, J., Manion, C., Millei, Z., Read, R., & Silova, I. (2020). [Academic conferencing in the age of COVID-19 and climate crisis: The case of the Comparative and International Education Society \(CIES\)](#). *International Review of Education*, 66, 797–816. [open access]
- Silova, I. & Auld, E. (2020). Acrobats, phantoms, and fools: Animating comparative education cartographies. *Comparative Education*, 56(1), 20–38.
- Silova, I. (2019). Toward a wonderland of comparative education. *Comparative Education*, 55(4), 444–472.
- Komatsu, H., Rappleye, J., Silova, I. (2019). Culture and the independent self: A possible obstacle to environmental sustainability. *Anthropocene*, 26, 1–13.

² Mnemo ZIN is a composite name for Zsuzsa Millei, Iveta Silova and Nelli Piattoeva

- Silova, I. (2019). Lessons in everyday nationhood: Childhood memories of ‘breaching’ the nation. *Children’s Geographies*, 19(5), 539-551.
- Millei, Z., Silova, I., Gannon, S. (2019). Thinking through memories of childhood in (post)socialist spaces: Ordinary lives in extraordinary times [open access]. *Children’s Geographies*.
- Fischman, G. E., Topper, A. M., Silova, I., Goebel, J.,* & Holloway, J. (2019). Examining the influence of international large-scale assessments on national education policies. *Journal of Education Policy*, 34(4), 470-499.
- Silova, I. & Palandjian, G.* (2018). *Soviet empire, childhood, and education*. *Revista Española de Educación Comparada*, 31, 147-171.
- Silova, I., Millei, Z., Piattoeva, N. (2017). Interrupting the coloniality of knowledge production in comparative education: Postsocialist and postcolonial dialogues after the Cold War. *Comparative Education Review*, 61(S1), S74-S102.
- Aktas, F.,* Pitts, K.,* Richards, J. C.,* & Silova, I. (2017). Institutionalizing global citizenship: A critical analysis of higher education programs and curricula. *Journal of Studies in International Education*, 21(1), 65-80.
- Aydarova, E., Millei, Z., Piattoeva, N. & Silova, I. (2016). Revisiting pasts, reimagining futures: Memories of (post)socialist childhood and schooling. *European Education*, 48(3), 159-169.
- Silova, I. & Brehm, W. C.* (2015). From myths to models: (Re)production of world culture in comparative education. *Globalization, Societies, and Education*, 15(1), 8-33.
- Silova, I., Brezheniuk, V.,* Kudasova, M.,* Mun, O.,* Artemev, N.* (2014). Youth protests against privatization reforms in post-Soviet education. *European Education*, 46(3), 75-99.
- Silova, I., Mead Yaqub, M.A.,* Mun, O.,* & Palandjian, G.* (2014). Pedagogies of space: (Re)imagining nation and childhood in post-Soviet states. *Global Studies of Childhood*, 4(3), 195-209.
- Mead, M. A.* & Silova, I. (2013). Literacies of (post)socialist childhood: Alternative readings of socialist upbringings and neoliberal regimes. *Globalization, Societies, Education*, 11(2), 194-222.
- Carney, S., & Rappleye, J., Silova, I. (2012). Between faith and science: World culture theory and comparative education. *Comparative Education Review*, 56(3), 366-393.
- Brehm, W. C.* & Silova, I. (2011). The ignorant donor: A radical reimagination of international aid, development, and education. *Current Issues in Comparative Education*, 13(1), 29-36.
- Webster, C.,* Silova, I., Moyer, A.* & McAllister, S.* (2011). Leading in the age of post-socialist education transformations: Examining sustainability of teacher education reform in Latvia. *Journal of Educational Change*, 12(3), 347-370.
- Silova, I. & Brehm, W. C.* (2010). An American construction of European education space. *European Educational Research Journal*, 9(4), 457-470.
- Silova, I. & Brehm, W. C.* (2010). For the love of knowledge: William W. Brickman and his comparative education. *European Education: Issues and Studies*, 42(2), 17-36.
- Silova, I. (2010). Private tutoring in Eastern Europe and Central Asia: Policy choices and implications. *Compare: A Journal of Comparative and International Education*, 40(3), 327-344.
- Silova, I., Moyer, A.,* Webster, C.* & McAllister, S.* (2010). Re-conceptualizing professional development of teacher educators in post-Soviet Latvia. *Professional Development in Education*, 31(1-2), 357-371.
- Silova, I. (2009). The crisis of the post-Soviet teaching profession in the Caucasus and Central Asia. *Research in Comparative and International Education*, 4(4), 367-384.
- Silova, I. & Abdushukurova, T. (2009). Global norms and local politics: Uses and abuses of gender quotas in Tajikistan. *Globalization, Societies, and Education*, 7(3), 357-376.
- Silova, I. & Brehm, W.* (2009). Education and geopolitics in a changing Europe: Forty years of scholarship in *European Education*. *European Education: Issues and Studies*, 41(2), 7-30.
- Silova, I. (2009). The changing frontiers of comparative education: A forty-year retrospective on *European Education*. *European Education: Issues and Studies*, 41(1), 17-31.
- Silova, I. (2008). Contested alliances: International NGOs and authoritarian governments in the era of globalization. *Current Issues in Comparative Education*, 10(1/2), 26-31.

