

The cover features a background of overlapping circles in shades of purple, red, orange, and yellow. A network of thin lines connects various points across the background. On the right side, the word 'CONCORDIA' is written vertically in large, light grey letters, with only the letters 'A', 'D', 'R', 'O', 'N', 'C', 'O' being visible. The main title is centered in a white area.

**CENTRE FOR
THE STUDY OF
LEARNING AND
PERFORMANCE**

ANNUAL REPORT 2020-2021
SCHOLARLY ACTIVITIES

ABOUT THIS DOCUMENT

This document provides a list of activities performed by CSLP/CEAP Faculty (Full members), Professional Staff, and Graduate Students for the period April 1, 2020 – December 31, 2021. For a description of our theme areas, membership, and partners for this period, please consult Part 1 of the Annual Report 2020-2021.

ACKNOWLEDGMENTS

David Pickup (Database Researcher) and **Evelyne Cypihot** (Grants Officer), along with the help of the CSLP/CEAP membership, compiled the information in this document. Their hard work and conscientious attention to detail has produced a comprehensive listing of our members' activities for our past fiscal year.

Prepared by

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Montreal, Quebec
2021



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LEGEND

- **Bolded names** represent CSLP Full Members
- ***Bolded italicized names*** represent Collaborators
- Underlined names represent Professional Staff.
- Students are indicated with an asterisk (*)

FUNDING

GRANTS—UNDER REVIEW (10)

Bernard, R. M., Schmid, R. F., Cassidy, Winer, L., Cheung, A., (Under Review). *An In-depth Investigation of Blended Learning and Flipped Classroom as Universities Return to Normalcy: A Meta-Analysis, Extreme Case Review, and Qualitative Synthesis of Achievement and Attitude Outcomes* (Operating: \$270,300). Social Sciences and Humanities Research Council of Canada. Insight grant.

Bernard, R. M., Schmid, R. F., & Hassan, G. (Under Review). *Social isolation among post-secondary students: A systematic review of online learning and its effect on achievement, satisfaction, and self-reported feelings of well-being* (Operating: \$29,728). Social Sciences and Humanities Research Council of Canada. Knowledge synthesis grant.

Carr, G., & **Abrami, P. C.** (Under Review). *Reaching out and reaching upward: Educating refugee girls and boys in Kenya* (Operating: \$12,000,000). Global Affairs Canada.

Cénat, J. M., Kohoun, B., Caulley, L., Chomienne, M.-H., Etowa, J., Kokou-Kpolou, C. K., Loemba, H., Pongou, R., **Venkatesh, V.**, & Yaya, S. (Under Review). *COVID-19 et confiance dans les vaccins dans les communautés noires : État des lieux et programmes d'éducation et de mobilisation* (Operating: \$100,000). Canadian Institutes of Health Research.

Galante, A. (Under review). *Exploring and assessing inclusive digital language education for international students in higher education* (Operating: \$74,000). Social Sciences and Humanities Research Council (SSHRC). International Development Grant.

- Venkatesh, V.** (Under Review). *Pédagogie sociale pour renforcer la résilience contre la discrimination et la désinformation à l'ère postpandémique* (Operating: \$40,000). Fonds de Recherche du Québec - Santé. Programme DIALOGUE.
- Venkatesh, V.,** Barker, E., **Castro, J. C., Chang-Kredl, S., Chapman, O.,** Vaughan, K., **Waddington, D.,** Côté-Lussier, C., **Rousseau, C.,** Cook, M., Kaine, E., & **Lalonde, M.** (Under Review). *Landscape of Hope: Magnifying Narratives of Resilience and Ensuring Wellbeing of Marginalised Québécois Youth* (Operating: \$399,900). Social Sciences and Humanities Research Council of Canada. Insight grant.
- Venkatesh, V., Chapman, O., Chang-Kredl, S., Querrien, D.,** Barker, E., **Cook, M.,** Côté-Lussier, C., **Castro, J. C., Rousseau, C., & Waddington, D.** (Under Review). *Landscape of Hope: A Collaborative Action Research to Sustainably Build Digital Wellbeing and Resilience in Indigenous and Racialized Communities Through an Interdisciplinary Approach* (Operating: \$440,013). Social Sciences and Humanities Research Council of Canada. Race, Gender and Diversity Initiative.
- Zetterholm, E., Bardel, C., **Cardoso, W.,** & Wrembel, M. (Under Review). *Learning and teaching of morphosyntax and phonology in multilingual contexts* (Operating: \$500,000). The Swedish Research Council.

GRANTS—NEWLY AWARDED (49)

- Bérubé, J., **Venkatesh, V.**, & Gauthier, J.-B. (2020-2022). *Équité, diversité et inclusion dans les industries culturelles: quel est le rôle des organismes culturels?* (Operating: \$62,920). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Development Grant.
- Borokhovski, E., **Tamim, R. M.**, & Pickup, D. (2021-2022). *Technology applications in teaching and learning: A systematic review of meta-analyses studies* (Operating: \$9,375 [contract]). The Commonwealth of Learning.
- Brault Foisy, L.-M., **Potvin, P.**, **Masson, S.**, Allaire-Duquette, G., Borst, G., & Duval. (2020-2022). *Analyse exploratoire croisée des effets de deux variables didactiques sur la mobilisation du contrôle inhibiteur afin de résister à des conceptions intuitives en sciences* (Operating: \$57,592). Social Sciences and Humanities Research Council. Insight Development Grant.
- Carignan, M.-È.**, **Morin, D.**, **Rousseau, C.**, **Hassan, G.**, **Venkatesh, V.**, Guay, J.-H., David, M. D., O’Sullivan, T., Champagne-Poirier, O., Choquette, E., & Daxhelet, M.-L. (2020-2021). *Infodémie et désinformation massive à l’ère de la COVID-19 : Prévenir l’adhésion aux théories du complot en désamorçant les fausses nouvelles* (Operating: \$86,656). Ministère de l’Économie et de l’Innovation. Programme de soutien aux organismes de recherche et d’innovation, volet 2a : Soutien aux projets de recherche-innovation.
- Cénat, J. M., Kohoun, B., Caulley, L., Chomienne, M., Etowa, J., Kokou-Kpolou, K., Loemba, H., Pongou, R., **Venkatesh, V.**, & Yaya, S. (2021-2023). *COVID-19 et confiance dans les vaccins dans les communautés noires : État des lieux et programmes d’éducation et de mobilisation* (Operating: \$200,000). Canadian Institutes of Health Research (CIHR). COVID-19 Vaccine Confidence.
- Charland, P.**, Arvisais, O., **Bluteau, J.**, Cyr, S., **Dion, E.**, Gadais, T., **Gauvin, I.**, **Plante, I.**, & Arseneau, R. (2020-2021). *Soutien au ministère de l’Éducation et de l’Enseignement supérieur du Québec (MEES) pour évaluer les impacts de la COVID-19 sur le milieu scolaire* (Operating: \$24,871). Social Sciences and Humanities Research Council. Partnership Engage Grant.
- Charland, P.**, & Cyr, S. (2020-2021). Appui à la Chaire UNESCO de développement curriculaire (Operating: \$30,000). Fonds de recherche du Québec - Société et culture. Subventions générales et projets spéciaux.
- Charland, P.**, **Cyr, S.**, Chochard, Y., **Dubeau, A.**, & **Bluteau, J.** (2020-2021). *Réalisation d’une évaluation finale du programme dual* (Operating: \$96,092). Contrat de coopération entre l’UQAM et ministère de l’Emploi, de la Fonction publique, du Travail et de la Formation professionnelle, Charge du dialogue social du Gabon. Financement : Banque Mondiale et Projet de Développement des Compétences et de l’Employabilité (UCP-PRODECE).

- Chastenay, P., & Riopel, M.** (2020-2021). *Development and validation of the Moon Phases Concept Inventory for Middle School* (Operating: \$3,000). Amélioration de la capacité en R&C UQAM (PAFARC).
- Corrigan, J. A., McDonough, K.,** Neumann, H., Barrios Guerrero, A., & Dupuis, C. (2020-2023). *Promoting digital literacies for secondary students: A collaborative action research project* (Operating: \$221,082). Fonds de recherche du Québec - Société et culture (FRQSC). Action Concertée.
- Corrigan, J. A., & Slomp, D. H.** (2020-2022). *Exploring complex writing skills in the digital economy: A novice-expert study* (Operating: \$63,746). Social Sciences and Humanities Research Council (SSHRC) of Canada. Insight Development Grant.
- Dejean, F., & **Gagné, A.** (2020-2022). *Le protestantisme évangélique au Québec : un Christianisme en contexte d'ultramodernité* (Operating: \$53,340). Social Sciences and Humanities Research Council (SSHRC). Insight Development Grant.
- Dion, E., Borokhovski, E., Plante, I., Charland, P., & Cyr, S.** (2020-2021). *Improving mathematical instruction for elementary and secondary students: the collaborative interpretation of findings from a scientific literature review* (Operating: \$17,601). Social Sciences and Humanities Research Council. Partnership Engage Grant.
- Fejzo, A.,** Chatigny, Bélanger, M., Bernatchez, J.-S., **Gauvin, I.,** Koné, S., Marcotte, & Talbot, J. (2020-2022). *Créer des modules de formation en ligne pour développer des compétences en analyses de données chez les doctorant.e.s en éducation de l'UQ : recherche développement* (Operating: \$28,208). Fonds de développement de l'enseignement à distance du réseau de l'Université du Québec (FODED).
- Fejzo, A.,** El Azhari, **Laplante, L., & Rkia.** (2021-2022). *Valoriser la culture marocaine et québécoise lors de l'apprentissage de la lecture* (Operating: \$10,000). Ministère des Relations Internationales du Québec Maroc-Québec.
- Fichten, C.** (2020). *Translation* (Operating: \$4,000). Ministère de l'Enseignement supérieur. L'Entente Canada-Québec.
- Fichten, C.** (2020-2022). *Dégagement d'enseignement pour la recherche au collégial* (Operating: \$7,000). Fonds de recherche du Québec - Société et culture (FRQSC).
- Galante, A.** (2020). *Supporting and assessing language teaching and learning through plurilingual and digital pedagogy* (Operating: \$24,818). Social Sciences and Humanities Research Council (SSHRC). Partnership Engage Grant.
- Gauvin, I., Arseneau, R., Charland, P., Côté, M.-F.,** Cyr, S., Fontaine, M., **Laplante, L., Plante, I., & Riopel, M.** (2020-2022). *Quels effets de jeux éducatifs en ligne sur l'apprentissage et sur la motivation des élèves? Évaluation de ressources de Alloprof pour le français et les mathématiques* (Operating: \$24,940). Social Sciences and Humanities Research Council. Partnership Engage Grant.
- Gauvin, I., Arseneau, R.,** Charland, P., **Côté, M.-F., & Plante, I.** (2020-2021). *Évaluation de la contribution des jeux et des ressources Alloprof à la continuité pédagogique de l'enseignement primaire et secondaire pendant la crise de la COVID-19 au printemps 2020* (Operating: \$29,900). Alloprof (contrat).

- Gauvin, I., Charland, P., & Saint-Amour.** (2020-2021). *Verbalisation des raisonnements grammaticaux, charge cognitive et EEG* (Operating: \$3,000). Social Sciences and Humanities Research Council. Émergence de la recherche.
- Gauvin, I., Thibeault, J., Thomas, & Barroso da Costa, C.** (2020-2024). *Effets d'un enseignement intégré de la grammaire du français et de l'anglais en classe de français langue d'enseignement* (Operating: \$177,242). Social Sciences and Humanities Research Council. Insight Grant.
- Hassan, G.** (2020-2023). *Fit for purpose of methods and tools to detect, assess and monitor factors relevant to the risk of violent radicalization or related forms of violent acting out: A systematic review of evidence* (Operating: \$350,000 (Contract)). Campbell Collaboration.
- Hassan, G., Madriaza, P., Venkatesh, V., Kubicek, B., McCoy, J. S., King, M., Katz, O., & Brouillette-Alarie, S.** (2021-2022). *Deconstructing violent radicalisation: Towards a critical anti-oppressive framework" e-learning course* (Operating: \$27,243). Social Sciences and Humanities Research Council (SSHRC). Connection Grant.
- Lacelle, N., Mercier, J.-P., Martel, V., Boutin, J.-F., Richard, M., Lebrun, M., Gervais, B., Martel, M., Beaudry, M.-C., Brehm, S., Cartier, S., **Lalonde, M., & Audet, R.** (2020-2024). *Éduquer à la littératie numérique : communication, culture et création* (Operating: \$197,332). Fonds de recherche Société et Culture du Québec. Soutien aux équipes de recherche / Universitaire - Nouvelle Équipe.
- Legault, A., **Fichten, C., Havel, A., Asuncion, J., & Wileman, S.** (2020-2022). *Enseignement et apprentissage dans l'enseignement supérieur à l'ère du COVID-19 : Une synthèse des connaissances* (Operating: \$50,000). Fonds de recherche du Québec - Société et culture (FRQSC).
- McDonough, K., & Sato, M.** (2020-2022). *Expectancy violations in diverse English contexts: Exploring the role of intergroup contact* (Operating: \$65,672). Social Sciences and Humanities Research Council. Insight Development Grant.
- Miconi, D., **Rousseau, C., Perry, B., McCoy, J., Hassan, G., *Frounfelker, R., Levinsson, A., Morin, D., & Venkatesh, V.** (2021-2022). *Social polarization during the COVID-19 infodemic: A multi-province two-wave longitudinal study to counter online disinformation and violent radicalization among young Canadians* (Operating: \$92,000). Department of Canadian Heritage. Digital Citizen Contribution Program.
- O'Brien, M. G., & **Trofimovich, P.** (2021-2025). *Evaluating foreign-born job applicants: Understanding and mitigating foreign accent bias among Canadian HR professionals* (Operating: \$159,810). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.
- Piccardo, E., & **Galante, A.** (2020). *Advancing agency in language education (AALE)* (Operating: \$232,131). Social Sciences and Humanities Research Council (SSHRC). Insight Grant.

- Plante, I., Bluteau, J., Brault Foisy, L.-M., Charron, A., Dion, E., Dubeau, A., & Véronneau, M.-H.** (2021-2024). *Promouvoir l'égalité des genres à l'école au moyen d'une intervention destinée à des enfants de l'éducation préscolaire* (Operating: \$190,247). Fonds de recherche du Québec - Société et culture. Actions concertées.
- Querrien, D.** (2020-2021). *Apprentissage du français chez les élèves allophones : représentations des enseignants en région et en métropole au Québec* (Operating: \$44,847). Fonds de recherche du Québec – Société et culture (FRQSC). Soutien à la recherche pour la relève professorale.
- Querrien, D.** (2021-2022). *Plurilinguisme et enseignement des langues au Québec : étude sur la formation et les parcours des enseignants* (Operating: \$44,535). Fonds de recherche du Québec – Société et culture (FRQSC). Soutien à la recherche pour la relève professorale.
- Querrien, D., & Liakin, D.** (2020). *Étude des apports de la pédagogie active pour les enseignants de langue seconde formés aux approches plurielles* (Operating: \$54,536). Social Sciences and Humanities Research Council (SSHRC). Insight Development Grant.
- Querrien, D., & Liakin, D.** (2021). *Étude sur les pratiques de formation des enseignants de langues secondes dans une perspective plurilingue et pluriculturelle* (Operating: \$58,139). Social Sciences and Humanities Research Council (SSHRC). Insight Development Grant.
- Rousseau, C., & and others.** (2021). *COVID, Vaccination et CoVivre* (Operating: \$65,000). Fondation Familiale Trottier.
- Rousseau, C., & and others.** (2021). *COVID – CoVivre “Mesure de soutien financier pour travailleur.euses précaires en isolement en raison de la COVID-19”* (Operating: \$67,000). Fondation Familiale Trottier & Fondation Echo.
- Rousseau, C., de Pokomandy, A., & Gallagher, S.** (2020-2021). *COVID-19 Communications in partnership with marginalized and most affected communities project* (Operating: \$1,160,000). Fondation familiale Trottier.
- Rousseau, C., McCoy, S., Perry, B., **Hassan, G., *Miconi, D., d’Haenens, L., El-Hage, H., Ellis, H., Mekki-Berrada, A., Morin, D., & Venkatesh, V.** (2021-2022). *Social polarization and behavioral intentions during the COVID-19 pandemic: A multi-site study of risk and protective factors in Canadian youth* (Operating: \$240,975). Canadian Institutes of Health Research. Operating Grant: COVID-19 Research Gaps and Priorities.
- Rousseau, C., Mekki-Berrada, A., & and others.** (2020-2025). *Evaluation of an intervention model addressing violent radicalization* (Operating: \$1,706,617). Public Safety Canada. Community Resilience Fund.

- Rousseau, C., & Venkatesh, V.** (2020-2021). *Sociocultural diversity, health communication and COVID-19* (Operating: \$70,000). McGill Interdisciplinary Initiative in Infection and Immunity (“MI4”): MI4 Emergency COVID-19 Research Funding.
- Schmid, R. F., Bernard, R. M., & Abrami, P. C.** (2020-2021). *Supporting teacher professional development at scale* (Operating: \$82,613). International Development Research Centre (IDRC).
- Tremblay, S., Potvin, M., **Morin, D., & Carignan, M.-È.** (2021-2023). *Jeunes et « complot » au Québec : vocabulaire, résonance et logiques d’adhésion* (Operating: \$74,938). Social Sciences and Humanities Research Council (SSHRC) of Canada. Insight Development Grant.
- Trofimovich, P.** (2020). *Examining accent bias in human resource professionals’ evaluations of non-native job applicants* (Operating: \$4,967). Concordia University Faculty of Arts and Science. Social Sciences and Humanities Research Council (SSHRC). Exploration Grant, Fall Competition.
- Trofimovich, P.** (2021). *International students’ communication challenges in an experiential learning context* (Operating: \$4,980). Concordia University Faculty of Arts and Science. Social Sciences and Humanities Research Council (SSHRC). Exploration Grant, Winter Competition.
- Trofimovich, P., & O’Brien, M. G.** (2020-2022). *Exploring and mitigating attitudinal bias towards immigrants in Quebec and Alberta* (Operating: \$72,925). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Development Grant.
- Venkatesh, V.** (2020-2021). UNESCO Survey on Hate Speech in Education (Operating: \$50,000). UNESCO Paris.
- Venkatesh, V., Chapman, O., Brault, A., Lalonde, M., Chang-Kredl, S., Nelson, B. J., Gagné, A., Castro, J.-C., Morin, D., Hassan, G., Rousseau, C., Gareau, P., Wallin, J., Kaine, E., Carignan, M.-È., & Mekki-Berrada, A.** (2020-2023). *Innovative social pedagogy to empower indigenous communities & reduce gender, racial biases* (Operating: \$780,000). Employment and Social Development Canada.
- Venkatesh, V., Morin, D., & Hassan, G.** (2020-2023). *Infrastructure funding* (Operating: \$45,000). UNESCO-PREV Chair.

GRANTS—ONGOING (70)

- Abrami, P. C.**, Batia, S. (Aga Khan Academies Unit of AKDN), Friesen, R. (World Vision Canada), Wood, E. (Wilfrid Laurier University). (2020-2024). *Using Technology to Improve Literacy in the Global South* (Operating: \$2,705,000). Global Partnership for Education. Knowledge and Innovation Exchange Global Grant (KIX).
- Abrami, P. C., Brodeur, M., Chapleau, N.**, Desrochers, A., Gosselin, C., **Laplante, L.**, Turcotte, C., & **Wade, A.** (2019-2023). *Help improve childhood literacy in Quebec and the world* (Operating: \$2,500,000 (Contract)). Concordia University/Advancement.
- Abrami, P. C.**, Arshad-Ayaz, A., **Brodeur, M.**, **Cardoso, W.**, **Chapleau, N.**, Cheung, A., Dedic, H., Gottardo, A., Inyega, J., Laplante, L., Mak, B., Naseem, A., Rosenfield, S., Siegel, L., **Venkatesh, V.**, **Waddington, D.**, & Wood, E. (2017-2024). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa* (Operating: \$2,500,000). Social Sciences and Humanities Research Council of Canada (SSHRC) - Partnership grant.
- Abrami, P. C., Bures, E.**, Cassidy, R., Lebel, C., Cundell, A., DeGrace, N., Gunning, P., Hernandez-Gonzalez, T., & Winer, L. (2020-2021). *Portfolio électronique réflexif pour l'apprentissage des élèves (PERLE) au postsecondaire – Year 5* (Operating: \$110,000). Ministère de l'Éducation et de l'Enseignement supérieur du Québec. Entente Canada-Québec (ECQ Yr 5)
- Abrami, P. C.**, Concordia University, & David O'Brien Centre for Sustainable Enterprise. (2016-2021). *Help support sustainability and child literacy* (Operating: \$600,000 (CSLP's portion \$300,000)). TD Bank Group.
- Abrami, P. C.**, **Wade, A.**, Marsh, J., WaGioko, M., Lysenko, L., Waichinga, A., Del Col, N., & Head, J. (2019-2021). *Teaching and Learning with Technology in Sub-Saharan Africa [Extension Project]* (Operating: \$30,000). International Development Research Centre (IDRC).
- Audet Gosselin, L., Geoffroy, M., Latreille, M., Nantel, A., & **Venkatesh, V.** (2020-2023). *Pratique religieuse dans les cégeps : nouvelles avenues pour une meilleure intégration* (Operating: \$360,000). Natural Sciences and Engineering Research Council of Canada (NSERC). College and Community Social Innovation Fund.
- Bérubé, J., **Venkatesh, V.**, & Gauthier, J.-B. (2020-2022). *Équité, diversité et inclusion dans les industries culturelles : quel est le rôle des organismes culturels?* (Operating: \$62,920). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Development Grant.

- Bluteau, J., Dubeau, A., & Plante, I.** (2019-2021). *Influences de l'aménagement physique de la classe et de la qualité des interactions sur l'adaptation au stress et la santé mentale scolaire des élèves du primaire* (Operating: \$69,439). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Development Grant.
- Bourgeon-Guerin, E., **Hassan, G., Rousseau, C., Venkatesh, V.,** Beaugard, C., & Cocker, A. (2020-2022). *Côte à côte : le mentorat comme voie d'intervention en contexte de polarisations sociales ?* (Operating: \$72,857). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.
- Boutin, J.-F., Lacelle, N., Lebrun, M., Richard, M., Martel, V., Brehm, S., Cartier, S., **Lalonde, M.,** & Parent, S. (2020-2023). *Le développement de la compétence numérique par la littératie médiatique multimodale chez des élèves du secondaire : cocréation, mise en oeuvre, analyse et ajustements de pratiques pédagogiques faisant appel au numérique en français, en univers social et en arts* (Operating: \$221,209). Fonds de recherche Société et Culture du Québec. Action concertée - Programme de recherche-action sur le numérique en éducation et en enseignement supérieur.
- Braut Foisy, L. M., **Charland, P., Masson, S.,** & Blanchette Sarrasin, J. (2020-2021). *Enjeux actuels en neuroéducation* (Operating: \$8,758). Social Sciences and Humanities Research Council of Canada (SSHRC). Connection Grant.
- Cardoso, W.,** & Collins, L. (2016-2021). *The pedagogical use of speech technologies to extend the reach of the second language classroom* (Operating: \$94,227). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.
- Castro, J. C.,** Black, J., Grauer, K., & **Pariser, D.** (2020-2023). *MonCoin: Investigating the creative practices of youth in digital visual learning networks* (Operating: \$184,794). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.
- Chamsine, C., Arvisais, O., **Charland, P.,** Guidère, M., & **Venkatesh, V.** (2019-2021). *Étude du curriculum créé et implanté par l'État islamique en Irak en vue de soutenir les initiatives d'éducation en situation de crise et le développement de narratifs pour contrer la radicalisation et la violence: conflits, croyances et éducation* (Operating: \$70,675). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Development Grant.
- Chapleau, N.** (2020-2021). *Améliorer l'offre de formation aux étudiants en adaptation scolaire et les services offerts aux élèves HDAA par le développement et l'optimisation de cliniques universitaires orthopédagogiques* (Operating: \$140,000). Ministère de l'Éducation et de l'enseignement supérieur. Projet inédit.
- Chapleau, N., Fejzo, A., & Laplante, L.** (2019-2023). *Découvrir la structure des mots au 1^{er} cycle du primaire : développement d'activités pédagogiques favorisant la réussite des apprentissages en littératie* (Operating: \$76,575). Social Sciences and Humanities Research Council. Insight Development Grant.

- Chapleau, N. P., Brodeur, M., & Laplante, L.** (2017-2024). *Implantation de la ressource en ligne ABRACADABRA en Afrique francophone - Côte d'Ivoire* (Operating: \$105,000). Social Sciences and Humanities Research Council of Canada (SSHRC). Partnership Development Grant.
- Charland, P., & Cyr, S.** (2018-2021). *Chaire UNESCO de Développement Curriculaire Didactique - Renewal* (Operating: \$45,000). Sciences de l'éducation, Université du Québec à Montréal.
- Dagenais, C., Bernier, S., Dutil, J., Lysenko, L., Pontbriand, I., Proulx, R., Ridde, V., Ziam, S., & and the RENARD team. (2018-2022). *Le transfert des connaissances issues de la recherche dans le domaine social: recherche sur les stratégies, les processus et les effets* (Operating: \$631,920). Fonds de recherche société et culture (FRQSC) - Programme soutien aux équipes de recherche, Renouveau.
- Dubeau, A., Fortier, M.-P., Jutras-Dupont, C., Beaulieu, M., Coutlée, G., & Boudrias, N.** (2020-2023). *La participation et la diplomation des élèves handicapés en formation professionnelle* (Operating: \$100,000). Office des personnes handicapées du Québec (OPHQ).
- Dubeau, A., Dion, E., Plante, I., Hamel, Véronneau-McArdle, & Dupéré, V.** (2019-2022). *Liens entre la consommation de cannabis, les problèmes de santé mentale, la motivation et la réussite scolaire chez les élèves qui fréquentent un centre de formation professionnelle au Québec* (Operating: \$148,152). Social Sciences and Humanities Research Council. Insight Grant.
- Fejzo, A., Gonnerman, Laplante, L., & Côté, M.-F.** (2019-2022). *L'élaboration, la mise à l'essai et les retombées d'un dispositif de développement du vocabulaire en français chez des élèves des 2e et 3e cycles du primaire en fonction de la langue parlée à la maison, le sexe et le milieu socioéconomique* (Operating: \$190,448). Fonds de recherche du Québec - Société et culture (FRQSC). Action concertée.
- Fejzo, A., Gonnerman, Laplante, L., & Côté, M.-F.** (2019-2022). *Verbalisation des raisonnements grammaticaux, charge cognitive et EEG* (Operating: \$190,448). Fonds de Recherche du Québec - Société et Culture (FRQSC). Actions concertées.
- Fichten, C.** (2020-2022). *Technologies mobiles pour le plus grand groupe d'étudiants en situation de handicap au Québec : étudiants ayant un trouble déficitaire de l'attention avec/sans hyperactivité (TDAH)* (Operating: \$120,000). Fonds de recherche du Québec – Société et culture (FRQSC).
- Fichten, C.** (2020-2027). *Dégagement d'enseignement pour la recherche au collégial* (Operating: \$329,000). Fonds de recherche du Québec – Société et culture (FRQSC). Infrastructure grant.

- Fichten, C.,** Havel, A., Libman, E., Amsel, R., Legault, A., Asuncion, J., Wileman, S., & AQEIPS. (2020-2021). *Facilitators and barriers of technologies in accessing NEWLY online courses by post-secondary students with and without disabilities: The COVID-19 experience* (Operating: \$25,000). Social Sciences and Humanities Research Council (SSHRC). Engage Grant.
- Fichten, C., Schmid, R. F.,** Libman, E., Legault, A., Havel, A., & King, L. (2020-2021). *How can virtual assistants and AI-based smartphone apps help post-secondary students with disabilities succeed in their studies?* (Operating: \$100,000). Montréal Centre for Higher Learning in Artificial Intelligence (PIA) / AI Le Pôle montréalais d'enseignement supérieur en intelligence artificielle (PIA).
- Galante, A.** (2019-2022). *Facilitating the shift from monolingual to plurilingual language teaching (Enseignement des langues: faciliter la transition du monolinguisme au plurilinguisme)* (Operating: \$52,453). Fonds de Recherche du Québec – Société et Culture (FRQ–SC). Soutien à la recherche pour la relève professorale (NP).
- Geoffroy, M., **Gagné, A.,** Brunet, L., Imbeault, M., Norris, N., & Tremblay, S. (2019-2023). *L'extrême-droite au Québec : Acteurs, idéologie et prévention* (Operating: \$304,253.50). Public Safety Canada.
- Hanley, J., **Rousseau, C.,** Chammas, G., Cloos, P., Dejean, F., Grey, C., Ives, N., Lafortune, G., Laloup, X., Lenoir, A., & Merry, L. (2019-2021). *S'installer : Comprendre les enjeux du parcours et de l'intégration des demandeurs d'asile au Québec* (Operating: \$150,000). Fonds de recherche du Québec - Société et culture (FRQSC). Action concertée.
- Hassan, G.** (2017-2021, extended to 2025). *CPN-PREV Canadian practitioner Network: Prevention of radicalization and extremist violence* (Operating: \$570,000). Ministère des Relations Internationales du Québec.
- Hassan, G.** (2018-2022). *Chaire UNESCO-PREV, Chaire de recherche* (Operating: \$400,000). Ministère des relations internationales, Ministère de l'éducation et Ministère de la Sécurité Publique du Québec.
- Hassan, G.** (2020-2021). *PIP2 conférences praticiens jeunes* (Operating: \$150,000). Public Safety Canada.
- Hassan, G., Morin, D., & Venkatesh, V.** (2019-2023). *Projet PREV-IMPACT Canada : Modèles d'évaluation de programmes de prévention de la radicalisation menant à la violence au Canada, Contract* (Operating: \$878,115). Public Safety Canada. Community Resilience Fund.
- Hassan, G., Rousseau, C.,** Ratelle, J.-F., McCoy, J., Madriaza, P., Machouf, A., Robleh, A., Jones, D., McKercher, J., Reid, M., King, M., Brouillette-Alarie, S., & Arruda-Santos, S. (2020-2022). *Preventing Violent Radicalization in Canada: A Virtual Community of Practice Model for Improved Collaboration and Professional Practices* (Operating: \$199,960). Social Sciences and Humanities Research Council. Partnership Development Grant.

- Hassan, G., Rousseau, C., & Mekki-Berrada, A.** (2017-2021). *Canada evidence-based practitioners network: mapping assets, assessing scientific knowledge and developing shared national resources for the prevention of violent radicalization* (Operating: \$1,700,000). Public Safety Canada. Community Resilience Fund.
- Lalonde, M.** (2020-2023). *Recherche design sur le potentiel de l'utilisation d'un dispositif en réalité augmentée pour l'engagement étudiant en éducation artistique mobile* (Operating: \$50,764). Fonds de recherche Société et Culture du Québec. Programme Relève professorale.
- Lalonde, M.** (2020-2023). *Le développement de la compétence numérique par la littératie médiatique multimodale chez des élèves du secondaire, Subvention, Fonctionnement* (Operating: \$221,209). Fonds de recherche du Québec - Société et culture (FRQSC). Action concertée.
- Liakin, D., **Cardoso, W.**, & Liakina, N. (2018-2021). *L'utilisation de la technologie mobile dans l'enseignement de la prononciation en langue seconde* (Operating: \$54,969). The Social Sciences and Humanities Research Council of Canada (SSHRC). Standard Research Grant.
- McDonough, K.** (2016-2021). *Identifying the impact of cognitive and social factors on L2 learning in diverse educational settings* (Operating: \$500,000 (\$225,000 research stipend)). Canada Research Chair in Applied Linguistics (Tier II).
- McDonough, K.** (2016-2021). *Canada Research Chair Tier 2 in Applied Linguistics* (Operating: \$500,000). Government of Canada.
- McDonough, K., & Trofimovich, P.** (2019-2023). *Identifying the visual signature of communication breakdowns* (Operating: \$235,651). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.
- Mekki-Berrada, A.** (2018-2022). *Étude ethnographique des interactions dynamiques entre islamophobie, détresse émotionnelle et stratégies de résolution de problèmes à Québec* (Operating: Social Sciences and Humanities Research Council. Insight Grant).
- Mekki-Berrada, A., Rousseau, C.,** Mossière, G., Selby, J. A., D'Haenens, L. S. J., Pastinelli, M., & Dayan-Herzbrun, S. (2019-2022). *Islamophobie savante et médiatique: Étude transnationale des discours et de leur impact, Subvention, Fonctionnement* (Operating: \$199,975). Social Sciences and Humanities Research Council of Canada (SSHRC). Partnership Development Grant.
- Morin, D.** (2018-2022). *Appui au fonctionnement de la Chaire UNESCO-PREV* (Operating: \$400,000). Gouvernement du Québec MRIF, MSP, MIFI.
- Morin, D.** (2019-2022). *Programme de soutien aux Chaires UNESCO du Québec* (Operating: \$45,000). Fonds de recherche du Québec (FRQ).
- Nelson, B.** (2018-2021). *Estranged epistemologies: Science and culture in the Baroque and (Neo)Baroque* (Operating: \$50,000). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.

- Papazian-Zohrabian, G., & **Rousseau, C.** (2019-2021). *Programmation de recherche interdisciplinaire basée sur une approche systémique visant une meilleure compréhension des réalités complexes des familles réfugiées et demandeuses d'asile et la promotion des pratiques favorisant leur bien-être* (Operating: \$85,266). Social Sciences and Humanities Research Council of Canada (SSHRC). Infrastructure grant.
- Paul, J., Rigoulot, S., Hétu, S., & **Cardoso, W.** (2019-2021). *An Electroencephalography (EEG) investigation of the perception of second language pronunciation errors* (Operating: \$11,929.50). Réseau de bio-imagerie du Québec (RBIQ).
- Plante, I.** (2019-2021). *La prévention de l'anxiété de performance chez les élèves du primaire et du secondaire : le rôle des enseignants* (Operating: \$80,000). Fonds de recherche du Québec - Santé (FRQS).
- Plante, I.** (2019-2022). *La prévention de l'anxiété de performance chez les élèves du primaire et du secondaire : le rôle des enseignants* (Operating: \$277,526). Fonds de recherche du Québec - Santé (FRQS), Bourse de recherche - Chercheur boursier junior 1.
- Plante, I., Dandeneau, & Potvin, P.** (2018-2020). *Développement d'instruments de mesure des stéréotypes de genre inconscients chez les élèves du secondaire* (Operating: \$59,431). Social Sciences and Humanities Research Council. Insight Development Grant.
- Plante, I., Dubeau, A., Bluteau, J., Charland, P., Potvin, P., & Brault Foisy, L. M.** (2017-2020). *Chaire de recherche sur l'égalité des genres à l'école (CRÉGÉ)* (Operating: \$105,000). Université du Québec à Montréal (UQAM) - Programme des chaires stratégiques.
- Plante, I., Dubeau, A., Bluteau, J., & Potvin, P.** (2020-2025). *Chaire de recherche du Canada sur les différences de genre à l'école* (Operating: \$600,000). Chaire de recherche du Canada (CRSH).
- Plante, I., Dubeau, A., & Véronneau, M.-H.** (2018-2021). *Persévérance et réussite scolaires en mathématiques et en sciences: rôle et besoins des parents pour offrir un soutien optimal* (Operating: \$190,488). Fonds de recherche du Québec, Société et culture (FRQSC). Actions concertées.
- Potvin, M., **Mekki-Berrada, A.**, & Tremblay, S. (2019-2022). *Racisme et radicalisation au Québec : cartographie des discours sociaux croisés dans, par, sur et à travers les médias* (Operating: \$191,529). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.
- Potvin, P., Kozanitis, A., Riopel, M., Bélanger, M., Charland, P., Chastenay, P., Cyr, S., & Masson, S.** (2018-2022). *Processus cognitifs, affectifs et cérébraux, et dispositifs technologiques impliqués dans l'éducation aux sciences et à la technologie (S&T) des élèves et du grand public: enseignement et médiation* (Operating: \$323,695). Fonds de recherche du Québec, Société et culture - Équipe de recherche (Renouvellement).

- Rizzo, D., Creti, L., **Fichten, C.**, Bales, S., & Libman, E. (2019-2021). *L'apnée du sommeil et la conduite automobile: EEG, simulateur de conduite et micro-sommeils*. (Operating: \$172,655). Ministère des Transports du Québec - Transports, Mobilité durable et Électrification des transports, Québec : Programme d'aide financière du Fonds de la sécurité routière.
- Rousseau, C.** (2018-2021). *Les programmes d'expression créatrice et d'éveil aux langues pour soutenir la réussite scolaire des enfants réfugiés* (Operating: \$221,150). Fonds de recherche du Québec - Société et culture (FRQSC). Projet de recherche.
- Rousseau, C.** (2018-2021). *The rough journey of children and adolescent refugees: Intervening to address suffering and support wellbeing* (Operating: \$450,000). Fondation de la Famille Pathy.
- Rousseau, C.**, & and others. (2017-2021). *Canada evidence-based practitioners network: mapping assets, assessing scientific knowledge and developing shared national resources for the prevention of violent radicalization* (Operating: \$1,700,000). Public Safety Canada. Community Resilience Fund.
- Rousseau, C.**, & and others. (2019-2021). *COVID-19: Projet Health Communication, Sociocultural Diversity and COVID-19* (Operating: \$70,000). The McGill Interdisciplinary Initiative in Infection and Immunity.
- Sénécal, S., **Charland, P.**, & Léger, P.-M. (2018-2021). *Valorisation des données neurophysiologiques dans l'apprentissage des systèmes d'informations aéronautique et bancaire* (Operating: \$1,047,252). PROMPT-Québec, with IVADO, CAE and National Bank.
- Thibeault, J., **Gauvin, I.**, Lyster, R., & Sterzuk, A. (2019-2021). *L'enseignement des verbes de mouvement en immersion française : création et mise à l'essai d'une séquence qui repose sur la didactique intégrée du français et de l'anglais* (Operating: \$26,489). Social Sciences and Humanities Research Council of **Canada (SSHRC). Insight Development Grant.**
- Trofimovich, P.**, & O'Brien, M. G. (2020-2022). *Exploring and mitigating attitudinal bias towards immigrants in Quebec and Alberta* (Operating: \$72,925). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Development Grant.
- Venkatesh, V.**, & other CSLP members. (2018-2024). *CSLP Research unit recognition* (Operating: \$510,000). Office of the Vice-President, Research and Graduate Studies, Concordia University. Infrastructure Grant.
- Venkatesh, V.** (2020-2021). *Landscape of Hope: Magnifying marginalised indigenous and racialized youth voice to build digital resilience against racism* (Operating: \$177,500). Department of Canadian Heritage, Community Support, Multiculturalism, and Anti-Racism Initiatives Program.

Venkatesh, V., Morin, D., & Hassan, G. (2017-2021). *UNESCO Global Chair in Prevention of Radicalisation and Violent Extremism* (Operating: \$400,000). Government of Québec - Infrastructure funding.

Venkatesh, V., & other CSLP members. (2020-2027). *Regroupement Strategique: Centre d'études sur l'apprentissage et la performance (CEAP) (Infrastructure)* (Operating: \$1,802,500). Fonds de recherche du Québec - Société et culture (FRQSC).

GRANTS—INTERNAL (20)

- Barroso da Costa, C., & Côté, M.-F.** (2020-2021). *L'utilisation des quiz numériques dans des cours en ligne pendant la pandémie de Covid-19* (Operating: \$2,513). CEAP UQAM. Programmation chercheurs réguliers. Initiative spéciale Covid-19.
- ***Beaulieu, M., Plante, I., Dubeau, A., & Fréchette-Simard, C.** (2020-2021). *Les pratiques d'enseignement en formation professionnelle du secondaire : élaboration et validation d'un outil d'observation* (Operating: \$2,500). CEAP UQAM. Programmation membres étudiant.e.s.
- ***Bissonnette, M., Potvin, P., & Chastenay, P.** (2021-2022). *Revue systématique de l'enseignement de la génétique au secondaire par le biais de l'analyse de résultats de recherches empiriques (2009-2019)* (Operating: \$2,500). CEAP UQAM. Programmation membres étudiant.e.s.
- ***Blanchette Sarrasin, J., Charland, P., Potvin, P., Brault Foisy, L.-M., & Masson, S.** (2021-2022). *Evidence of inhibitory control in EEG patterns of children overcoming the "moving things are alive" misconception* (Operating: \$2,500). CEAP UQAM. Programmation membres étudiant.e.s.
- ***Blanchette Sarrasin, J., Masson, S., Brault Foisy, L.-M., & Riopel, M.** (2020-2021). *Guidelines for conducting a pre-post intervention study with preschool children using fMRI: the rationale behind the methodological choices of a research project on reading acquisition* (Operating: \$2,500). CEAP UQAM. Programmation membres étudiant.e.s.
- Brodeur, M., Abrami, P. C., Anderson, Arshad-Ayaz, A., Cardoso, W., Chapleau, N., Cheung, A., Dedic, H., Gottardo, A., Inyega, J., Laplante, L., Mak Chan, Mercier, Naseem, A., Rosenfield, S., Siegel, L., Waddington, D., & Wood, E.** (2021). *Contribution institutionnelle au CRSH partenariat "Using Educational Technology to Develop Essential Educational Competencies in Sub-Saharan Africa"* (Operating: \$24,000). Contribution institutionnelle UQAM (PAFARC).
- ***Bruyère, M.-H., Potvin, P., Chastenay, P., & Riopel, M.** (2021-2022). *Quand les écoles visitent les musées de science : revue systématique des écrits de recherches empiriques des 30 dernières années* (Operating: \$2,500). CEAP UQAM. Programmation membres étudiant.e.s.
- Côté, M.-F., & Laplante, L.** (2020-2021). *Informatisation et validation d'un outil de mesure de la compréhension écrite pour lecteurs débutants* (Operating: \$5,000). CEAP UQAM. Programmation chercheurs réguliers. Initiative spéciale Covid-19.
- Fichten, C.** (2021-2022). *Research release* (Operating: \$39,000). Dawson College.
- Fichten, C., & Legault, A.** (2020-2021). *Helpful mobile technologies for students with executive functioning difficulties* (Operating: \$12,000). Dawson College. Academic success projects for students with disabilities and/or particular needs.