- Magno, C. & Silova, I. (2007). Teaching in transition: Examining school-based gender inequities in Central/Southeastern Europe and the former Soviet Union. *International Journal of Educational Development*, 27(6), 647-660.
- Silova, I., Johnson, M. & Heyneman, S. (2007). Education and the crisis of social cohesion in Azerbaijan and Central Asia. *Comparative Education Review*, 51(2), 159-180.
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³ Mnemo ZIN is a composite name for Zsuzsa Millei, Iveta Silova and Nelli Piattoeva.

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Blogs

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- Millei, Z., Piattoeva, N., Silova, I. (2021). [The Berlin Wall and Girls' Bows: Re-appraising Histories of Socialism through Childhood Memories](#). *Alusta Magazine*.
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- Common Worlds Research Collective (2020). [How Might Education be Reimagined Around the Future Survival of the Planet?](#) *Common Worlds Research Collective microblog*.
- Fischman, G., Fischer, D., Silova, I., King, J. (2020). [Calling Educators to Action on Climate Crisis](#). "Worlds of Education" blog by *International Education*.
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PODCASTS (selected)



[10th Anniversary FreshEd Special: Interview with Will Brehm](#), *FreshEd Live* podcast (2025)

[Education Sustainability and Global Futures with Keri Facer and Iveta Silova](#), *Learning Futures* podcast (2024)

[Education Beyond the Human](#), *R&D Unplugged* podcast by the Learning Planet Institute (2023)

[Learning with Nature](#), *Conservation Connection* podcast (2022)

[Science Fiction and SF in Education and Childhood Studies Ft. Dr. Iveta Silova](#), *Rethinking Childhoods* podcast (2021)

[Turn it Around! Flashcards for Education Futures](#) (with Adriene Jenik, Belen Sanchez, & Saiarchana Darira and guest host Sean Leahy) on *Learning Futures* podcast (2021)

[Future Tense Fiction](#) (2021, February). Discussion of "Speaker" organized by Slate and Arizona State University's Mary Lou Fulton Teachers College (MLFTC), as part of its *Learning Futures* initiative.

[Childhood and Schooling in Socialist Societies](#) (with Nelli Piattoeva) on *FreshEd* podcast (2019)

[Education Beyond the Human](#) (with Weili Zhao and Stephen Carney) on *FreshEd* podcast (2019)

[What's the Role of Education in Times of Climate Crisis?](#) *FreshEd* podcast (2019)

STUDENT ADVISEMENT AND MENTORING

Chaired Dissertations

**Indicates completed dissertations*

| | |
|---------------------|--|
| *Dilraba Anayatova | <i>Rural Kazakhstan as a place of learning with more-than-human worlds (ASU, 2025)</i> |
| *Michael Russell | <i>Disciplinary ecotones: Defining the borderlands between sustainability studies and environmental studies in U.S. higher education (Lehigh University, 2024)</i> |
| *Atota Halkiyo | <i>Radical policy borrowing: An intensive inquiry into the higher diploma program, reform of instruction methods in Ethiopia (ASU, 2023)</i> |
| *Keti Tsotniashvili | <i>Transformation of academic identities in Georgia: Diffractive narratives in between defuturing and refuturing (ASU, 2023)</i> |
| *Jieyu Jiang | <i>Re-imagining the 'teacher' in a more-than-human world: Thought experiments and encounters with alternative ways of teaching and learning (ASU, 2023)</i> |
| *Esther Pretti | <i>Encounters in the garden: Learning to "become-with" in urban spaces (ASU, 2022)</i> |
| *Garine Palandjian | <i>Rethinking borders and identities in Armenian education for peaceful and sustainable coexistence (ASU, 2022)</i> |
| *Byoung-gyu Gong | <i>Exploring education cyborg space: Bibliographic and metaphor analysis of educational psychology and Artificial Intelligence studies (ASU, 2019)</i> |
| *Janna Goebel | <i>What matter(s) in education beyond the human? Learning as sympoietic storyworlding (ASU, 2019)</i> |
| *Kate Lapham | <i>Redefining the experience of raising a child with disabilities in Tajikistan (Lehigh University, 2018)</i> |
| *Fatih Aktas | <i>The emergence of creativity as an academic discipline in higher education institutions (Lehigh University, 2017)</i> |
| *Any Sachdev | <i>World through the eyes of children: A qualitative study of preschool children's understanding of the world (Lehigh University, 2017)</i> |