- Galante, A.** (2020). *Emancipation or hindrance? Examining language use among speakers across Canada* (Operating: \$3,000). Internal Social Sciences and Humanities Development Grant. Faculty of Education, McGill University.
- Gauvin, I.,** & Tous les membres du CEAP UQAM. (2020-2023). *Infrastructure du Centre pour les sciences de l'apprentissage (CEAP-UQAM)* (Operating: \$105,500). Centres de recherche UQAM.
- *Lapierre, H. G., **Charland, P.,** & **Riopel, M.** (2021-2022). *Impacts de l'apprentissage de la programmation et de l'utilisation de la robotique sur l'apprentissage des disciplines scolaires « traditionnelles »* (Operating: \$2,500). CEAP UQAM. Programmation membres étudiant.e.s.
- *Mahhou, M. A., Arvisais, O., & **Charland, P.** (2021-2022). *L'intérêt à l'égard des sciences chez les élèves palestiniens de Jérusalem-Est.* (Operating: \$2,500). CEAP UQAM. Programmation membres étudiant.e.s.
- McDonough, K.** (2020-2021). *Concordia University English language speech and face database* (Operating: \$5,000). Faculty of Arts & Sciences, SSHRC Explorations Grant, Concordia University.
- McDonough, K.,** & Trofimovich, P. (2020-2021). *Established Researcher Support Opportunity* (Operating: \$6,450). Office of Vice-Provost for Research and Graduate Studies. Concordia University.
- Querrien, D.** (2018-2021). *Fonds de démarrage* (Operating: \$15,000). Faculté des arts et des sciences, Université Concordia.
- Querrien, D.** (2020). *Fonds de soutien à la recherche ECR* (Operating: \$5,355). Faculté des arts et des sciences, Université Concordia.
- Trofimovich, P.** (2020-2021). *Established Researcher Support Opportunity* (Operating: \$6,257). Office of Vice-Provost for Research and Graduate Studies. Concordia University.
- *Vincent, C., **Plante, I.,** & **Barroso da Costa, C.** (2021-2022). (Operating: \$5,000). CEAP UQAM. Programmation membres étudiant.e.s.

PUBLICATIONS

JOURNAL ARTICLES (151)

- *Al-Sakkaf, A., Zayed, T., Bagchi, A., Mahmoud, S., & Pickup, D. (2020). Development of a sustainability rating tool for heritage buildings: Future implications. *Smart and Sustainable Built Environment*, Advance online publication.
<https://doi.org/10.1108/SASBE-04-2020-0047>
- Allaire-Duquette, G., Brault Fois, L.-M., Potvin, P., Riopel, M., Larose, M., & Masson, S. (2021). An fMRI study of scientists with a Ph.D. in physics confronted with naive ideas in science. *njp Science of Learning*, 6, 11.
<https://doi.org/10.1038/s41539-021-00091-x>
- Aloraini, N., & Cardoso, W. (2020). Social media in language learning: a mixed-methods investigation of students' perceptions. *Computer Assisted Language Learning*, Advance online publication.
<https://doi.org/10.1080/09588221.2020.1830804>
- Araújo-Oliveira, A., & Barroso da Costa, C. (2020). Soutenir et favoriser la diversité chez les apprenants: Les enjeux de l'évaluation des apprentissages en contexte d'inclusion. *Revista Educativa-Revista de Educação*, 23(1), 8610.
<http://seer.pucgoias.edu.br/index.php/educativa/article/view/8610>
- Arvais, O., Charland, P., Audet, F., & *Skelling-Desmeules, Y. (2021). Academic persistence for students involved into the accelerated education program in Dadaab Refugee Camp. *Refuge: Canada's Journal on Refugees*, 37(2).
<https://doi.org/10.25071/1920-7336.40737>
- Arvais, O., Deslandes Martineau, M., & Charland, P. (2021). Pour une éducation en temps de pandémie. *La Revue de Santé Scolaire et Universitaire*, 12(67), 27-29.
<https://doi.org/10.1016/j.revssu.2020.12.009>
- Ayotte-Beaudet, J.-P., Chastenay, P., Beaudry, M.-C., L'heureux, K., Giamellaro, M., Smith, J., Desjarlais, E., & Paquette, A. (2021). Exploring the impacts of contextualised outdoor science education on learning: the case of primary school students learning about ecosystem relationships. *Journal of Biological Education*.
<https://doi.org/10.1080/00219266.2021.1909634>
- Baillargeon, D., Coutant, A., Carignan, M.-È., & Keuleneer, C. (In Press). S'entendre pour mieux se cacher : chartes et codes pour encadrer la publicité native au Québec. *Communication & Management*, 18.
- Barroso da Costa, C., & Araújo-Oliveira, A. (2021). Métacognition, états affectifs et engagement cognitif chez des étudiants universitaires: Triade percutante pour l'apprentissage et l'inclusion. *Revista Educativa-Revista de Educação*, 23(1), 8602.
<http://revistas.pucgoias.edu.br/index.php/educativa/article/view/8602>

- Barroso da Costa, C.**, & Araújo-Oliveira, A. (2021). Evaluation of learning to support and promote diversity. *Revista Educativa-Revista de Educação*, 23(1), 8600. <http://seer.pucgoias.edu.br/index.php/educativa/article/view/8600>
- Barroso da Costa, C.**, & Araújo-Oliveira, A. (2021). Avaliação das aprendizagens para sustentar e promover a diversidade. *Revista Educativa-Revista de Educação*, 23(1), 8696. <http://seer.pucgoias.edu.br/index.php/educativa/article/view/8696>
- *Beaulieu, M., **Dubeau, A.**, Chochard, Y., & **Plante, I.** (2021). Qualité des stages en milieu de travail réalisé dans le cadre d'une formation professionnelle : validation d'une échelle de mesure en français auprès d'élèves en alternance travail-études. *La revue des hautes écoles pédagogiques et institutions assimilées de Suisse romande et du Tessin*, 27, 175-194.
- *Beaulieu, M., Gagné, A., Beaucher, C., **Dubeau, A.**, & *Mongeon, M. (2021). Défis et ajustements des enseignants de la formation professionnelle confrontés à la pandémie de COVID-19. *Initio*, 9(1), 56-70.
- Beauregard, C., Tremblay, J., Pomerleau, J., Simard, M., Bougeois-Guérin, E., Lyke, C., & **Rousseau, C.** (2020). Building communities in tense times : Fostering connectedness between cultures and generations through community arts. *American Journal of Community Psychology*, 65(3-4), 437-454. <https://doi.org/10.1002/ajcp.12411>
- Bernard, R. M.**, Borokhovski, E., *Mihov, B., & **Schmid, R. F.** (2021). A meta-analysis of teacher and student-centered practices and processes in undergraduate science education. *Journal of Higher Education Theory & Practice*, 21(10), 178-197. <https://doi.org/10.33423/jhetp.v21i10.4633>
- *Bissonnette, M., **Chastenay, P.**, & Francoeur, C. (2021). Exploring adolescents' critical thinking aptitudes when reading about science in the news. *Journal of Media Literacy Education*, 13(1), 1-13. <https://doi.org/10.23860/JMLE-2021-13-1-1>
- *Blanchette Sarrasin, J., Brault Foisy, L.-M., Allaire-Duquette, G., & **Masson, S.** (2020). Understanding your brain to help you learn better. *Frontiers for Young Minds*, 8(54), 1-8. <https://doi.org/10.3389/frym.2020.00054>
- Bluteau, J.**, Massé, L., *Fréchette-Simard, C., & Pronovost, M. (2021). Effects of the In vivo program on salivary cortisol and internalized symptoms of adolescents: A multiple case pilot study. *Archives of Psychology*, 5(2). <https://doi.org/10.31296/aop.v5i2.140>
- Boissard, B., & **Potvin, P.** (2021). Portrait des croyances entretenues par les enseignants de science et technologie au secondaire : élaboration d'un questionnaire et analyse typologique. *Phronesis*, 10(2-3), 48-64. <https://doi.org/10.7202/1081785ar>
- Brault Foisy, L.-M., Ahr, E., *Blanchette Sarrasin, J., Potvin, P., Houdé, O., **Masson, S.**, & Borst, G. (2021). Inhibitory control and the understanding of buoyancy from childhood to adulthood. *Journal of Experimental Child Psychology*, 208, 105155. <https://doi.org/10.1016/j.jecp.2021.105155>

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MANUSCRIPTS IN PROGRESS (40)

- Allaire-Duquette, G., **Chastenay, P.**, Bouffard, T., Bélanger, S., Hernandez, O., *Mahhou, M. A., Giroux, P., *McMullin, S., & Desjarlais, S. (Submitted). Gender differences in self-efficacy for programming narrowed after a two-hour science museum workshop. *Canadian Journal of Science, Mathematics, and Technology Education*.
- Bailes, S., Rizzo, D., **Fichten, C.**, Baltzan, M., Grad, R., Pavlanis, A., Creti, L., **Amsel, R.**, & **Libman, E.** (Submitted). Should screening for obstructive sleep apnea be routine for older family medicine patients? Good treatment efficacy vs low uptake. *Journal of Clinical Sleep Medicine*.
- Barroso da Costa, C.**, & **Gauvin, I.** (Submitted). L'utilisation du quiz comme outil d'évaluation à l'université : une recension systématique des écrits. *Revue Médiation et médiatisations*.
- Cann, S., & Castro, J. C. (Submitted). It's Just a Joke: Challenging Sexism through Counternarrative Memes. *Visual Culture and Gender*.
- *Chaffee, K. E., **Plante, I.**, Olivier, E., Ratelle, C., Véronneau, M.-H., Dubeau, A., **Arvisais, O.**, & **Charland, P.** (Submitted). Adolescents' school and emotional adjustment in time of covid-19: The role of parents. *Journal for Research on Adolescence*.
- *Chen, T.-H., **McDonough, K.**, & **Trofimovich, P.** (Under review). An exploratory investigation of interactional fluency in English L2 interaction. *ELT Journal*.
- Cyr, S.**, Langlois, S., Poliquin, G., **Charland, P.**, & Bechard, N. (Under review). Intégration des mathématiques et des sciences: vers un modèle opérationnel. *Canadian Journal of Science, Mathematics, and Technology Education*.
- Fejzo, A.**, *Saidane, R., & *Whissell-Turner, K. (Submitted). Rédiger à plusieurs mains : l'encadrement des futurs chercheurs dans la rédaction d'un article scientifique. *Revue Internationale de Pédagogie de l'Enseignement Supérieur*.
- Fichten, C.**, **Havel, A.**, *Jorgensen, M., Wileman, S., & Budd, J. (Submitted). 20 years into the 21st century – technology related accommodations for students with disabilities. *Journal of College Student Development*.
- Fichten, C.**, **Havel, A.**, Wileman, S., *Jorgensen, M., Arcuri, R., & *Vo, C. (Submitted). Digital tools faculty expect students to use during the COVID-19 pandemic in 2021. *Journal of Education and Training Studies*.
- Forzani, E., **Corrigan, J. A.**, & Kiili, C. (Submitted). Using a Critical Online Resource Evaluation (CORE) framework to investigate students' credibility judgments during internet reading.
- *Frounfelker, R., Santavicca, T., *Li, Z., Miconi, D., & **Rousseau, C.** (Under review). COVID-19 perceived risk, stigma, discrimination and health behavior. *American Journal of Preventive Medicine*.

- Galante, A.** (Submitted). Embodying language: Transcending the concept of repertoire through translanguaging drama. *International Journal of Bilingual Education and Biilingualism*.
- Galante, A.** (Under review). Affordances of plurilingual instruction relative to monolingual instruction: A mixed methods study in an English language program. *Applied Linguistics Journal*.
- He, Y., & **Cardoso, W.** (Submitted). Can online translators and their speech capabilities help English learners improve their pronunciation? *Computer Assisted Language Learning*.
- Iminza, R., Lysenko, L., Wade, A., & Abrami, P. C. (Under Review). Implementing interactive literacy software in Kenya early childhood education classes. *International Journal of Education and Development Using ICT*.
- Johnson, C., & **Cardoso, W.** (Under review). Hey Google, let's write: Examining L2 learners' acceptance of automatic speech recognition as a writing tool CALL journal. *Computer Assisted Language Learning*.
- *Lindberg, R., **McDonough, K.**, & Ammar, A. (Under review). The sociocognitive functions of English use during L2 French collaborative writing tasks. *Language Teaching Research*.
- *Lindberg, R., **McDonough, K.**, & **Trofimovich, P.** (Under review). Investigating verbal and nonverbal indicators of physiological response during second language interaction. **Applied Psycholinguistics**.
- *Liu, C., McDonough, K., & Trofimovich, P. (Under review). Verbal and nonverbal disagreement in an ELF academic discussion task. *Applied Linguistics Review*.
- Lysenko, L., Abrami, P. C., Wade, A., Kiforo, E., & Iminza, R. (Submitted). Emergent Literacy in Math (ELM): Learning numeracy with interactive technology in Kenya grade-one classes. *International Journal of Mathematical Education in Science and Technology*.
- Lysenko, L., Abrami, P. C., Wade, A., Wagioko, M., & Kiforo, E. (Under Review). Self-regulated learning in Kenyan classrooms: A test of a process e-portfolio. *International Journal of Instruction*.
- McDonough, K.**, *Kim, Y. L., *Uludag, P., *Liu, C., & **Trofimovich, P.** (Under review). Exploring the relationship between behavior matching and rapport in L2 interaction. *System*.
- McDonough, K.**, *Lindberg, R., & **Trofimovich, P.** (Under review). Examining rater perception of holds as a visual cue of nonunderstanding. *Studies in Second Language Acquisition*.
- McDonough, K.**, Ammar, A., & Sellami, A. (Under review). Interaction mindset and L2 French students' talk during interactive writing tasks. *Foreign Language Annals*.
- Pigeon-Gagné, É., Yaogo, M. G., Saias, T., **Hassan, G.**, & Bambara, J. (Under review). « Si tu vois qu'il y a beaucoup de fous dans la rue, c'est à cause du prix des médicaments ». Une étude ethnographique sur les itinéraires thérapeutiques en santé mentale au Burkina Faso. *La Revue anthropologie et santé*.

- Rousseau, C.**, Rummens, J. A., *Frounfelker, R. L., Ruiz-Casares Yebenes, M., & Cleveland, J. (Under review). Canadian health personnel attitudes towards refugee claimants' entitlement to health care. *Journal of International Migration and Integration*.
- Ruiz Alonso Bartol, A., **Querrien, D.**, Dykstra, S., Fernández Mira, P., & Sanchez Gutierrez, C. (Submitted). Transitioning to emergency online teaching: The experience of Spanish language learners and teachers in a US university. *System*.
- *Tekin, O., **Trofimovich, P.**, *Chen, T.-H., & **McDonough, K.** (Under review). Alignment in second language speakers' perceptions of interaction and their judgments of communicative success. *System*.
- *Tsunemoto, A., *Lindberg, R., **Trofimovich, P.**, & **McDonough, K.** (Under review). Visual cues and rater perceptions of English L2 comprehensibility, accentedness, and fluency. *Studies in Second Language Acquisition*.
- *Tsunemoto, A., *Uludag, P., **McDonough, K.**, & Isaacs, T. (Under review). Exploring the relationship between L2 English listeners' perceived fluency ratings and temporal speech measures *International Journal of Applied Linguistics*.
- *Tsunemoto, A., **Trofimovich, P.**, Blanchet, J., Bertrand, J., & **Kennedy, S.** (Under review). Effects of benchmarking and peer-assessment on French learners' self-assessments of accentedness, comprehensibility, and fluency. *Foreign Language Annals*.
- *Uchihara, T., Webb, S., Saito, K., & **Trofimovich, P.** (Under review). Does mode of input affect how second language learners create form-meaning connections and pronounce second language words? *The Modern Language Journal*.
- *Uchihara, T., Webb, S., Saito, K., & **Trofimovich, P.** (Under review). Frequency of exposure influences accentedness and comprehensibility in learners' pronunciation of second language words. *Language Learning*.
- *Uludag, P., & **McDonough, K.** (Under review). Validating a rubric for assessing integrated writing in an EAP context. *Educational Research and Evaluation*.
- *Uludag, P., & **McDonough, K.** (Under review). Exploring EAP instructors' perceptions of integrated writing performance: Defining source integration. *TESOL Journal*.
- *Uludag, P., **McDonough, K.**, & Trofimovich, P. (Under review). Exploring the assessment of paired oral interactions: The combined and individual impact of rating focus and rating. *Language Assessment Quarterly*.
- *Uludag, P., Neumann, H., & **McDonough, K.** (Under review). The contribution of source use behavior to L2 writers' classroom-based integrated writing test performance. *Language Teaching Research*.

CONFERENCE PROCEEDINGS (4)

- Borokhovski, E., Pickup, D., & **Tamim, R. M.** (2021, February). “Emergency distance education” model: How normal could the projected new normal be? In V. Kankhva (Ed.), *E3S Web of Conferences, Ural Environmental Science Forum “Sustainable Development of Industrial Region” (UESF-2021)*. <https://doi.org/10.1051/e3sconf/202125807072>
- Bures, E. M.**, & Aitken, A. (2020, April 7). Improving innovative pedagogy in teacher education by supporting faculty supervisors in fostering reflective practice of student teachers. In D. Schmidt-Crawford (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1678-1683). Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/216049/>
- Mendonça-Dias, C., & **Querrien, D.** (In Press). Regards croisés sur les dispositifs d’accueil pour les élèves allophones migrants. In *Actes du colloque France-Canada : Regards croisés, identités en mouvance (28-30 juin 2017, Angers)*.
- Mercier, J., *Whissell-Turner, K., Paradis, A., Avaca, I. L., **Riopel, M.**, & *Bédard, M. (2020). Do individual differences modulate the effect of agency on learning outcomes with a serious game? In P. Zaphiris & A. Ioannou (Eds.), *Proceedings of the 2020 22nd International Conference on Human-Computer Interaction* (pp. 254-266). Springer Nature.

CONFERENCE PAPERS (40)

- Abd Elkader, N., & Galante, A. (2020, May). *Teachers' perceptions of plurilingual instruction in an EAP program* [Paper presentation]. International Foundation Program Inaugural EAP conference, Toronto, ON (conference cancelled).
- Arcuri, R., Fichten, C., Jorgensen, M., Legault, A., & Gravel, C. (2021, June 2). *A picture can be worth a thousand words - except when it is a PDF!* [Poster presentation]. SALTISE (Supporting Active Learning & Technological Innovation in Studies of Education) 10th annual conference, Online.
- Arvisais, O., Chamsine, C., Charland, P., Guidère, M., & Venkatesh, V. (2020, March). *Study of the curriculum instated by the Islamic State and teacher practices in Iraq to support educational initiatives in a crisis situation* [Paper presentation]. Comparative & International Education Society annual conference, Miami, FL.
- Bailes, S., Rizzo, D., Fichten, C., Creti, L., & Libman, E. (2021, June 21). *Depression, anxiety and insomnia after 7 years of untreated Obstructive Sleep Apnea* [Poster presentation]. Canadian Psychological Association 81st annual convention, Online. <https://eventmobi-files.s3.amazonaws.com/events/44870/a41a20b3-aad3-45c5-8eee-9002eb4de3ff>
- Borokhovski, E., Tamim, R. M., Bernard, R. M., Schmid, R. F., & Pickup, D. (2021, April 12). *Does student-centered pedagogy contribute to effective educational technology use? Insights from a meta-analysis* [Poster presentation]. American Educational Research Association annual meeting, Virtual meeting.
- Brault, A., Venkatesh, V., Chapman, O., Lalonde, M., Poulin, M., Archambault, M., Forest, N., Raskin, L., & Roy, E. (2021, May). *Landscape of Hope : The power of pluralistic artistic dialogues against systemic discrimination* [Paper presentation]. Congrès annuel de l'Association canadienne des musicothérapeutes (CAMT), Online.
- Chang-Kredl, S., Mamlok, D., & Venkatesh, V. (2021, April 10). *Children's symbolic play with themes of fear, darkness and the other* [Poster presentation]. American Educational Research Association, Virtual annual meeting.
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Lysenko, L., Wade, A., & **Abrami, P. C.** (2020, June). *Scaling up educational technology in Kenyan elementary schools* [Paper presentation]. Canadian Society for Studies in Education 48th annual conference, Western University, Ontario, Canada (conference cancelled).

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- Conseil supérieur de l'éducation. (2020). *Éduquer au numérique : Rapport sur l'état et les besoins de l'éducation 2018-2020* [V. Venkatesh committee member]. Le Conseil. <https://www.cse.gouv.qc.ca/publications/eduquer-au-numerique-50-0534/>
- Deslandes-Martineau, M., **Charland, P.**, *Skelling, Y., **Arvisais, O.**, & *Bruyère, M.-H. (2021). *Impacts de la COVID-19 sur le milieu scolaire. Rapport préliminaire agrégé présenté au ministère de l'Éducation du Québec*. Université du Québec à Montréal.
- Deslandes-Martineau, M., **Charland, P.**, *Skelling, Y., **Arvisais, O.**, & *Bruyère, M.-H. (2021). *Impacts de la COVID-19 sur le milieu scolaire. Rapport préliminaire présenté au Centre de services scolaire des Patriotes*. Université du Québec à Montréal.
- Deslandes-Martineau, M., **Charland, P.**, *Skelling, Y., **Arvisais, O.**, & *Bruyère, M.-H. (2021). *Impacts de la COVID-19 sur le milieu scolaire. Rapport préliminaire présenté au Centre de services scolaire de Saint-Hyacinthe*. Université du Québec à Montréal.
- Deslandes-Martineau, M., **Charland, P.**, *Skelling, Y., **Arvisais, O.**, & *Bruyère, M.-H. (2021). *Impacts de la COVID-19 sur le milieu scolaire. Rapport préliminaire présenté au Centre de services scolaire Marguerite-Bourgeoys*. Université du Québec à Montréal.
- Gadai, T., Décarpentrie, L., **Arvisais, O.**, & **Charland, P.** (Submitted). *Les activités de loisirs en contextes extrêmes de vie, une solution au futur de l'éducation formelle et non formelle*. Chaire UNESCO/ Réseaux UNITWIN L'avenir de l'éducation/Future of Education post 2030.
- Hassan, G.**, Brouillette-Alarie, S., Ousman, S., Kilinc, D., Savard, É. L., Varela, W., Lavoie, L., Fetiu, A., Harris-Hogan, S., Borokhovski, E., Pickup, D., Madriaza, P., **Rousseau, C.**, Thompson, S. K., McCoy, J., **Venkatesh, V.**, Boivin, M., Srimathi Narayana, M., Morin, D., **Rabah, J.**, Danis, E., & CPN-PREV Team. (2021). *A systematic review on the outcomes of primary and secondary prevention programs in the field of violent radicalization*. Canadian Practitioners Network for the Prevention of Radicalization and Extremist Violence (CPN-PREV). <https://cpnprev.ca/systematic-review-2/>
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- Kapo, L., Mockler, V., Côté-Lussier, C., & **Venkatesh, V.** (2021). *Rapport sur le profilage racial et social à Montréal*. Service de diversité et de l'inclusion sociale.
- Lysenko, L., **Abrami, P. C.**, Wade, A., Del Col, N., Wachinga, A., Kedoki, J., WaGioko, M., Kiforo, E., & Iminza, R. (2021). *2019 Kirindon literacy study: Using ABRACADABRA and READS*. International Development Research Centre. <https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/59707/cab81d50-4a91-4e9a-9764-190e1fedb11a.pdf>
- Lysenko, L., **Abrami, P. C.**, Wade, A., Kiforo, E., & Iminza, R. (2021). *The effects of ELM software on the learning mathematics in Kenyan elementary: A brief report on the 2019 study*. International Development Research Centre. <https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/59703/435c0055-9a47-4a9a-ba1d-5610da15d3f6.pdf>
- Lysenko, L., Abrami, P. C., Wade, A., Kiforo, E., & Iminza, R. (Under Review). *Emergent Literacy in Math (ELM): Learning numeracy with interactive technology in Kenya grade-one classes*. International Development Research Centre. <https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/59708/667d5ce8-2ddd-4ff4-9e46-c2e6ec2e3ded.pdf>
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- Morin, D.**, Venkatesh, V., **Hassan, G.**, & **Carignan, M.-È.** (2021). *Rapport annuel 2020*. Chaire UNESCO en prévention de la radicalisation et de l'extrémisme violents. https://secureservercdn.net/198.71.233.64/s9u.325.myftpupload.com/wp-content/uploads/2021/03/UnescoPrev_Rapport2020_FINAL-1.pdf

RESEARCH CREATION

ARTISTIC PERFORMANCES (2)

- Brault, A., Chang-Kredl, S., Chapman, O., Lalonde, M., Urbaniak, K., Venkatesh, V., Lyonnais-Archambault, M., *Forrest, N., Poulin, M., Raskin, L., & *Roy, É.** (2020, 10 novembre). *Listen to reason* [Landscape of Hope multimedia performance]. Centre Turbine in collaboration with the Musée d'art contemporain de Montréal, Art and Current Pedagogies Study Day. <http://centreturbine.org/projet/journee-detude-art-et-pedagogies-actuelles>
- Venkatesh, V., Urbaniak, K., Chang-Kredl, S., Chapman, O., & Brault, A.** (2020, October). *Landscape of Hope: Building resilience against discrimination in marginalised communities* [Performance, installation, and panel discussion]. <MTL> Connect Digital Week, Montreal, QC. <https://projectsomeone.ca/landscape-of-hope-performance-and-panel-for-connect-digital-week/>

TRANSFER ACTIVITIES

COLLOQUIUMS, SYMPOSIA & PRESENTATIONS (129)

- Abrami, P. C.** (2020, June). *Using technology for learning: Generalizable lessons learned* [Organizer and chair of the symposium-panel]. Canadian Society for Studies in Education 48th annual conference, Western University, Ontario, Canada (conference cancelled).
- Arseneau, R., Quevillon Lacasse, C., Giguère, M.-H., Nadeau, M., & Fisher, C. (2021, May 3). Défis rencontrés dans une recherche quasi-expérimentale d'envergure et « ficelles du métier » de chercheur.euse en didactique de la grammaire et de l'écriture. In **I. Gauvin, V. Venkatesh, P. Potvin, I. Plante, & R. Arseneau** (Chairs), *Quels sont les obstacles rencontrés par les chercheur.e.s en éducation?* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/enjeux-recherche/4/c?ancre=16276>
- Arvisais, O., **Bluteau, J.**, Brault Foisy, L.-M., & Joma, A. (2021, December 16). *Stress, bien-être et résilience chez les élèves de territoires palestiniens occupés et l'impact sur leur développement cognitif et l'apprentissage* [Presentation]. Conférence CEAP, via Zoom.
- Auclair, A., Cyr, S., & **Masson, S.** (2021, May 3). Quelles conditions mettre en place pour assurer la fidélité des mesures de temps de réponse lors d'une collecte de données en ligne et hors classe auprès d'enfants du primaire. In **I. Gauvin, V. Venkatesh, P. Potvin, I. Plante, & R. Arseneau** (Chairs), *Quels sont les obstacles rencontrés par les chercheur.e.s en éducation?* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/enjeux-recherche/4/c?ancre=16286>
- Baron, M.-P., Fontaine, M., Moreau, A. C., & **Laplante, L.** (2021, May 4). *État de l'avancement des connaissances et des pratiques innovantes issues de la recherche en orthopédagogie* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/500/538/c>
- Bayoumi, I., Mamuj, A., Elias, B., Wohl, M. J. A., & **Rousseau, C.** (2020, November 4). *Population psychosocial effects* [Panel presentation]. A race against the clock: Canadian Mental Health Researchers Stand Up to Covid-19, online. <https://rc-rc.ca/phrc-covid-mental-health-research/>

- Beaudry, M.-C., Bousadra, F., Groleau, A., & **Potvin, P.** (2021, May 3). Comment l'enseignement des sciences et des technologies peut-il contribuer à l'émancipation socioscientifique des élèves du préscolaire au secondaire? In J.-P. Ayotte-Beaudet, M.-C. Beaudry, K. L'heureux, J. Nshimirimana, & O. Holgado (Chairs), *Portrait des recherches menées par les étudiantes et les étudiants aux cycles supérieurs en éducation scientifique et technologique du préscolaire au secondaire* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/500/516/c?ancre=16162>
- Bedard, M., **Laplante, L.**, & Casalis, S. (2021, May). L'évaluation du lecteur compensateur : illustration de l'importance des processus spécifiques en lecture jusqu'à la fin du primaire. In M.-P. Baron, M. Fontaine, A. C. Moreau, & **L. Laplante** (Chairs), *État de l'avancement des connaissances et des pratiques innovantes issues de la recherche en orthopédagogie* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/500/538/c?ancre=15261>
- Bluteau, J.** (2021, May 3). Influences de l'aménagement physique de la classe sur la qualité des interactions enseignant-élèves: l'observation à l'aide du Classroom Assessment Scoring System. In P. Plusquellec & V. Denault (Chairs), *La communication non verbale : recherches, enjeux et dialogues interdisciplinaires (2e édition)* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/600/612/c?ancre=19165>
- Boatswain-Kyte, A., Cuhna, N., & **Venkatesh, V.** (2021, June 2). *De l'engagement citoyen à la responsabilité académique* [Panel presentation]. SHERPA-CREDEF student conference: Migration, diversité(s) et engagement: enjeux pratiques et de recherche, online via Zoom.
- Bouzar, D., Benyettou, F., **Morin, D.**, & Tairi, T. (2021, May 24). *La place du religieux dans les discours alternatifs en intervention et prévention de l'extrémisme violent* [Round Table]. Centre de recherche Société, Droit et Religions de l'Université de Sherbrooke (SoDRUS), Online. <https://www.usherbrooke.ca/sodrus/accueil/evenements/evenements-details/e/45147/>
- Brault, A.** (2021, April 15). *Landscape of Hope: The power of pluralistic artistic dialogues to foster resilience with youth* [Panel discussion presentation]. The nurturing power of arts - Building resilience and identity of youth through art (EU CommUnity Project), Virtual conference. <https://www.thecommunityproject.eu/events/the-nurturing-power-of-arts-third-panel/>
- Brault, A., Chapman, O.,** Forrest, N., Roy, É., & **Venkatesh, V.** (2020, October 20). *Landscape of Hope: Collective reflection. Improvisation. Transformation. Social pedagogy* [Panel discussion]. Radiant Power Online Conference, Leonard and

Bina Ellen Art Gallery. <http://ellengallery.concordia.ca/evenement/radiant-power/?lang=en>

Brière, N., Geoffroy, M., **Hassan, G.**, & Pharand-Dinardo, K. (2020, November 24).

Les théories du complot s'invitent dans le communautaire [Panel presentation].

Mouvement d'éducation populaire et d'action communautaire du Québec (MÉPACQ), online. <https://rcentres.qc.ca/2020/12/07/theories-du-complot-et-communautaire/>

Brodeur, M., & Bédard, M. (2021, May 4). Regards croisés sur la profession:

savoir d'où on vient pour savoir où on va. In M.-P. Baron, M. Fontaine, A. C.

Moreau, & **L. Laplante** (Chairs), *État de l'avancement des connaissances et des pratiques innovantes issues de la recherche en orthopédagogie* [Colloquium].

l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres-programme/88/500/538/c?ancre=15261>

Canada 2030 Agenda. (2021, March 19). *Discussion with Minister Hussen and*

SDG funding program recipients about moving forward together [**V. Venkatesh**

participant]. Facebook Live, online panel discussion. <https://www.facebook.com/Can2030Agenda/videos/1880806935410892/>

Carignan, M.-È., Cliche, J.-F., Roy, É., & Quirion, R. (2021, March 30). *Désinformation*

: quelles solutions ? [Webinar]. Fonds de recherche du Québec, online. <http://com.frq.gouv.qc.ca/T/OFSYS/SM3/364/2/S/F/5719/3092768/6nXjCnnb.html>

Carignan, M.-È., **Morin, D.**, Bronner, G., Geoffroy, M., & Tremblay, S. (2021, May

7). L'altérité, pierre angulaire de la pensée complotiste : d'un extrémisme à

l'autre. In **D. Morin, V. Venkatesh, G. Hassan, & C. Rousseau** (Chairs), *Les polarisations sociales à l'heure de la pandémie de COVID-19 : problématiser l'altérité*

et les identités en temps de crise [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres-programme/88/600/635/c?ancre=18272>

Carignan, M.-È., & Séguin, A. (2021, May 7). Nommer l'invisible pour toucher

l'insaisissable : méthodologie de cocréation de la Grande Cueillette des Mots

Monarques et impact dans le rétablissement psychologique des Vétérans. In

G. Vaillancourt, J. Faucher, A. Séguin, M. Trépanier, T. Lazuk, & M. Genereux

(Chairs), *Les arts, le bien-être et le savoir : un trio à consolider pour le mieux-être des personnes et des populations* [Colloquium]. l'Association Canadienne-Française

pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres-programme/88/600/630/c?ancre=18074>

Castro, J. C., Freedman, K., Hafeli, M., Kraehe, A., Schulte, C., & Broome, J. (2021,

March 4). *Addressing the present needs and future challenges of doctoral education*

[Panel presentation]. National Art Education Association national convention, virtual.

- Charland, P., & *Lapierre, H. G.** (2020, October). *Recourir aux neurosciences pour mieux comprendre et soutenir l'apprentissage* [Invited presentation]. Mtl Connecte, Montréal, QC (online).
- Charland, P., & Arvisais, O.** (2021, January). *Impacts de la COVID-19 sur le milieu scolaire québécois* [Invited presentation]. Rencontres nationales de l'intervention en milieu défavorisé, Ministère de l'Éducation du Québec, Online.
- Charland, P., Arvisais, O., *Bruyère, M.-H., & *Skelling-Desmeules, Y.** (2021, May 21). *Impacts de la Covid-19 sur le système éducatif québécois* [Conference session]. Conférence présentée dans le cadre des Demi-journées d'étude du Centre d'études sur l'apprentissage et la performance (CEAP) UQAM, Université du Québec à Montréal (online).
- Charland, P., Arvisais, O., & Gadais, T.** (2020, November). Impacts de la COVID-19 sur le milieu scolaire québécois. In *Bilan d'une rentrée scolaire en contexte de pandémie* [Invited presentation as part of colloquium]. Fondation Jasmin Roy, Montreal, QC.
- Collin, S., **Fejzo, A., *Whissell-Turner, K., Chalifoux, A., & Michaud, A. H.** (2020, November 23). *Les médias numériques contribuent-ils aux premiers apprentissages en lecture?* [Conference presentation]. Le Réseau d'information pour la réussite éducative (RIRE), Online. <http://rire.ctreq.qc.ca/2020/11/medias-numeriques-apprentissages-lecture/>
- Côté, M.-F.** (2021, May 3). Les défis de la recherche intervention auprès de petits échantillons; enjeux méthodologiques et pistes de réflexion. In **I. Gauvin, V. Venkatesh, P. Potvin, I. Plante, & R. Arseneau** (Chairs), *Quels sont les obstacles rencontrés par les chercheur.e.s en éducation?* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/enjeux-recherche/4/c?ancre=16276>
- Côté, M.-F.** (2021, May 3). L'évaluation de la compréhension en lecture : les défis de la recherche en milieu scolaire en contexte de pandémie. In **I. Gauvin, V. Venkatesh, P. Potvin, I. Plante, & R. Arseneau** (Chairs), *Quels sont les obstacles rencontrés par les chercheur.e.s en éducation?* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/enjeux-recherche/4/c?ancre=16286>
- Côté, M.-F.** (2021, May 4). Le transfert des apprentissages entre langues : l'effet d'une intervention orthopédagogique en lecture auprès d'élèves fréquentant des écoles d'immersion française. In M.-P. Baron, M. Fontaine, A. C. Moreau, & **L. Laplante** (Chairs), *État de l'avancement des connaissances et des pratiques innovantes issues de la recherche en orthopédagogie* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/500/538/c?ancre=15254>

- Denmead, T. (2021, March 24). *The creative underclass: Youth, race, and the gentrifying city - Book talk with Tyler Denmead* [Online book talk and Q+A, organized and hosted by **J. C. Castro** & **J. Rabah**]. The Centre for the Study of Learning and Performance (CSLP) and the Department of Art Education, Concordia University (virtual). <https://www.concordia.ca/cunews/artsci/learning-performance/2021/03/13/the-creative-underclass--youth--race---and-the-gentrifying-city-.html?c=/research/learning-performance>
- Desmarais, C., Roy, M., Nguyen, M. T., & **Rousseau, C.** (2021, April 23). *Perceptions sur l'hygiène et la saleté chez l'Autre durant la pandémie de COVID-19 : le potentiel violent des discours sur la pureté* [Conference session]. 1er congrès biennal de la Société québécoise pour l'étude de la religion (SQER), Université Laval (En ligne).
- Dion, E.**, *Wagener, A., **Plante, I.**, Lefrançois, D., Éthier, M.-A., & Dupéré, V. (2021, May 3). Le défi que pose l'uniformisation de la fidélité d'implantation dans les expérimentations réalisées en milieu scolaire. In **I. Gauvin, V. Venkatesh, P. Potvin, I. Plante, & R. Arseneau** (Chairs), *Quels sont les obstacles rencontrés par les chercheur.e.s en éducation?* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/enjeux-recherche/4/c?ancre=16276>
- Dubeau, A.**, *Beaulieu, M., Jutras-Dupont, C., Vigeant, D., & Bélanger, F. A. (2021, May 4). Anxiété, dépression et usage de substances : quel est le portrait des adultes émergents en formation professionnelle ? In C. Ratelle & R. Mbanga (Chairs), *La motivation dans les domaines de vie* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/400/432/c?ancre=15561>
- Dubeau, A.**, St-Germain, M., Bigras, N., & St-Aubin, T. (2021, May 6). La coopération au cœur de l'insertion professionnelle des enseignants novices en FP : l'expérience menée au centre de formation professionnelle EMICA. In **A. Gagné, S. Coulombe, C. Beaucher, C. Gagnon, & I. Caprani** (Chairs), *Réflexions sur les pratiques professionnelles dans le contexte de la formation et de l'enseignement professionnel* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/500/513/c?ancre=17032>
- El-Hage, H., *Miconi, D., Audet, G., & Lashley, M. (2021, April 13). *Un état des lieux dans les établissements d'éducation* [Panel discussion]. La pandémie et les polarisations sociales : points de vue et perceptions des établissements d'éducation, Demi-journée virtuelle. L'équipe de Recherche et Action sur les Polarisation Sociales en collaboration avec Institut Universitaire SHERPA, le ministère de l'Éducation et des Études supérieures et la Chaire UNESCO en prévention de la radicalisation et de l'extrémisme violents.

- Fichten, C.**, & Budd, J. (2020, August 26). *Research Adaptech is currently conducting on the benefits of mobile technologies for students with disabilities* [Zoom presentation]. National Educational Association of Disabled Students (NEADS) Community Engagement Meeting, Online.
- Fichten, C.**, Jorgensen, M., Havel, A., & *Vo, C. (2020, June 9). *Quick last-minute fixes: Making your word and powerpoint documents accessible* [Conference session]. SALTISE (Supporting Active Learning & Technological Innovation in Studies of Education) 10th annual conference, Online.
- Fichten, C.**, Legault, A., Jorgensen, M., Havel, A., Harvison, M., & *Vo, C. (2020, November 26). *Inclusive design: Making face-to-face and online courses accessible to ALL students, with or without disabilities* [Invited presentation]. Webconférence CEAP UQAM, Online. <https://www.facebook.com/Centre.etudes.apprentissage.performance.UQAM/videos/397666421285396/>
- Fortin, M., & **Rousseau, C.** (2021, April 13). *Mot de bienvenue* [Conference session]. La pandémie et les polarisations sociales : points de vue et perceptions des établissements d'éducation, Demi-journée virtuelle. L'équipe de Recherche et Action sur les Polarisation Sociales en collaboration avec Institut Universitaire SHERPA, le ministère de l'Éducation et des Études supérieures et la Chaire UNESCO en prévention de la radicalisation et de l'extrémisme violents.
- Forzani, E., & **Corrigan, J. A.** (2020, December). *Using what students know to make sense of texts: Examining the role of knowledge practices on literacy instruction* [Symposium]. Literacy Research Association Annual Conference, online.
- Gagné, A.** (2020, April 22). *Spreading conspiracy: Defiant churches in the time of COVID-19* [Invited presentation]. 4th Space Webinar, Concordia University.
- Gagné, A.** (2020, April 27). *Enjeux sociaux, juridique et religieux de la COVID-19* [Invited presentation]. Webinaire du Centre de recherche Société, Droit et Religions, Université de Sherbrooke.
- Gagné, A.** (2020, August 20). *Ces évangéliques qui soutiennent Trump : projet socio-politique, démonisation et fin du monde* [Invited presentation]. Séminaire connecté organisé par la Chaire de leadership en enseignement Marcelle-Mallet en exégèse biblique, Université Laval.
- Gagné, A.** (2020, November 12). *The 2020 US presidential election series, in real time* [Invited presentation]. 4th Space Webinar, Concordia University.
- Gagné, A.** (2020, November 18). *La place des idées politiques des néocharismatiques-pentecôtistes aux États-Unis* [Invited presentation]. Webinar organised by Centre de recherche Société, Droit et Religions, Université de Sherbrooke.
- Gagné, A.** (2020, November 24). *The evangelicals behind Trump* [Invited lecture]. School of Religion, Queen's University.
- Gagné, A.** (2020, October 7). *Qui sont les évangéliques qui soutiennent Trump et quel est leur projet politique ?* [Invited presentation]. Conférence, département des sciences des religions, UQÀM.