Dissertation Committee Member or External Reviewer

**Indicates external reviewer*

| | |
|-------------------------------|--|
| Brian Grant | <i>“Coming home to our mother [Earth]”: Embracing relationality through inner work, sweat lodge ceremony, and spirituality (chaired by Dr. Nicole Thompson, ASU, 2025)</i> |
| Setrag Hovsepien | <i>Sustaining the Western Armenian language and culture in the diaspora: A study of Armenian schools in Arabic-speaking countries (chaired by Dr. David Manuel-Navarrete, ASI, 2025)</i> |
| *Michelle dos Santos Oriciano | <i>Stones, Cracks, and Gold: Resisting, Reimagining, and Acknowledging Higher Education in the Shadows of (post?)Neoliberalism – Possibilities of Pluriversity (chaired by Stephen Heimans, University of Queensland, 2025)</i> |
| *Jan Varpanen | <i>A Place Regained – Re-Imaging Education with Immanence (chaired by Dr. Antti Saari, Tampere University, 2024)</i> |
| *Saija Volmari | <i>Global Dynamics and Emerging Spaces: Expert Power, Policy Assemblages, and Evidence-Based Policymaking in Nordic Education Reforms (chaired by Dr. Janne Varjo, University of Helsinki, 2024)</i> |
| Kairat Kurakbayev | <i>International-Standard Schools as a School Reform Modality in Kazakhstan (chaired by Dr. Gita Steiner-Khamsi, Teachers College, Columbia University, 2023)</i> |
| *Jelena Hercberga | <i>How to Be Many: Understanding Difference and Disagreement Among Young Russian Speakers in Latvia (chaired by Dr. Keri Facer, University of Bristol, 2023)</i> |
| *Gulzhan Azimbayeva | <i>Institutional dis/continuities in higher education governance during the soviet and post-soviet periods in Kazakhstan (chaired by Drs. Professor Roger Dale, Professor Susan Robertson, University of Bristol, 2016)</i> |
| *Galina Gurova | <i>Quality Assurance and Evaluation as a Mode of Local Education Governance: The Case of Russian Schools (chaired by Dr. Nelli Piattoeva, Tampere University, 2018)</i> |
| *Nurbek Teleshaliyev | <i>Teachers with a capital ‘T’: Exploring the professionalism of experienced teachers in Kyrgyzstan (chaired by Dr. David Frost, Cambridge University, 2018)</i> |
| Katrina Hermetet-Lindsay | <i>Investigating the impact of disease severity and environmental factors on the cognitive and adaptive functioning in perinatally HIV infected and exposed children and youth (chaired by Dr. George DuPaul, Lehigh University, 2015)</i> |
| Brandon A. Knettel | <i>Developing a comprehensive measure of diverse beliefs about the causes of mental illness: The mental illness attribution questionnaire (chaired by Dr. Arnold Spokane, Lehigh University, 2015)</i> |

- *Subrata Dhar *Subvention and Governance Reforms in Secondary Education in Bangladesh: Actors, Acquiescence and Resistance in the Policy Processes (University of New England, 2014)*
- *Ivana Cosic *Introduction of standardized assessment in Croatia: the matura and its effects on teachers and schools (chaired by Dr. Davi Frost, University of Cambridge, 2014)*
- *Nazipa Ayubayeva *Teacher collaboration for professional learning: A case study of three schools in Kazakhstan (chaired by Dr. Davis Frost, University of Cambridge, 2017)*
- Amy Moyer *Transferring training to practice: Improving primary teaching in Bangladesh (chaired by Dr. Jill Sperandio, Lehigh University, 2014)*
- Christine Beresniova *In/Tolerance: A case study of Lithuanian teacher training initiatives for the promotion of tolerance (chaired by Dr. Bradley Levinson, Indiana University Bloomington, 2014)*
- *Zhang Wei *Private supplementary tutoring received by students in Chongqing, China: Determinants of demand and policy implications (chaired by Dr. Mark Bray, University of Hong Kong, 2013)*
- *Peggy Mwanza *The role of non-governmental organizations in basic education policy reform in Lusaka Province in Zambia (chaired by Dr. Gari Donn, University of Edinburgh, 2013)*
- Stephen Desroches *Exploring teacher turnover in American-accredited schools in South America (chaired by Dr. George White, Lehigh University, 2013)*
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*Indicated undergraduate honors theses

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- Viktoriia Brezheniuk *Education and Nation-building Strategies in the USSR, Ukraine and Russia: Constructing Crimean Tatar Identity through Early Literacy Textbooks (Lehigh University, 2015)*
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