- Gagné, A.** (2020, October 8). *Les évangéliques et la politique aux États-Unis : rencontre autour du livre d'André Gagné, "Ces évangéliques derrière Trump"* [Invited presentation]. Discussion organised by l'École des hautes études en sciences sociales, Paris, France.
- Gagné, A.** (2020, October 26). *Élections américaines : la droite évangélique a-t-elle déjà gagné ?* [Invited presentation]. Discussion organised by Les débats de 'Réformés', Lausanne, Suisse.
- Gagné, A.** (2020, October 28). *Le vote évangélique et les élections aux États-Unis* [Invited presentation]. Webinar organised by l'Association des médias catholiques et œcuméniques, Montréal, QC.
- Gagné, A.** (2021, April 22). *Changer les Églises évangéliques traditionnelles en « centres apostoliques ».* *Nouveau paradigme de gouvernance ecclésiologique et ses conséquences sociales* [Conference session]. 1er congrès biennal de la Société québécoise pour l'étude de la religion (SQER), Université Laval (En ligne).
- Gagné, A.** (2021, April 23). *Anxiété eschatologique et « satanisation » des adversaires politiques : complotisme chez certains évangéliques étatsuniens* [Conference session]. 1er congrès biennal de la Société québécoise pour l'étude de la religion (SQER), Université Laval (En ligne).
- Gagné, A.** (2021, February 25). *Évangélisme et politique aux États-Unis* [Conference session]. Évangélisme et politique, l'Institut d'études religieuses de l'Université de Montréal (online conference). <https://andregagne.weebly.com/home/conference-evangelisme-et-politique>
- Galante, A.** (2020, December). *Plurilingualism in higher education* [Invited keynote]. Congreso Internacional de Enseñanza de Lenguas Extranjeras, Sorona, Mexico (Postponed).
- Galante, A.** (2020, May). *Preparing learners to communicate as plurilingual citizens or as "monolingual" native speakers? Empirical evidence that supports plurilingual pedagogy in Canada* [Invited keynote]. 9th Meeting on Language Teaching conference, Montreal, QC (Postponed).
- Galante, A.** (2020, October 24). *The power of plurilingual pedagogy in language classrooms* [Invited keynote]. Celebrating Languages without Borders Conference, Vancouver, BC.
- Galante, A.** (2021, March). *Thriving, not just surviving: Advice for graduate students entering academia* [Invited panel presentation]. TESOL Convention, Denver, CO (Online).
- Galante, A., & Querrien, D.** (2020, April 20). *Resisting monolingualism: Plurilingual pedagogy in a bilingual country with monolingual policies.* In Z. Tian & L. Shepard-Carey (Chairs), *Unleashing and Sustaining the Potential of Translanguaging Pedagogies in Second Language Learning Contexts Through Teacher-Researcher Collaboration* [symposium]. American Educational Research Association annual meeting, San Francisco, USA (conference cancelled). <http://tinyurl.com/rqycesa>

- Gauvin, I., & Messier, G.** (2021, May 7). Proposition de démarche didactique pour l'enseignement de la grammaire. In P. Boyer & M.-A. Lord (Chairs), *Enseignement et apprentissage de la grammaire : un état des lieux des recherches en didactique du français* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/500/517/c?ancre=17192>
- Gauvin, I., Venkatesh, V., Potvin, P., Plante, I., & Arseneau, R.** (2021, May 3). *Quels sont les obstacles rencontrés par les chercheurs en éducation?* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/enjeux-recherche/4/c>
- *Harb, R., & St-Laurent, M.-R. (2021, April 22). *Comment identifier un contenu haineux en ligne et aider les personnes de notre communauté qui y sont confrontées?* Laboratoire numérique avec le Projet Someone, En ligne (via la plateforme Zoom). <https://www.eventbrite.ca/e/billets-laboratoire-numerique-avec-le-projet-someone-148018724991>
- *Harb, R., & Urbaniak, K. (2021, April 18). *Advocating for and magnifying marginalized voices: A chat with Project SOMEONE* [Conference session]. English Montreal School Board (EMSB) virtual parent conference, Online. <https://projectsomeone.ca/upcoming-project-someone-emsb-talk/>
- Hassan, G.** (2020, December 7). *Les mouvements complotistes au Québec: Acteurs, facteurs, effets et pistes d'action* [Panel Discussion]. Mouvement d'éducation populaire et d'action communautaire du Québec (MÉPACQ), https://www.youtube.com/watch?v=mgEtaM97HEk&t=2661s&ab_channel=M%C3%89PACQ
- Hassan, G., Bellot, C., Fortin, V., & Miconi, D.** (2021, May 7). Pandémie, inégalités sociales et discrimination systémique. In **D. Morin, V. Venkatesh, G. Hassan, & C. Rousseau** (Chairs), *Les polarisations sociales à l'heure de la pandémie de COVID-19 : problématiser l'altérité et les identités en temps de crise* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/600/635/c?ancre=18272>
- Hassan, G., Brouillette-Alarie, S., Munger, F., & Pavlounis, D.** (2021, November 25). *Successful and less successful approaches in primary and secondary PVE programs: A systematic review* [Webinar]. Canadian Practitioners Network for the Prevention of Radicalization and Extremist Violence (CPN-PREV),
- Hassan, G., Rabah, J., & McKoy, J.** (2021, January 21). *CPN-PREV discussion and interviews* [Webinar]. Understanding Hate - Interview with Experts, online Zoom conference. <https://www.facebook.com/rpcprev/videos/1781318278712763/>
- Havel, A., **Fichten, C.**, Harvison, M., & Jorgensen, M. (2021, June 2). *Everything you wanted to know about research on ICT and inclusive pedagogy but didn't know who to ask* [Conference session]. 10 ans de pédagogie inclusive – un parcours pour bâtir

l'avenir, CRISPESH Symposium, Online. <https://event.fourwaves.com/crispesh/pages/667f1191-2243-42f1-b6f1-5cae5b492f3d>

- Hichri, J., *Harb, R., **Venkatesh, V.**, & **Mekki-Berrada, A.** (2020, November 4). *Islamophobia in print media in Québec - a mixed method analysis* [Webinar session]. Radicalism, Extremism and Islamophobia: From Offline to Online, Extremely Eunited. <https://www.extremelyeunited.eu/2020/10/15/webinars-on-radicalism-extremism-and-islamophobia/>
- Himelfarb, A., Boecker, A., **Carignan, M.-È.**, Caulfield, T., Cliche, J.-F., Hodson, J., Horn, O., Khenti, A., Lewandowsky, S., MacDonald, N., Mai, P., Ozawa, S., & Sterling, J. (2021, June 23). *The socio-economic impacts of science and health misinformation* [Expert panel]. Council of Canadian Academies (CCA), online. <https://www.cca-reports.ca/reports/the-socio-economic-impacts-of-health-and-science-misinformation/>
- Institut universitaire SHERPA, & CREDEF-UQAM. (2021, June 2-4). *Colloque étudiant SHERPA/CREDEF Student Conference* [Conference organized by **C. Rousseau** & others]. <https://www.facebook.com/events/464158938043387>
- Laabidi, M., Sane, A., Champagne, J., **Venkatesh, V.**, St-Arnaud, P., Fleury, R., & Grigore Dovlette, M. (2020, November 4). *Comment aborder les sujets sensibles en classe ?* [Colloque virtuel]. Pratiques inclusives en contexte de diversité dans les milieux d'enseignement, Institut de recherche sur l'intégration professionnelle des immigrants.
- Lalonde, M.**, Thuot-Dubé, M., & Laporte, M. (2020, decembre). *Cocréation pédagogique en fablab : Un espace pour l'innovation et la formation continue en éducation artistique* [Mini colloque virtuel]. l'Association Québécoise des enseignants spécialisés en arts plastiques (AQESAP), online.
- Lampron, L.-P., Salagor, I.-A., & **Venkatesh, V.** (2021, April 14). *Le statut de l'artiste migrant : la protection des droits sociaux et économiques* [Table]. Accéder à soi. Accéder à l'autre. La convention de l'UNESCO de 2005, la liberté artistique et l'inclusion des personnes migrantes dans les sociétés démocratiques, En ligne (via la plateforme Zoom).
- Laplante, L.** (2021, May 4). La Table interuniversitaire pour la formation en orthopédagogie: un peu d'histoire. In M.-P. Baron, M. Fontaine, A. C. Moreau, & **L. Laplante** (Chairs), *État de l'avancement des connaissances et des pratiques innovantes issues de la recherche en orthopédagogie* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/500/538/c?ancree=15262>
- Laplante, L.**, & **Côté, M.-F.** (2021, May 7). Évaluation de la compréhension écrite de texte au cours de la première année d'apprentissage de la lecture en français. In M.-F. Morin, D. Alamargot, & C. Gonçalves (Chairs), *Symposium international sur la littérature à l'école (SILE) 2021* [Colloquium]. l'Association Canadienne-Française

- pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/500/519/c?ancre=15913>
- Lee, T., Basta, N., Campbell, J., Maheu-Giroux, M., & **Rousseau, C.** (2020, December 4). *MI4 Highlights* [Panel presentation]. 2nd Annual MI4 Scientific Symposium: New Frontiers in Immuno-Oncology, McGill University (virtual). <https://www.mcgill.ca/mi4/events/past-events/2nd-annual-mi4-scientific-symposium>
- Legault, A., **Fichten, C.**, Legault, A., Jorgensen, M., Havel, A., Harvison, M., & *Vo, C. (2020, November 19). *Conception inclusive : rendre les cours en présentiel et en ligne accessibles à TOUS les étudiants, en situation de handicaps ou non* [Invited presentation]. Webconférence CEAP UQAM, Online. <https://www.facebook.com/Centre.etudes.apprentissage.performance.UQAM/videos/676130873072967/>
- Legault Laberge, R. M., Tremblay, M.-N., Koussens, D., **Carignan, M.-È.**, & Lebel-Grenier, S. (2021, May 5-7). *Le vivre-ensemble à l'ère des bouleversements* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/400/436/c>
- McDonough, K.** (2020). *Exploring the visual component of interactive learning opportunities* [Invited presentation]. Graduate Student Association, Northern Arizona University, Flagstaff, AZ.
- Mekki-Berrada, A.** (2021, April 22). *De quelques animaux dans les textes fondateurs de l'islam : entre licéité et anthropophagie symbolique* [Conference session]. 1er congrès biennal de la Société québécoise pour l'étude de la religion (SQER) Université Laval (En ligne).
- Mekki-Berrada, A.** (2021, April 23). *Émergence d'un sujet éthique et spirituel dans l'islam contemplatif : rencontre ethnographique avec des soufis montréalais* [Conference session]. 1er congrès biennal de la Société québécoise pour l'étude de la religion (SQER), Université Laval (En ligne).
- Mekki-Berrada, A.**, Arêas, C., & Mapril, J. (2021, April 23). *Existe-t-il des liens entre «islamophobie pseudo-savante» et islamophobie médiatique? Regard transnational* [Conference session]. 1er congrès biennal de la Société québécoise pour l'étude de la religion (SQER), Université Laval (En ligne).
- Mekki-Berrada, A.**, **Venkatesh, V.**, Gorak-Sosnowska, K., & Figoureux, M. (2020, November 4). *Radicalism, extremism and islamophobia: From offline to online* [Webinar]. KU Leuven, Institute for Media Studies. <https://chaireunesco-prev.ca/en/vivek-venkatesh-speaking-at-ku-leuven-live-webinar-on-radicalism-extremism-and-islamophobia/>
- Morin, D.** (2021, September 5). *Projection en présence de David Morin, professeur à l'École de politique appliquée de l'UdeS* [Invited Presentation]. La Maison du cinéma, Sherbrooke, QC. <https://www.facebook.com/events/526267025103746/>

- Morin, D.** (2021, April 15). *Terrorisme et extrémismes violents au XXI^e siècle. Le nouvel âge des extrêmes ?* [Conference session]. Les belles soirées, les après-midi aussi, l'Université de Montréal. https://www.facebook.com/events/720450841952962/?event_time_id=720451471952899
- Morin, D., & Carignan, M.-È.** (2021, April 23). *Qui et pourquoi? L'adhésion des Canadiens aux « théories » du complot dans une perspective comparée internationale* [Conference session]. 1^{er} congrès biennal de la Société québécoise pour l'étude de la religion (SQER), Université Laval (En ligne).
- Morin, D., Venkatesh, V., Hassan, G., & Rousseau, C.** (2021, May 7). *Les polarisations sociales à l'heure de la pandémie de COVID-19 : problématiser l'altérité et les identités en temps de crise* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/600/635/c>
- Nelson, B. J.** (2020, October). *Francisco García González and the myth of the endless revolution* [Presentation on Zoom]. VI International Conference on Myth Criticism: Myth and Science Fiction, Madrid.
- Nelson, B. J.** (2021, April). *The persistence of melancholy in Don Quixote: What love has to do with it* [Conference session]. Kentucky Foreign Language Conference, Online.
- Nelson, B. J.** (2021, April 9). *An outcomes-based approach to PhD programs* [Panel presentation]. Northeastern Association of Graduate Schools annual meeting, Online.
- Nelson, B. J.** (2021, January 8). *The persistence of melancholy in Don Quixote: Now what?* [Conference session]. Modern Language Association annual convention, Online.
- Nelson, B. J.** (2021, July). *Aesthetics and the staging of sexual violence in Cervantes and Lope* [Conference session]. Association of Hispanic Classical Theater annual conference, Online.
- Oliveri, M. A., Brown, D., **Corrigan, J. A.**, Dept, S., Laudenbach, M., Randall, J., & Slomp, D. (2021, April). *Writing analytics for social justice impact: Culturally-sustaining anti-racist frameworks to advance pedagogical and assessment approaches for all learners* [Panel presentation]. Writing Analytics Conference, online.
- Perry, B., **Venkatesh, V.**, & Elghawaby, A. (2021, September 2). *Hate Speech: A Violent Attack on Canadian Diversity* [Webinar]. Montreal Council of Women, online via Zoom. <https://montrealcouncilofwomen.ca/en/events/our-events/thursday-september-2-2021>
- Piccardo, E., North, B., Chercioy, M., Grantham O'Brien, M., Hunter, D., **Querrien, D.**, & Snoddon, K. (2020, August). *The current shift in language education: Action rather than "perfection"* [Symposium]. Multidisciplinary Approaches in Language Policy and Planning (LPP) annual conference, Montréal, QC, Canada. (Conference cancelled).

- Pierre René, M.-C., **Rousseau, C.**, & Lashley, M. (2020, November 17). *Children and anti-racism in the school context* [Webinar presentation]. Civil Law Section Lecture Series, Ottawa University (online). <https://droitcivil.uottawa.ca/interdisciplinary-research-laboratory-rights-child/november-17-2020-children-and-anti-racism-school-context>
- Plante, I.**, *Fréchette-Simard, C., Beaulieu, M., Carrier Belleau, C., Gauthier, E., & *Chaffee, K. (2021, May 4). *Les différences de genre à l'école : problématiques et enjeux propres aux filles et aux garçons* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/500/530/c>
- Querrien, D.**, *Dela Cruz, J., & **Galante, A.** (2021, February 25). *Approches plurielles en didactique du FLE/S : comment les intégrer à la formation des enseignants ?* [Conference session]. Colloque de l'Association Portoricaine des Professeurs de Français, San Juan, PR, États-Unis. (Conférence virtuelle).
- Querrien, D.**, & **Galante, A.** (2021, April 9). Preparing pre- and in-service ESL and FSL teachers to implement linguistically and culturally responsive pedagogy. In L. Shepard-Carey & Z. Tian (Chairs), *Envisioning the possibilities for translanguaging pedagogies through teacher-researcher collaboration in second-language contexts* [Symposium]. American Educational Research Association annual meeting, online.
- Querrien, D.**, **Galante, A.**, & *Dela Cruz, J. (2020, June). *Teacher preparation in an FSL program in Canada: Going beyond linguistic and cultural folklorization* [Conference session]. Canadian Association of Applied Linguistics / L'Association canadienne de linguistique appliquée (ACLA/CAAL) annual conference, London, ON, Canada. (Conference cancelled).
- Quirion, R., Bissonnette, M., Bernard, O., Borde, V., **Chastenay, P.**, Crépeau, C., & **Potvin, P.** (2021, April 29). *Quels enjeux selon vous les enjeux les plus cruciaux pour favoriser une éducation scientifique de qualité de la population ainsi que sur les solutions que vous privilégiez dans votre pratique?* [Panel discussion]. Réussir l'éducation scientifique du Québec: Regards croisés de communicateurs scientifiques, d'éducateurs et de didacticiens des sciences, L'Équipe de recherche en éducation scientifique et technologique (EREST) et le Centre d'étude sur l'apprentissage et la performance (CEAP) de l'UQAM, En ligne (via la plateforme Zoom). <https://ceap.uqam.ca/wp-content/uploads/sites/68/vf-Invitation-panel-Re%CC%81ussir-le%CC%81ducation-scientifique-Erest-CEAP-UQAM-1.pdf>
- Rousseau, C.** (2020). *Profilage de l'intervention avec les individus aux prises avec des problèmes de santé mentale et radicalisation police* [Table ronde d'experts au sujet des relations avec les communautés racisées]. Comité sur la réalité policière, online.
- Rousseau, C.** (2020, April 15). *Covid-19 : bien-être des intervenant.e.s et accompagnement des personnes réfugiés* [Webinar presentation]. Centre

- d'expertise sur le bien-être et l'état de santé physique des réfugiés et des demandeurs d'asile (CERDA), online. <https://cerda.info/evenement/webinaire-6/>
- Rousseau, C.** (2020, August 28). *Othering, stigmatization and youth violent radicalization: clinical and community approaches* [Conference session]. Canadian Academy of Child & Adolescent Psychiatry 40th annual conference, online.
- Rousseau, C.** (2020, November 16). *Communications for living with COVID-19: Engaging diverse populations* [Panel presentation]. Canadian Science Policy Centre 12th annual conference, online. <https://sciencepolicy.ca/conference/cspc-2020/trust-science-science-communication/>
- Rousseau, C.** (2020, November 21). *Careers in cultural psychiatry, global mental health, and advocacy* [Plenary round table participant]. Society for the Study of Psychiatry and Culture, virtual conference. <https://psychiatryandculture.org/mentorship-day-event-directory/program-schedule/>
- Rousseau, C.** (2020, October 6). *Black students' wellness matters - changing our practices, facilitating success* [Keynote address]. Black Students' Wellness Month, Ottawa University (online). <https://uocal.uottawa.ca/en/node/25622>
- Rousseau, C.** (2020, October 10). *The fireman in the bedroom: Collaborations between clinicians and security agencies in the field of violent radicalization* [Conference session]. Society for the Study of Psychiatry and Culture 41st annual meeting, online. <https://psychiatryandculture.org/wp-content/uploads/2020/10/Symposium-1-talk-3-Rousseau.pdf>
- Rousseau, C.** (2021, April 21). *La pandémie, l'équité et la détresse : qu'avons-nous appris?* [Discussion avec Cécile Rousseau, directrice scientifique de l'équipe RAPS]. Regroupement des ressources alternatives en santé mentale du Québec et PRISE II, Ressource alternative en santé mentale, En ligne (Zoom).
- Rousseau, C., Cénat, J. M., Rufagari, M.-C., & Salamanca-Cardona, M.** (2021, May 7). Pouvoir d'agir des communautés. In **D. Morin, V. Venkatesh, G. Hassan, & C. Rousseau** (Chairs), *Les polarisations sociales à l'heure de la pandémie de COVID-19 : problématiser l'altérité et les identités en temps de crise* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/600/635/c?ancre=18272>
- Ruiz Alonso Bartol, A., Sanchez Gutierrez, C., Dykstra, S., Fernández Mira, P., & **Querrien, D.** (2021, June 2-4). *Transitioning to emergency online teaching: The experience of Spanish language learners and teachers in a US university* [Conference session]. SALTISE annual conference, online.
- Scrivens, R., & **Venkatesh, V.** (2021, September 30). *The role of the internet in facilitating violent extremism: Insights from former right-wing extremists* [Invited seminar]. Consortium for Research on Terrorism and International Crime, online.
- Sénéchal, K., Tremblay, S., Sauvaire, M., & **Gauvin, I.** (2021, May 5). *Les recherches de type collaboratif en didactique du français* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress,

- Online. <https://www.acfas.ca/evenements/congres/programme/88/500/529/c>
- Slomp, D. H., Oliveri, M. A., & **Corrigan, J. A.** (2020, April 21). *Assessment to support independence and resilience in workplace communication* [Symposium]. American Educational Research Association annual meeting, San Francisco, CA (Conference Canceled). <http://tinyurl.com/tbnylfa>
- Tremblay, S., Potvin, M., & **Morin, D.** (2021, April 23). *Les théories du complot ou la concurrence des récits sur la « réalité »* [Conference symposium]. 1er congrès biennal de la Société québécoise pour l'étude de la religion (SQER) Université Laval (En ligne).
- Venkatesh, V.** (2020, December 8). *Expert meeting on education-related indicators in the Overall results framework for the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and their relation to Sustainable Development Goal 4* [Webinar]. UNESCO, Culture Sector.
- Venkatesh, V.** (2021, April 13). *Boite à outils Profilage et Projet Landscape of Hope* [Panel discussion presentation]. La pandémie et les polarisations sociales : points de vue et perceptions des établissements d'éducation, Demi-journée virtuelle. L'équipe de Recherche et Action sur les Polarisation Sociales en collaboration avec Institut Universitaire SHERPA, le ministère de l'Éducation et des Études supérieures et la Chaire UNESCO en prévention de la radicalisation et de l'extrémisme violents. <https://vimeo.com/536849232>
- Venkatesh, V.** (2021, April 14). *Rights and responsibilities in building an online community* [Conference session]. Action Summit to Combat Online Hate, virtual conference. <https://embed.pheedloop.com/combatonlinehate/site/sessions/?id=SESRQ1KYGUCGTJUX>
- Venkatesh, V.** (2021, June 17). *Trajectoires de luttes : résistances locales & émancipation* [Panel presentation]. Parole d'excluEs, online. <https://www.facebook.com/events/489561572366011/>
- Venkatesh, V.** (2021, June 25). *From online hate to offline violence: Addressing and countering hate speech and violent extremism through education in a digital world* [Panel moderation]. 2021 Counter-Terrorism Week, United Nations Headquarters, New York (online).
- Venkatesh, V.** (2021, May 5). *Pédagogie sociale - Comment bâtir une résilience durable dans les communautés marginalisées*. In M. Lassonde, N. Forget-Dubois, & M. Gauvreau (Chairs), *L'éducation, rempart contre le populisme?* [Colloquium]. l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) 88th Annual Congress, Online. <https://www.acfas.ca/evenements/congres/programme/88/enjeux-recherche/22/c?ancre=15243>
- Venkatesh, V.** (2021, May 11). *Social pedagogy to build resilience against discrimination: Magnifying the voices of marginalised populations* [Keynote address]. Canadian Association of Research Administrators (CARA) annual conference, Virtual.

<https://cara-acaar.ca/conference-site/conference-home>

- Venkatesh, V.** (2021, May 21). *Landscapes of Hope* [Invited presentation]. Cyber Security Revolution 2021 (SECREV2021), online. https://www.youtube.com/watch?v=WmvnN_SGck
- Venkatesh, V.** (2021, May 25). *Online hate & social media* [Panelist]. Next Generations's Digital Learning Exchange May panel, The Mosaic Institute (online).
- Venkatesh, V.** (2021, October 19). *Une performance conversationnelle sur la pédagogie sociale: Batir une résilience contre la discrimination dans les communautés marginalisées* [Visioconférence interuniversitaire]. Autour de l'éducation artistique, online via Zoom.
- Venkatesh, V., Chapman, O., Brault, A., Chang-Kredl, S., & Lalonde, M.** (2020, October). *Landscape of Hope : Building resilience against discrimination in marginalised communities* [Panel discussion]. MTL Connecté, Printemps numérique, online.
- Venkatesh, V., & Huebner, J.** (2021, November 12). *La technologie au service de l'artiste* [Webinar]. Diffractions, Musée des beaux-arts de Montréal & PRISME (online).
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STUDENT SUPERVISION

STUDENTS – POSTDOCTORAL SUPERVISION (7)

- Bordeleau, M.-L. (In Progress). *Narration groupale et trauma* [Postdoctoral fellowship, supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Chaffee, K. E. (In Progress). *Math is for boys, language is for girls: How parents' gender stereotypes affect students' education* [Postdoctoral fellowship, supervised by **I. Plante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Frounfelker, R. (In Progress). *The determinants of sympathy for violent radicalization : a meta analysis* [Postdoctoral fellowship, supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Miconi, D. (2017-2021). *Evaluation of youth sympathy for violent radicalisation in college students* [Postdoctoral fellowship, supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Rizzo, D. (In Progress). *Sleep, driving and OSA* [Postdoctoral fellow, Group supervision including **C. Fichten**]. McGill University.
- Rodriguez Burgos, J. C. (In Progress). *Project teaching and learning pronunciation: Speech technologies* [Visiting scholar, Universidad de Quintana Roo - Mexico; supervised by **W. Cardoso** (funded by Mexican government)]. Concordia University. Montreal, QC.
- St-Laurent, M.-R. (In Progress). *Inclusive discourse ("political correctness") in the North American context of popular music* [Postdoctoral fellowship, supervised by **V. Venkatesh**]. Concordia University. Montreal, QC.
- Zoldan, Y. (In Progress). *Evaluation of a training program for cultural competence* [Postdoctoral fellowship, supervised by **C. Rousseau**]. McGill University. Montreal, QC.

STUDENTS – PHD SUPERVISION, DISSERTATIONS DEFENDED (8)

- Akbari, E. (2020). *Spatial and Collective Learning through Mobile Sensory Photography and Creative Cartography* [Doctoral dissertation, supervised by **J. C. Castro**]. Concordia University. Montreal, QC.
- Barcomb, M. (2021). *Teachers as Customizers of CALL Resources: An approach to teacher developed digital L2 learning materials* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University.
- Bergeron, A. (2020). *Second language speakers' attitudes towards the Québec French variety: An exploration of urban and rural Hispanic speakers* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University. Montreal, QC.
- Brault Foisy, L.-M. (2020, November). *Effets de deux interventions pédagogiques en lecture sur les processus de recyclage neuronal de lecteurs novices* [Doctoral dissertation, co-supervised by **S. Masson** and **M. Riopel**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Etheridge, J. (2020). *Exploring How Teachers Apply Art Museum Professional Development to Their Practices* [Doctoral dissertation, supervised by **J. C. Castro**]. Concordia University. Montreal, QC.
- Pigeon-Gagné, É. (2020). *La stigmatisation de la maladie mentale dans un contexte de mondialisation : une étude ethnographique courte au Burkina Faso* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Rodier, S. (2021). *Uncovering Latent Topics in Text: Using Topic Models to Identify Discussion Themes in the Brett Kavanaugh Controversy* [Master's thesis, co-supervised by **V. Venkatesh** & **R. Schmid**]. Concordia University. Montreal, QC.
- Uludag, P. (2021). *Developing, Validating, and Incorporating a Rubric for Assessing the Construct of Integration into an EAP Program* [Doctoral dissertation, Education with a specialization in Applied Linguistics, co-supervised by **Kim McDonough** & **S. Kennedy**]. Concordia University. Montreal, QC.

STUDENTS – PHD SUPERVISION (103)

- Abdul-Rahman, I. (In Progress). *Les facteurs de changement dans la thérapie de personnes ayant un vécu de violence familiale dans l'enfance* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Affes, A. (In Progress). *Age effects on the acquisition of French as a second language pronunciation by Arabic-speaking children* [Doctoral dissertation, co-supervised by **W. Cardoso**]. Concordia University. INDI Program (Tunisia-Canada partnership). Montreal, QC.
- Aillon, J.-L. (In Progress). *Le malaise des adolescents dans un contexte de globalisation* [Doctoral dissertation, co-supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Albanese, C. (In Progress). *Processus migratoires et santé mentale : Une étude de l'alcoolisme chez les immigrants et réfugiés salvadoriens à Montréal* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Alves, T. B. (In Progress). *An evaluation of text-to-speech synthesizers for the foreign language classroom* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Ang, W. (In Progress). *Intercultural training approaches* [Doctoral dissertation, co-supervised by **C. Rousseau**]. McGill University.
- Assel, K. (In Progress). *Evaluation of the cultural interview* [Doctoral dissertation, supervised by **C. Rousseau**]. McGill University.
- Assel, K. (In Progress). *Evaluation of the cultural formulation interview* [Doctoral dissertation, co-supervised by **C. Rousseau**]. McGill University.
- Auclair, A. (In Progress). *Augmenter la saillance d'une variable lors d'une tâche nécessitant du contrôle inhibiteur : Effets sur la réussite et le temps de réponse* [Doctoral dissertation, supervised by **S. Masson**]. Université du Québec à Montréal.
- Auclair, A. (in progress). *Rôle du mécanisme d'inhibition dans l'apprentissage des concepts de base en mathématiques des élèves en début de parcours scolaire* [Doctoral dissertation, supervised by **S. Masson**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Baba, N. (In Progress). *The Uprising of Women in the Arab world: the use of the web and Facebook for the empowerment of women* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Bate, D. (In Progress). *Audio streaming* [MA student, supervised by **O. Chapman**]. Concordia University.
- Beaulieu, M. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM). Montréal, QC.

- Bissonnette, M. (In Progress). *Scientific literacy at the secondary level: Adding a peer-review step to scientific inquiry interventions* [Doctoral dissertation, supervised by **P. Potvin & P. Chastenay**]. Université du Québec à Montréal (UQAM).
- Blanchette-Sarrasin, J. (in progress). *Effets d'un enseignement du concept de neuroplasticité sur la mobilisation du contrôle inhibiteur et sur la performance à une tâche en mathématiques chez des élèves en difficulté d'apprentissage* [Doctoral dissertation, supervised by **S. Masson**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Brault Foisy, L.-M. (in progress). *Effets de deux interventions pédagogiques en lecture sur les processus de recyclage neuronal de lecteurs novices* [Doctoral dissertation, co-supervised by **S. Masson** and **M. Riopel**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Brito, J. (In Progress). *TBD on Biblical Interpretation of Paul's Letter to the Galatians* [Doctoral dissertation, supervised by **A. Gagné**]. Concordia University: Department of Religions and Cultures.
- Brolley, L. (In Progress). *Mathematics problem-solving in elementary school students* [Doctoral dissertation, co-supervised by **V. Venkatesh**]. Concordia University. Montreal, QC.
- Bruyère, M.-H. (in progress). *Topic not yet defined* [Doctoral dissertation, supervised by **P. Potvin**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Budd, J. (In Progress). *Learning disabilities, technologies, and quality of life* [Doctoral dissertation, co-supervised by **C. Fichten**]. McGill University. Montreal, QC.
- Campbell, H. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **A. Gagné**]. Concordia University: Department of Theological Studies. Montreal, QC.
- Chacon Valdez, Y. (In progress). *L'influence du soutien parental sur la persévérance et la réussite scolaire des élèves issus de l'immigration en mathématiques et sciences* [Doctoral dissertation, co-supervised by **I. Plante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Chalupa, A. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Chen, T.-H. (In Progress). *The effectiveness of task repetition* [Doctoral dissertation, Education with a specialization in Applied Linguistics, supervised by **Kim McDonough**]. Concordia University. Montreal, QC.
- Chiras, M. (In Progress). *Topic not yet defined* [doctoral dissertation, supervised by **A. Galante**]. McGill University. Montreal, QC.
- Chung, R. (In Progress). *Input variation and the learning of French as a second language* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Colannino, D. (In Progress). *Constructions of childhood in youth literature and graphic novels* [Doctoral dissertation, supervised by **S. Chang-Kredl**]. Concordia University. Montreal, QC.

- Cyr, G. (in progress). *L'intégration de la diversité sexuelle dans l'enseignement des sciences au secondaire* [Doctoral dissertation, supervised by **M. Riopel**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Das, S. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **V. Venkatesh**]. Concordia University. Montreal, QC.
- de Souza, A. M. (In Progress). *La pertinence de la coda miroir en tant qu'objet phonologique* [Doctoral dissertation, co-supervised by **W. Cardoso**]. Université du Québec à Montreal. Montreal, QC.
- dela Cruz, J. W. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **A. Galante**]. McGill University. Montreal, QC.
- Doyon, N. (In Progress). *Matter, meaning and migration: Developing inclusive pedagogies* [Doctoral dissertation, supervised by **D. Pariser**]. Concordia University.
- Elsayed, D. (In Progress). *Topic not yet defined* [Doctoral dissertation, co-supervised by **D. Waddington & V. Venkatesh**]. Concordia University, Montreal Quebec.
- Farkhak, S. (In Progress). *Fragmentary art education: A strategy of becoming pedagogical in Iranian communities* [Doctoral dissertation, co-supervised by **D. Pariser & L. Blair**]. Concordia University. Montreal, QC.
- Farran, C. (In Progress). *La perception du diagnostic et de la médication des enfant souffrant de TDAH par des parents issus de minorités ethniques et culturelles* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Faucher, J. (In Progress). *The Picaresque and promoting being* [Doctoral dissertation, supervised by **B. Nelson**]. Concordia University. Montreal, QC.
- Forget, B. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J. C. Castro**]. Concordia University. Montreal, QC.
- Fréchette-Simard, C. (In Progress). *Rôle de l'anxiété de performance dans la qualité de la transition du primaire au secondaire chez les filles et les garçons* [Doctoral dissertation, supervised by **I. Plante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Frissen, T. (In Progress). *The determinants of sympathy for violent radicalization: a meta analysis* [Doctoral dissertation, advised by **C. Rousseau**]. McGill University. Montreal, QC.
- Ghandour, Y. (In Progress). *Montessori Curriculum and Children's Play* [Doctoral dissertation, co-supervised by **S. Chang-Kredl**]. Concordia University. Montreal, QC.
- Granovsky, M. (In Progree). *Topic not yet defined* [Doctoral dissertation, supervised by **V. Venkatesh**]. Concordia University. Montreal, QC.
- Greer, G. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J. C. Castro**]. Concordia University. Montreal, QC.
- Griffiths, E. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **S. Kennedy**]. Concordia University. Montreal, QC.

- Grimshaw, J. (In Progress). *Speech technologies in second/foreign language learning* [Doctoral dissertation, co-supervised by **W. Cardoso** and **L. Collins**]. Concordia University. Montreal, QC.
- Hamed, H. (In Progress). *Topic not yet defined* [Doctoral dissertation, co-supervised by **S. Kennedy**]. Concordia University. Montreal, QC.
- Harb, R. (In Progress). *Philosophy of adult education* [Doctoral dissertation, co-supervised by **V. Venkatesh** and **S. Chang-Kredl**]. Concordia University. Montreal, QC.
- Hendry, C. (In Progress). *The effects of instruction on the L2 acquisition of Mandarin tones* [Doctoral dissertation, co-supervised by **W. Cardoso** and **L. Collins**]. Concordia University. Montreal, QC.
- Hould, E. (In Progress). *Appropriation et mise en application des connaissances en neuroéducatives par les enseignants en danse* [Doctoral dissertation, supervised by **S. Masson**]. Université du Québec à Montréal.
- Jackson, S. (In Progress). *The problem with English /h/: Its perception, production and pedagogy* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Javaherpour, A. (In Progress). *Teaching critical judgment through financial literacy* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University. Montreal, QC.
- Johnson-Lafleur, J. (In Progress). *Using electronic knowledge resources for person-centered medicine* [Doctoral dissertation, supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Jutras-Dupont, C. (In Progress). *Influence de l'approche pédagogique sur la motivation et la réussite scolaires des élèves de la formation professionnelle* [Doctoral dissertation, co-supervised by **A. Dubeau** & **I. Plante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Karuna, E. (In Progress). *Creative expression and identity in refugee children* [Doctoral dissertation, co-supervised by **G. Hassan** & **C. Rousseau**]. McGill University.
- Khyar, R. (In Progress). *Intégration et santé à long terme des réfugiés Syriens* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Khyar, R. (In Progress). *Le parcours de travail des réfugiés Syriens* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Labrie, M.-P. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J. C. Castro**]. Concordia University. Montreal, QC.
- Lacombe Barrios, J. (In Progress). *Création et validation d'un testévaluant la conscience morphologique chez les enfants québécois du primaire* [Doctoral dissertation, co-supervised by **N. Chapleau**]. Université du Québec à Montréal (UQAM). Montreal, QC.

- Lapierre, C. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **S. Kennedy**]. Concordia University. Montreal, QC.
- Lapierre, H. G. (in progress). *Étude de l'enseignement apprentissage dans un système tutoriel émotionnellement et cognitivement intelligent* [Doctoral dissertation, supervised by **P. Charland**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Lavoie, L. (In Progress). *La création d'un projet commun comme espace transitionnel et l'expérience de l'altérité qu'elle implique chez les adolescents : une initiative de prévention des polarisations* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Lebrun, A. (In Progress). *Évaluation du service de consultation interculturelle en centre jeunesse* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Lecours, V. (In Progress). *L'impact de la pression parentale sur l'anxiété de performance et la certitude du choix de carrière à la fin du secondaire* [Doctoral dissertation, supervised by **I. Plante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Lindberg, R. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.
- Liu, C. (In Progress). *TBLT and L2 pragmatics* [Doctoral dissertation, Education with a specialization in Applied Linguistics, supervised by **Kim McDonough**]. Concordia University. Montreal, QC.
- Long, N. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J. C. Castro**]. Concordia University. Montreal, QC.
- Loumakis, S. (In Progress). *TBD on Christian Conflict and the Rwandan Genocide* [Doctoral dissertation, supervised by **A. Gagné**]. Concordia University: Department of Religions and Cultures.
- Loumakis, S. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **A. Gagné**]. Concordia University: Department of Religions and Cultures. Montreal, QC.
- Lyonnais-Lafond, G. (In Progress). *Living together in Challenging times: the predictors of violent radicalizations among college youth in Canada* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Macleau, T. (In Progress). *Epistemic democracy and music education* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University. Montreal, QC.
- Marec, C. É. (In Progress). *Les enseignants du primaire face à l'enseignement de la science et de la technologie : analyse de leur sentiment de compétence et de leur attitude envers l'enseignement des S&T sous l'angle de leur rapport au savoir* [Doctoral dissertation, co-supervised by **P. Potvin & P. Chastenay**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Mehpidou, D. (In Progress). *L2 Writing via speech recognition (preliminary)* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.

- Miceli, C. (In Progress). *Imaging the self onto Christ: The (futile) quest for the face of Jesus* [Doctoral dissertation, supervised by **A. Gagné**]. Concordia University: Department of Religions and Cultures. Montreal, QC.
- Molano Nino, N. Y. (In Progress). *Pratiques pédagogiques en ERE* [Doctoral dissertation, co-supervised by **P. Charland**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Montgomery, A. (In Progress). *To be determined* [Doctoral dissertation, supervised by **J. A. Corrigan**]. Concordia University.
- Moussally, S. (In Progress). *The use of personal assistants (speaking robots) in second/foreign language learning* [Doctoral dissertation co-supervised by **W. Cardoso** and **S. Kennedy**]. Concordia University. Montreal, QC.
- Naweed, O. (In Progress). *Family violence towards older immigrant women: complex solutions for a complex problem* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Nenciovici, L. (In Progress). *Effets immédiats et différés d'un enseignement comprenant des alertes émotives exécutives sur l'apprentissage de concepts scientifiques contreintuitifs et sur l'activation des régions liées au contrôle inhibiteur* [Doctoral dissertation, co-supervised by **S. Masson** and **P. Potvin**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Noroozi, N. (In Progress). *A study on the temporal dimensions of theorizing for struggle* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University. Montreal, QC.
- Notici, N. (In Progress). *La déshumanisation en prévention de la radicalisation violente* [Doctoral dissertation, co-supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Ousman, S. (In Progress). *L'évaluation du risque dans les trajectoires des radicalisation violente* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Paradis, A. (In Progress). *Dyslexie et traitement des informations de nature visuelle et phonologique lors de l'identification des mots écrits* [Doctoral dissertation, co-supervised by **L. Laplante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Pauls, K. (In Progress). *Children and Families: Video Game Encounters* [Doctoral dissertation, supervised by **S. Chang-Kredl**]. Concordia University. Montreal, QC.
- Perron, J.-F. (In Progress). *L'indécision scolaire et professionnelle à l'adolescence : facteurs motivationnels, sources d'indécision et développement des fonctions exécutives liées à la prise de décision* [Doctoral dissertation, co-supervised by **S. Masson**]. Université du Québec à Montréal (UQAM). Montreal, QC.

- Pigeon-Gagné, É. (In Progress). *La stigmatisation de la maladie mentale dans un contexte de mondialisation : une étude ethnographique courte au Burkina Faso* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Pronovost, M. (In Progress). *Identification des facteurs qui influencent les l'intérêt et la motivation pour les études en sciences* [Doctoral dissertation, co-supervised by **P. Potvin & M. Riopel**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Pugliese Castro, A. (In Progress). *Topic not yet defined* [Doctoral dissertation, co-supervised by **D. Pariser**]. Concordia University. Montreal, QC.
- Reid, E. (In Progress). *Albertan pre-service teachers' views on the role of religious literacy as an educational aim for civic competency in K-12 schools* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University. Montreal, QC.
- Ruivivar, J. A. (In Progress). *Spoken grammar and the second language speaker* [Doctoral dissertation, supervised by **L. Collins**]. Concordia University. Montreal, QC.
- Saidane, R. (In Progress). *Les effets d'un programme en conscience morphologique sur le développement du lexique orthographique chez des élèves arabophones scolarisés en français langue seconde* [Doctoral dissertation, co-supervised by **A. Fezjo & N. Chapleau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Saleh, T. (In Progress). *Higher educational access for racialized communities in metropolitan Canada* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University. Montreal, QC.
- Savard, C. (In Progress). *La sélection d'aide formelle et informelle pour soutenir leur enfant autiste par cinq familles de l'Asie du Sud vivant dans ParcExtension : étude qualitative de cas* [Doctoral dissertation, supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Savard, É. (In Progress). *L'évaluation du risque dans les trajectoires des radicalisation violente* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Sellami, A. (In Progress). *Collaborative writing: Patterns of interaction and effects on L2 accuracy* [Doctoral dissertation, Education, co-supervised by **Kim McDonough**]. Université de Montréal. Montreal, QC.
- Sheepy, E. (In Progress). *Exploring students' concepts of sampling and inference: A meta-analysis of instructional methods* [Doctoral dissertation, supervised by **R. Schmid**]. Concordia University. Montreal, QC.
- Shodjaee-Zrudio, I. (In Progress). *Modernity and moral education* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University. Montreal, QC.
- Skelling-Desmeules, Y. (In Progress). *Étude neurophysiologique de la performance d'apprenants dans un jeu sérieux pour apprendre la physique* [Doctoral dissertation, co-supervised by **P. Charland & M. Riopel**]. Université du Québec à Montréal (UQAM). Montreal, QC.

- Snider, L. (In Progress). *Topic not yet defined* [Doctoral dissertation, co-supervised by **V. Venkatesh**]. Concordia University. Montreal, QC.
- Strachan, L. (In Progress). *More than meets the ear: Lexical, social, and contextual influences on aural perception of non-salient morphology* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.
- Sundberg, R. (In Progress). *The effects of music on the acquisition of a second language in a mobile environment* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Tairi, T. (In Progress). *Comment le discours théologique peut contribuer efficacement dans le processus de déradicalisation et du disengagement de l'extrémisme violent* [Doctoral dissertation, co-supervised by **D. Morin** & D. Bouzar]. Université de Sherbrooke. Montreal, QC.
- Taylor Reid, K. (In Progress). *Do accents speak louder than words? Exploring social attitudes toward L2 speakers of English in two Canadian linguistic environments* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.
- Tekin, O. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by P. Trofimovich]. Concordia University. Montreal, QC.
- Thibault, F. (In Progress). *Effet d'une intervention pédagogique basée sur l'inhibition sur la performance académique, le changement conceptuel et le développement de l'inhibition* [Doctoral dissertation, co-supervised by **P. Potvin** and **S. Masson**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Toubiana, D. (In Progress). *Traumatisme, génocide et création littéraire* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Tsunemoto, A. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.
- Vinuesa, V. (In Progress). *Études des cas d'établissements de formation d'enseignants au primaire valorisant les stages à l'étranger* [Doctoral dissertation, co-supervised by **P. Charland**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Wilkie, G. (In Progress). *Queer Theories and Childcare Educators* [Doctoral dissertation, supervised by **S. Chang-Kredl**]. Concordia University. Montreal, QC.
- Wuyckens, G. (In Progress). *Study of design fiction as a critical inquiry tool in media education* [Doctoral dissertation, co-supervised by **M. Lalonde**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Zineb, S. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM). Montreal, QC.

STUDENTS – MA SUPERVISION, THESES DEFENDED (21)

- Bretholz, R. (2020, July). *Arts entrepreneurship and the importance of shared spaces* [MA thesis, co-supervised by **D. Pariser** & L. Blair]. Concordia University. Montreal, QC.
- Desjardins, G. (2020). *Crossing the Presuppositional Divide: A Problematization and Comparative Analysis of the Inerrancy Debate in Evangelicalism* [Master's thesis, supervised by **A. Gagné**]. Concordia University, Department of Theological Studies.
- Desmarais, L. (2020). *La prévention secondaire et tertiaire de la radicalisation menant à la violence au Canada : une analyse sur les défis, les besoins des intervenants sociaux* [Baccalauréat spécialisé, supervisée par **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Dunbar, A. (2021). *SparkNotes Use and Attitudes Among High School English Language Arts Students: A Retrospective Exploratory Mixed-Method Study* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University. Montreal, QC.
- Edmonds, L. (2021). *Desertsoundlore: Deep Listening to Aura in the Mojave Desert* [Masters thesis, supervised by **O. Chapman**]. Concordia University.
- El Tahry, N. (2020). *Les enjeux de la collaboration avec les communautés stigmatisées dans la prévention secondaire et tertiaire de la radicalisation violente au Canada* [Baccalauréat spécialisé, supervisée par **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Greiss, J. (2021). *Elementary school teachers' perspectives on report card grading* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University. Montreal, QC. <https://spectrum.library.concordia.ca/988034/>
- He, Y. (2021). *Online Translators: Can They Help English Learners improve their pronunciation?* [Master's thesis, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Hoteit, R. (2020, June). *A story of becoming an artist/teacher* [MA thesis, supervised by **D. Pariser**]. Concordia University. Montreal, QC.
- Jandaly, A. (2021). *The Ideologies of Dyadic Friendships: A Text Analysis and Children's Reading of "Buzz" and "Woody" From Disney-Pixar's Toy Story Films* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University. Montreal, QC.
- Johnson, C. (2021). *Language learners' perceptions of automatic speech recognition as a writing tool: A Technology Acceptance Model analysis* [Master's thesis, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Kajoba, D. (2020). *The Zero-sum Logic: A Rationale for Violence in the Bible* [Master's thesis, supervised by **A. Gagné**]. Concordia University: Department of Theological Studies. Montreal, QC.

- Khademi, H. (2021). *Learning Pronunciation with Google Translate: Focus on English Past -ed* [Master's thesis, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Klassen, C. (2020). *Migration, psychological distress, and parenting: The experience of Syrian refugees in Quebec* [Master's thesis, co-supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Lambruschini, M. (2021). *A Narrative-Critical Analysis Comparing Select Markan "Sandwiches" and their Synoptic Parallels* [Master's thesis, supervised by **A. Gagné**]. Concordia University, Department of Theological Studies.
- Lompron-De Souza, S. (2020). *La nature des programmes de prévention secondaire et tertiaire de la radicalisation violente au Canada* [Baccalauréat spécialisé, supervisée par **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Raskin, L. (2021). *INvironments: Critical Listening Positionalities in Soundscape Ecology* [Master's thesis, supervised by **O. Chapman**]. Concordia University. Montreal, QC.
- Rodier, S. (2021). *Uncovering Latent Topics in Text: Using Topic Models to Identify Discussion Themes in the Brett Kavanaugh Controversy* [Master's thesis, co-supervised by **V. Venkatesh & R. Schmid**]. Concordia University. Montreal, QC.
- Stotz, Q. (2021). *Applying Complex Dynamic Systems Theory to Identify Dynamic Properties of Plurilingual Repertoires* [Master's thesis, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Tourigny, M. (2020, December). *Le paradoxe du sauveteur-naufragé : Les dilemmes éthiques des journalistes à l'ère de la publicité native* [Master's thesis, co-supervised by **M.-È. Carignan**]. Université de Sherbrooke.
- Tuncay, H. O. (2020, August). *App attrition in self-regulated learning* [Master's thesis, co-supervised by **W. Cardoso**]. Concordia University. Montreal, QC.

STUDENTS – MA/BA SUPERVISION (58)

- Aliaga, G. (In Progress). *L'ultranationalisme en France et au Québec : analyse comparative de la transmédiabilité des stratégies de communication du groupe de La Meute et du groupe Génération identitaire* [Master's thesis, co-supervised by **D. Morin & M.-E. Carignan**]. Université de Sherbrooke.
- Aubenas, S. (In Progress). *Étude sur le bien être, la santé mentale et la réussite scolaire des élèves de classes flexibles et régulières* [Master's thesis, co-supervised by **J. Bluteau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Ayari, A. (In Progress). *Professional training programs for new immigrant teachers* [Doctoral dissertation, supervised by **D. Waddington**]. Concordia University.
- Beaudin-Vandolder, M. (In Progress). *TBD on the New Apostolic Reformation* [Master's thesis, supervised by **A. Gagné**]. Concordia University, Department of Theological Studies.
- Bélanger, S. (in progress). *Allocentrisme versus géocentrisme dans un planétarium numérique : étude de deux approches pour enseigner les phases de la Lune à des élèves de 12 à 14 ans* [MA thesis, supervised by **P. Chastenay**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Bérard, J. (In Progress). *Articulation grammairale et lecture (titre provisoire)* [Master's thesis, co-supervised by **I. Gauvin**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Bertrand, M.-A. (In Progress). *Colonizing' Childhood in Children's Literature: A Case for Self Determination During the Golden Age of Child Fiction* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University. Montreal, QC.
- Blanchette, K. (In Progress). *Enseigner dans la marge: portrait des approches pédagogiques de quatre spécialistes en arts plastiques dans le contexte d'écoles primaires alternatives publiques au Québec* [Master's thesis, supervised by **M. Lalonde**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Bouchard, I. (In Progress). *Émergence et évolution du groupe La Meute au sein des médias traditionnels canadiens* [Master's thesis, co-supervised by **D. Morin & M.-E. Carignan**]. Université de Sherbrooke.
- Bridle, K. (In Progress). *Effet de deux variables didactiques sur la mobilisation du contrôle inhibiteur afin de résister à des conceptions intuitives en sciences au secondaire* [Master's thesis, supervised by **S. Masson**]. Université du Québec à Montréal.
- Calman, B. (In Progress). *Topic not yet defined* [Master's thesis, co-supervised by **A. Galante**]. Concordia University. Montreal, QC.
- Campbell, H. (In Progress). *TBD on Fundamentalism* [Master's thesis, supervised by **A. Gagné**]. Concordia University, Department of Theological Studies.

- Charest, F. (In Progress). *Étude des mécanismes d'inhibition dans une tâche en sciences - une étude en spectroscopie proche-infrarouge fonctionnelle (fNIRS)* [MA thesis, co-supervised by **P. Charland**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Darabi, S. (In Progress). *Topic not yet defined* [Master's Studio Thesis, co-supervised by **D. Pariser** & L. Blair]. Concordia University. Montreal, QC.
- Day, K. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **J. C. Castro**]. Concordia University. Montreal, QC.
- Delage, I. (In Progress). *Les effets de l'utilisation du correcticiel Antidote sur la qualité orthographique des textes produits par des étudiants dyslexiques du collégial* [MA thesis, supervised by **L. Laplante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Delisle, É. (In Progress). *Expérimentation du jeu de société pour susciter l'engagement et l'intérêt des élèves du secondaire envers l'appréciation d'œuvres d'arts en classe d'arts plastiques* [Master's thesis, supervised by **M. Lalonde**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Deslandes-Martineau, M. (In Progress). *Caractérisation de l'environnement éducatif d'écoles secondaires alternatives au Québec* [Master's thesis, supervised by **P. Charland**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Gagné, M. (In Progress). *Influence des stéréotypes de genre sur la motivation et la réussite scolaire chez étudiants de formation collégiale technique* [Master's thesis, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Gagnon, P.-L. (In Progress). *Perceptions des enseignants de la formation professionnelle à l'égard de leur sentiment d'efficacité personnelle à enseigner* [Master's thesis, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Gallo, L. (In Progress). *Art and gender in prevention programs for refugee youth* [Master's thesis, supervised by **C. Rousseau**]. McGill University.
- Gauthier Brochu, S. (In Progress). *L'interdisciplinarité telle que vécue par des enseignants généralistes du secondaire à l'École Les trois saisons* [Master's thesis, co-supervised by **P. Charland**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Gil, L. (in progress). *The use of corrective feedback in the second language teaching of American Sign Language* [MA thesis, supervised by **L. Collins**]. Concordia University. Montreal, QC.
- Gravel St-Pierre, A. (In Progress). *Relations entre les pratiques pédagogiques des enseignants et l'anxiété de performance des élèves qui entament leur secondaire: examen des différences selon le genre des élèves* [Master's thesis, supervised by **I. Plante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Hobby, P. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **D. Waddington**]. Concordia University. Montreal, QC.

- Hopps, D. (In Progress). *Topic not defined* [Master's thesis, supervised by **E. Bures**]. Bishop's University. Sherbrooke, QC.
- Huang, J. (In Progress). *A philosophical rationale for children's right to participate in their own education* [Master's thesis, supervised by **Kevin McDonough**]. McGill University. Montreal, QC.
- Khorshidi, E. (in progress). *Frequency effect in second language acquisition* [MA Thesis, supervised by **A. Galante**]. McGill University. Montreal, QC.
- Klassen, C. (In Progress). *Migration, psychological distress, and parenting: The experience of Syrian refugees in Quebec* [Master's thesis, co-supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Koné, S. (In Progress). *Les pratiques d'enseignement du vocabulaire chez les enseignants en contexte de francisation* [Doctoral dissertation, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Lacasse-Pelletier, F. (In Progress). *Évolution de la capacité à produire des mots écrits : comparaison de méthodes de notation issues d'approches binaire et non binaire auprès de scripteurs débutants en difficulté d'apprentissage scolarisés en français* [Master's thesis, supervised by **L. Laplante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Lachance, M. (In Progress). *Enseignement de la fluidité chez des élèves avec des troubles de langage* [Master's thesis, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- LaFontaine, J. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **A. Galante**]. Concordia University. Montreal, QC.
- Lavend'homme, É. (In Progress). *Comment développer l'esprit d'entreprendre chez les enfants d'école primaire ?* [Master's thesis, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Lavoie, S. (In Progress). *Comment expliquer le réengagement du Canada dans les opérations de maintien de la paix des Nations Unies?* [Master's thesis, supervised by **D. Morin**]. Université de Sherbrooke.
- Lévesque, C. (In Progress). *Trauma reenactment in youth attending a drop-in* [Master's thesis, supervised by **C. Rousseau**]. McGill University.
- Li, Z. Y. (In Progress). *Topic to be determined* [Master's equivalent, supervised by **C. Rousseau**]. McGill University.
- McMullin, S. (In Progress). *Effets d'entraînements visant le développement des fonctions exécutives: une méta-analyse* [Master's thesis, supervised by **S. Masson**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Meilleur, B. (In Progress). *Recherche évaluative orientée vers la conception d'outils numériques permettant aux élèves du secondaire d'avoir accès à la démarche d'artistes reconnus en art actuel* [Master's thesis, supervised by **M. Lalonde**]. Université du Québec à Montréal (UQAM). Montreal, QC.

- Merveilleux-du-Vignaux, M. (In Progress). *Effets psychophysiologiques de l'immersion d'apprenants en collaboration dans un dôme immersif* [Master's thesis, co-supervised by **P. Charland**]. HEC-Montréal. Montreal, QC.
- Mongrain, J. (In Progress). *L'impact des habiletés en communication de l'enseignant sur les apprentissages et la mobilisation des étudiants en classe au niveau collégial* [Master's thesis, co-supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Monier, M. (In Progress). *Topic not yet defined* [Master's thesis, co-supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Morin-Alsbury. (In Progress). *Apprentissage de la grammaire auprès d'élèves « dys » (titre provisoire)* [Master's thesis, supervised by **I. Gauvin**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Nakic, M. (In Progress). *The Kingdom of God in The Gospel According to Thomas* [Master's thesis, supervised by **A. Gagné**]. Concordia University, Department of Theological Studies.
- Nass, U. (In Progress). *To be determined* [Master's thesis, supervised by **J. A. Corrigan**]. Concordia University.
- Ngov, C. (In Progress). *Topic to be determined* [Master's equivalent, supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Ousman, S. (In Progress). *L'évaluation du risque dans les trajectoires des radicalisations violentes* [Master's thesis, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Paquet, P. (In Progress). *Topic not yet defined* [Master's thesis, co-supervised by **A. Galante**]. Concordia University. Montreal, QC.
- Plamondon, M. (In Progress). *Apports de l'enseignement individualisé sur la motivation et la réussite scolaires des élèves de la formation professionnelle* [Master's thesis, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Poisson-Proulx, J. (In Progress). *Sources of cross-linguistic influence in third language phonological acquisition: Comparison of simultaneous and sequential bilinguals' acquisition of voice onset time* [Master's thesis, co-supervised by **W. Cardoso & L. Collins**]. Concordia University. Montreal, QC.
- Razel, H. (In Progress). *Enseignement du vocabulaire en français par les morphèmes chez les adultes hispanophones* [Master's thesis, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Restom, R. (In Progress). *Effet de la révision collaborative sur la cohérence des textes d'élèves du secondaire* [Master's thesis, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Salame, Y. (In Progress). *Effets psychophysiologiques de l'immersion d'apprenants passifs ou actifs dans un dôme immersif* [Master's thesis, co-supervised by **P. Charland**]. HEC-Montréal. Montreal, QC.

- Santavicca, T. (In Progress). *Topic to be determined* [Master's equivalent, supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- St-Germain Duval, È. (In Progress). *Quels sont les effets de l'enseignement du concept de neuroplasticité sur l'état d'esprit et sur la capacité à corriger des erreurs persistantes à la suite d'une rétroaction chez les élèves de troisième cycle du primaire?* [Master's thesis, supervised by **S. Masson**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Stockbauer, I. (In Progress). *To be determined* [Master's thesis, supervised by **J. A. Corrigan**]. Concordia University.
- Tardieu Marina, K.-K. (In Progress). *Les effets de programmes d'apprentissage du français langue seconde de la USAID sur la performance en lecture de jeunes haïtiens* [Master's thesis, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Turgeon, N. (In Progress). *Effet de l'utilisation d'un environnement de réalité virtuelle sur l'apprentissage d'apprenants en arts et en histoire* [Master's thesis, supervised by **P. Charland**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Wang, H. (In Progress). *Philosophical implications of AI in schools* [Master's thesis, supervised by **Kevin McDonough**]. McGill University. Montreal, QC.

THESIS EXAMINATION COMMITTEES (17)

- McDonough, K.** (In progress). *Oguzhan Telkin, PhD in Education with a specialization in Applied Linguistics, Concordia University.* [Member of thesis committee].
- McDonough, K.** (In progress). *Rachel Lindberg, PhD, Education with a specialization in Applied Linguistics, Concordia University* [Member of thesis committee].
- McDonough, K.** (In progress). *Aki Tsunemoto, PhD, Education with a specialization in Applied Linguistics, Concordia University* [Member of thesis committee].
- McDonough, K.** (In progress). *M. Rodrigues, PhD, Education with a specialization in Child Studies, Concordia University* [Member of thesis committee].
- McDonough, K.** (In progress). *Tsiola, A., PhD, Linguistics, University of Illinois at Urbana-Champaign* [Member of thesis committee].
- McDonough, K.** (In progress). *Kim Taylor-Reid, PhD, Education with a specialization in Applied Linguistics, Concordia University* [Member of thesis committee].
- Querrien, D.** (2020-2021). *Isabelle Benzakki. Université Paris 3 – Sorbonne-Nouvelle. Projet de thèse portant sur la gestion de l'hétérogénéité des élèves allophones par les enseignants au Canada, au Luxembourg et en Israël* [Member of the thesis committee (PhD)].
- Rousseau, C.** (2020). *Examiner. Université de Paris III.*
- Rousseau, C.** (2020). *Examiner, Fahimeh Mianji. McGill University.*
- Trofimovich, P.** (2021). *Haruka Saito, School of Communication Sciences and Disorders, McGill University. Thesis supervisor: Shari Baum* [External to Program PhD Evaluator].
- Trofimovich, P.** (In progress). *Tzu-Hua Chen, PhD in Education, Concordia University. Thesis supervisor: Kim McDonough.* [Member of the thesis committee (PhD)].
- Trofimovich, P.** (In progress). *Edward Griffiths, PhD in Education, Concordia University. Thesis supervisor: Sara Kennedy* [Member of the thesis committee (PhD)].
- Trofimovich, P.** (In progress). *Halima Hamed, PhD in Education, Concordia University. Thesis supervisors: Sara Kennedy and Diane Pesco* [Member of the thesis committee (PhD)].
- Trofimovich, P.** (In progress). *Chen Liu, PhD in Education, Concordia University. Thesis supervisor: Kim McDonough* [Member of the thesis committee (PhD)].
- Trofimovich, P.** (In progress). *Jeremy Lane, PhD in Education, Concordia University. Thesis supervisor: Walcir Cardoso* [Member of the thesis committee (PhD)].
- Trofimovich, P.** (In progress). *Susan Jackson, PhD in Education, Concordia University. Thesis supervisor: Walcir Cardoso* [Member of the thesis committee (PhD)].
- Trofimovich, P.** (In progress). *Ross Sundberg, PhD in Education, Concordia University. Thesis supervisor: Walcir Cardoso* [Member of the thesis committee (PhD)].

STUDENTS – RESEARCH ASSISTANTS (84)

- Renauld Robitaille, M. (Ongoing). *Webmaster* [Employed by **D. Morin**]. Université de Sherbrooke.
- Akbari Sharbaf, E. (Ongoing). *PhD student* [Employed by **J. C. Castro & V. Venkatesh**]. Concordia University.
- Al-Bare, R. (Ongoing). *Stagiaire en politique appliquée* [Employed by **D. Morin**]. Université de Sherbrooke.
- Aliaga, G. (Ongoing). *Stagiaire en communication* [Employed by **D. Morin**]. Université de Sherbrooke.
- Barcomb, M. (Ongoing). *PhD Student* [Employed by **W. Cardoso**]. Concordia University.
- Beaulieu, L.-A. (Ongoing). *Research assistant* [Employed by **V. Venkatesh**]. Concordia University.
- Bergeron, A. (Ongoing). *PhD student* [Employed by **P. Trofimovich**]. Concordia University.
- Bérubé, M. (2019-2020). *Post-doc* [Employed by **V. Venkatesh**]. Concordia University.
- Blanchette, K. (Ongoing). *MA Student* [Employed by **M. Lalonde**]. Université du Québec à Montréal.
- Bouchard, I. (Ongoing). *Auxiliaire de recherche* [Employed by **D. Morin**]. Université de Sherbrooke.
- Budd, J. (Ongoing). *PhD Student* [Employed by **C. Fichten**]. McGill University.
- Chaffee, K. E. (Ongoing). *Post-doc* [Employed by **E. Borokhovski & E. Dion**]. Université du Québec à Montréal (UQAM).
- Chen, T.-H. (Ongoing). *PhD student* [Employed by **P. Trofimovich**]. Concordia University.
- Chiras, M. (2019-2020). *PhD student* [Employed by **A. Galante (Plurilingual Shift)**]. McGill University.
- Day, K. (Ongoing). *MA student* [Employed by **J. C. Castro**]. Concordia University.
- Dela Cruz, J. W. (2018-2021). *PhD student* [Employed by **A. Galante (Plurilingual Shift)**]. McGill University.
- Deli, C. (Ongoing). *Auxiliaire de recherche* [Employed by **D. Morin**]. Université de Sherbrooke.
- Dib Tajrine, D. (2020). *MA, Educational Technology* [Employed by **P. Abrami (SSHRC PG, ELM, ABRA studies)**]. Concordia University.
- Durocher-Corfa, L. (Ongoing). *Auxiliaire de recherche* [Employed by **D. Morin**]. Université de Sherbrooke.
- Elsayed, D. (2019-2020). *PhD, Education* [Employed by **P. Abrami (SSHRC PG, Sustainability and scalability of EdTech interventions)**]. Concordia University.

Falcone, A. (2019-2020). *BA, Applied Linguistics* [Employed by **P. Abrami** (SSHRC PG, ePEARL study)]. Concordia University.

Faucher, J. (Ongoing). *PhD Student* [Employed by **B. J. Nelson & V. Venkatesh**]. Concordia University.

Fontaine, M.-A. (2020-2021). *B.A. Undergraduate* [Employed by **M. Lalonde**]. Université du Québec à Montréal.

Forget, B. (Ongoing). *PhD student* [Employed by **J. C. Castro**]. Concordia University.

Forrest, N. (Ongoing). *Research assistant* [Employed by **V. Venkatesh**]. Concordia University.

Fréchette-Simard, C. (Ongoing). *PhD student* [Employed by **I. Plante** (Insights into effective instructional strategies for teaching Mathematics to preschoolers)]. Université du Québec à Montréal (UQAM).

Frounfelker, R. (Ongoing). *Post-doc* [Employed by **C. Rousseau**]. McGill University.

Gagnon-Rouillard, J. (2020-2021). *MA Student* [Employed by **M. Lalonde**]. Université du Québec à Montréal.

Girard, M. (Ongoing). *Auxiliaire de recherche* [Employed by **D. Morin**]. Université de Sherbrooke.

Gravel, C. (Ongoing). *B.A. Undergraduate* [Employed by **C. Fichten**]. Concordia University.

Greer, G. (Ongoing). *PhD student* [Employed by **J. C. Castro**]. Concordia University.

Haraké, E. (Ongoing). *Research assistant* [Employed by **V. Venkatesh**]. Concordia University.

Harb, R. (2020). *PhD Student* [Projet CRSH dirigé par **A. Mekki-Berrada**]. Université Laval.

Harvison, M. (2018-2021). *B.A. Undergraduate* [Employed by **C. Fichten**]. Concordia University.

Harvison, M. (Ongoing). *B.A. Undergraduate* [Employed by **C. Fichten**]. Concordia University.

Hendry, C. (Ongoing). *PhD student* [Employed by **L. Collins & W. Cardoso**]. Concordia University.

Hichri, J. (2020). *PhD Student* [Islamophobie médiatique et savante : Étude transnationale des discours et leur impact (volet ACDAC). Projet CRSH dirigé par **A. Mekki-Berrada**]. Université Laval.

Jandaly, A. (Ongoing). *MA Student* [Employed by **S. Chang-Kredl**]. Concordia University.

Johnson-Lafleur, J. (Ongoing). *PhD Student* [Employed by **C. Rousseau**]. McGill University.

Jorgensen, M. (Ongoing). *MA Student* [Employed by **C. Fichten**]. McGill University & Dawson College.

Labrie, M.-P. (Ongoing). *PhD student* [Employed by **J. C. Castro & V. Venkatesh**]. Concordia University.

Lambert, G. (Ongoing). *Stagiaire en communication* [Employed by **D. Morin**].
Université de Sherbrooke.

Lamontagne, S. (2019-2020). *BA Undergraduate* [Employed by **M. Lalonde**].
Université du Québec à Montreal.

Lindberg, R. (Ongoing). *PhD student* [Employed by **P. Trofimovich**]. Concordia
University.

Liu, C. (Ongoing). *PhD student* [Employed by **P. Trofimovich**]. Concordia University.

Lyonnais Archambault, M. (Ongoing). *BA Undergraduate* [Employed by **M. Lalonde**].
Université du Québec à Montréal (UQAM).

Majeau, C. (2020-2021). *PhD Candidate* [Employed by **M. Lalonde**]. Université du
Québec à Montreal.

Mamlok, D. (Ongoing). *Étudiant postdoctoral* [Employed by **D. Morin & V.
Venkatesh**]. Université de Sherbrooke & Concordia University.

Mehpidour Kolour, D. (Ongoing). *PhD Student* [Employed by **W. Cardoso**].
Concordia University.

Meilleur, B. (2020-2021). *MA Student* [Employed by **M. Lalonde**]. Université du
Québec à Montreal.

Miconi, D. (Ongoing). *Post-doc* [Employed by **C. Rousseau**]. McGill University.

Mihov, B. (2019-2020). *MA student* [Employed by **R. Bernard** (Systematic Review
Team)]. Concordia University.

Naud-Dubé, N. (2019-2020). *MA student* [Employed by **M. Lalonde**]. Université du
Québec à Montréal (UQAM).

Ousman, S. (Ongoing). *Étudiante au doctorat* [Employed by **D. Morin**]. Université de
Sherbrooke.

Pauls, K. (2019-2020). *PhD Student* [Employed by **S. Chang-Kredl & V. Venkatesh**].
Concordia University.

Payet, C. (Ongoing). *Stagiaire* [Employed by **D. Morin**]. Université de Sherbrooke.

Pitre, G. (2020-2021). *MA Student* [Employed by **M. Lalonde**]. Université du Québec
à Montreal.

Poulin, M. (Ongoing). *PhD Student* [Employed by **M. Lalonde**]. Université du Québec
à Montreal.

Preteroti, J. (Ongoing). *Stagiare* [Employed by **D. Morin**]. Université de Sherbrooke.

Raskin, L. (Ongoing). *MA student* [Employed by **V. Venkatesh**]. Concordia University.

Reid, K. T. (Ongoing). *PhD student* [Employed by **P. Trofimovich**].
Concordia University.

Rioux-Massie, M.-E. (Ongoing). *MA student* [Employed by **C. Fichten**].
Université Laval.

Rizzo, D. (Ongoing). *Post-doc* [Employed by **C. Fichten**]. McGill University.

Ruffolo, E. (Ongoing). *D.E.C. Cegep student* [Employed by **C. Fichten**].
Dawson College.

Ruffolo, O. (Ongoing). *B.A. Undergraduate* [Employed by **C. Fichten**]. Université de Montréal.

Ruivivar, J. (Ongoing). *PhD student* [Employed by **L. Collins** and **W. Cardoso**]. Concordia University.

Salvo, F. (Ongoing). *D.E.C. Cegep student* [Employed by **C. Fichten**]. Dawson College.

Sénécal, A.-M. (Ongoing). *MA Student* [Employed by **W. Cardoso**]. Concordia University.

Snider, L. (Ongoing). *PhD student* [Employed by **V. Venkatesh**]. Concordia University.

St-Laurent, M.-R. (2020-2022). *Post-doc* [Employed by **V. Venkatesh**]. Concordia University.

St-Laurent, S. (2020). *B.A. Undergraduate (Psychology)* [Employed by **I. Plante (CRÉGÉ)** & **E. Borokhovski** (Insights into effective instructional strategies for teaching Mathematics to preschoolers)]. Université du Québec à Montréal (UQAM).

Strachan, L. (Ongoing). *PhD student* [Employed by **L. Collins** & **P. Trofimovich**]. Concordia University.

Tekin, O. (Ongoing). *PhD student* [Employed by **P. Trofimovich**]. Concordia University.

Tsunemoto, A. (Ongoing). *PhD student* [Employed by **P. Trofimovich**]. Concordia University.

Uludag, P. (Ongoing). *PhD student* [Employed by **P. Trofimovich**]. Concordia University.

Vo, C. (Ongoing). *B.A. Undergraduate* [Employed by **C. Fichten**]. Concordia University.

Younes, J. (Ongoing). *Research assistant* [Employed by **V. Venkatesh**]. Concordia University.

Zeaiter, L. (2020-2021). *PhD Student* [Employed by **A. Galante**]. McGill University.

Zoltan, Y. (Ongoing). *Post-doc* [Employed by **C. Rousseau**]. McGill University.

PROFESSIONAL ACTIVITIES (67)

- Carignan, M.-È.** (2015-Present). *Professeure responsable de l'encadrement des chargés de cours* [les cours COM383 Communication et gestion événementielle, COM243 Communication interne et COM342 Discours de presse]. Université de Sherbrooke.
- Carignan, M.-È.** (2018-Present). *Présidente du comité formé en vue de la création d'un programme de 3e cycle en communication*. Université de Sherbrooke.
- Castro, J. C.** (2018-2020). *Chair of the Research Commission*. National Art Education Association.
- Chapman, O.** (2020-Present). *Graduate Program Director. MA in Media Studies*. Concordia University.
- Fichten, C.** (1979-Present). *Psychologist. Cognitive-Behavioral Psychotherapy and Research Unit*. CIUSSS du Centre-Ouest-de-l'Île-de-Montréal. Jewish General Hospital.
- Fichten, C.** (1984-Present). *Member. Task Force on Services to Students with Disabilities*. Dawson College.
- Fichten, C.** (1988-Present). *Affiliate. Department of Psychiatry*. CIUSSS du Centre-Ouest-de-l'Île-de-Montréal. Jewish General Hospital.
- Fichten, C.** (1996-Present). *Co-director. Adaptech Research Network | Réseau de Recherche Adaptech*. Dawson College.
- Fichten, C.** (1996-Present). *Senior Investigator. Lady Davis Institute for Medical Research*. CIUSSS du Centre-Ouest-de-l'Île-de-Montréal. Jewish General Hospital.
- Fichten, C.** (2001-Present). *Member of Editorial Board. Behavioral Sleep Medicine Journal*.
- Fichten, C.** (2021). *Member. Scientific committee of the CRIR-CIRRS Research Ethics Board*.
- Fichten, C.** (2021). *Internal scientific peer reviewer. Lady Davis Institute for Medical Research*. CIUSSS du Centre-Ouest-de-l'Île-de-Montréal. Jewish General Hospital.
- Hassan, G.** (2018-2020). *Co-President. Public Safety Canada. National Expert Committee on Countering Radicalization to Violence*.
- Hassan, G.** (2020). *Committee member [2 applications reviewed]*. Social Sciences and Humanities Research Council (SSHRC).
- Hassan, G.** (2020). *Membre d'un comité, comité de bourses*. Université du Québec à Montréal.

- Hassan, G.** (2020). *Membre d'un comité, Mise en rang de congé sabbatique.* Université du Québec à Montréal. Département de psychologie.
- Hassan, G.** (2020). *Membre d'un comité, d'évaluation des professeurs.* Université du Québec à Montréal. Département de psychologie.
- McDonough, K.** (2010-Present). *Member, Applied Linguistics graduate program committee.* Concordia University.
- McDonough, K.** (2010-Present). *Member, Applied Linguistics undergraduate program committee.* Concordia University.
- McDonough, K.** (2010-Present). *Member, Education curriculum committee.* Concordia University.
- McDonough, K.** (2010, 2016-2021). *Member, Education PhD program committee.* Concordia University.
- McDonough, K.** (2013-Present). *Member, Ethics committee.* Concordia University.
- McDonough, K.** (2017-Present). *Member, Education Department Personnel Committee.* Concordia University.
- McDonough, K.** (2020). *External reviewer.* Promotion dossier, Applied Linguistics & Discourse Studies, Carleton.
- McDonough, K.** (2020). *External reviewer.* Talent Grant, Netherlands Organization for Scientific Research.
- McDonough, K.** (2020-Present). *Member, ESL/TESL part-time hiring committee.* Concordia University.
- McDonough, K.** (2021). *Member, Educational Studies LTA hiring committee.* Concordia University.
- McDonough, K.** (2021). *Member, TESL/APLI LTA hiring committee.* Concordia University.
- McDonough, K.** (2021). *External reviewer.* SSHRC Insight Development Grants, 10b: Psychology & Linguistics.
- McDonough, K.** (2021-Present). *Graduate Program Director, Education Doctoral program.* Concordia University.
- McDonough, K.** (Ongoing). *Reviewer.* Language Learning, TESOL Quarterly, Modern Language Journal, Studies in Second Language Acquisition, Language Teaching Research, System, Annual Review of Applied Linguistics, Language Teaching, International Journal of Applied Linguistics, Canadian Journal of Applied Linguistics, Australian Journal of Applied Linguistics, Canadian Modern Language Review, Second Language Research, Journal of Second Language Writing, rEFlections, Language Learning & Technology.
- McDonough, K.** (Ongoing). *Manuscript reviewer.* John Benjamins, Continuum, Routledge, Wiley-Blackwell, Palgrave MacMillan.

- McDonough, K.** (Ongoing). *Proposal reviewer for Applied Linguistics conferences.* American Association for Applied Linguistics (AAAL), Canadian Association of Applied Linguistics (ACLA), Constructionist Approaches to Language Pedagogy, European Second Language Acquisition (EuroSLA), International Association of Applied Linguistics (AILA), Second Language Research Forum (SLRF), Task-based Language Teaching Conference (TBLT).
- Querrien, D.** (2018-2020). *Directrice du microprogramme de deuxième cycle en didactique et linguistique appliquée pour l'enseignement du français langue seconde.* Département d'études françaises, Concordia University.
- Querrien, D.** (2020). *Modératrice pour les journées Plurimaths.* Séminaire virtuel, Université de Paris, France.
- Querrien, D.** (2020). *Membre du comité scientifique.* Colloque annuel ACLA, London, ON, Canada.
- Querrien, D.** (2020). *Rédaction du document "Ressources et conseils pour construire des cours en ligne – Mai 2020"* [diffusé au sein du corps professoral à temps plein du Département d'études françaises à des fins de partage].
- Querrien, D.** (2020-2022). *Membre du comité de recherche.* Faculté des Arts et des Sciences, Concordia University.
- Querrien, D.** (2021). *Membre du groupe de travail sur l'enseignement et l'apprentissage* [Sous la direction de Philippe Caignon, vice-doyen aux services académiques aux étudiants]. Faculté des Arts et des Sciences, Concordia University.
- Querrien, D.** (2021). *Membre du comité scientifique.* Congrès annuel AERA, Orlando, FL, États-Unis.
- Querrien, D.** (2021). *Membre du comité scientifique et du comité local d'organisation.* Colloque annuel CIDLS9, Montréal, QC, Canada.
- Rousseau, C.** (2015-2020). *Reviewer* [26 articles reviewed]. *Transcultural Psychiatry Journal.*
- Rousseau, C.** (2017-2020). *Reviewer* [2 articles reviewed]. *Journal of the Canadian Academy of child and Adolescent Psychiatry.*
- Rousseau, C.** (2020). *Chair, funder, academic reviewer* [2 applications assessed]. Fonds de recherche du Québec - Société et culture (FRQSC).
- Trofimovich, P.** (2003-Present). *Undergraduate program committee.* Concordia University, Applied Linguistics Program.
- Trofimovich, P.** (2003-Present). *Graduate program committee.* Concordia University, Applied Linguistics Program.
- Trofimovich, P.** (2005-Present). *ESL advisory committee.* Concordia University, Applied Linguistics Program.
- Trofimovich, P.** (2005-Present). *Member of TESL B.Ed. English composition evaluation committee.* Concordia University, Applied Linguistics Program.
- Trofimovich, P.** (2005-Present). *Faculty advisor.* SPEAQ Campus (inter-university student-run conference) Committee.

- Trofimovich, P.** (2007-Present). *Chair of TESL B.Ed. English composition evaluation committee.* Concordia University, Applied Linguistics Program.
- Trofimovich, P.** (2009-Present). *Grant reviewer.* Social Sciences and Humanities Research Council of Canada (SSHRC).
- Trofimovich, P.** (2013-Present). *Editorial Board Member.* Journal of Second Language Pronunciation.
- Trofimovich, P.** (2014-Present). *Ethics Committee.* Concordia University, Department of Education.
- Trofimovich, P.** (2014-Present). *Associate Member.* Centre for Applied Research and Outreach in Language Education, University of Greenwich, UK.
- Trofimovich, P.** (2016-Present). *Grant reviewer.* Canadian Foundation for Innovation (CFI) John R. Evans Leaders Fund.
- Trofimovich, P.** (2016-Present). *Grant reviewer.* British Academy.
- Trofimovich, P.** (2016-Present). *Grant reviewer.* Leverhulme Trust (the UK).
- Trofimovich, P.** (2017-Present). *Part-time hiring committee.* Concordia University, Department of Education.
- Trofimovich, P.** (2017-Present). *Grant reviewer.* Research Foundation – Flanders (FWO).
- Trofimovich, P.** (2018-Present). *Editorial Board Member.* Language Education & Assessment (LEA) Journal.
- Trofimovich, P.** (2019-Present). *UHREC Ethics Committee.* Concordia University.
- Trofimovich, P.** (2019-Present). *Editorial Board Member.* Language Learning Journal.
- Trofimovich, P.** (2020-2022). *Graduate Program Director, MA Applied Linguistics.* Concordia University.
- Trofimovich, P.** (2020-Present). *Editorial Board Member.* Language Awareness Journal.
- Venkatesh, V.** (2020). *Membres du Comité du rapport sur l'état et les besoins de l'éducation.* Conseil supérieur de l'éducation.
- Waddington, D.** (2018-2020). *Board of Directors member.* John Dewey Society.
- Waddington, D.** (2020-Present). *Vice-Chair, University Human Research Ethics Committee.* Concordia University.

AWARDS (7)

- Chang-Kredl, S.** (2021, March). *Concordia Newsmaker of the Month*. Concordia University.
- Chastenay, P.** (2020, April). *Lauréat 2020 du prix Thérèse-Patry*. l'Association des communicateurs scientifiques.
- Gagné, A.** (2020, October). *Concordia Newsmaker of the Month*. Concordia University. <https://www.concordia.ca/cunews/artsci/theology/2021/02/10/andre-gagne-is-concordia-newsmaker-of-the-month.html>
- Galante, A.** (2021, May). *Heather Reisman and Gerald Schwartz Award for Excellence in Teaching*. McGill University Faculty of Education.
- Rousseau, C.** (2021, August 16). *Royal College Teasdale-Corti Humanitarian Award*. Royal College of Physicians and Surgeons of Canada. <https://newsroom.royalcollege.ca/for-dr-rousseau-my-whole-career-was-a-post-traumatic-reaction-to-that-war/>
- Schmid, R. F.** (2020, May). *Honorary Life Membership Award*. Concordia University Alumni Association (CUAA).
- Venkatesh, V.** (2020, June). *Concordia Newsmaker of the Month*. Concordia University.

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Centre for the Study of Learning and Performance
GA 1.210, Concordia University
1455 de Maisonneuve Blvd. West
Montreal, QC, H3G 1M8, Canada

The main office of the CSLP is located in the Grey Nuns Annex, at 1211 St. Mathieu Street. Built in 1869 by the architect Victor Bourgeau, the two beautiful and historic buildings—la Maison mère des Sœurs-Grises-de-Montréal (Grey Nuns) and la Maison des Hommes (Grey Nuns Annex)—are now owned by Concordia University. Tucked away in a lane, the Annex may be accessed from Guy or St. Mathieu Streets, or from the Faubourg. Come visit us any time!

The CEAP-UQAM, is located at Local N-3820, 1205 Saint-Denis Street.

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