



Centre for the Study of Learning and Performance: Policy Guidelines

July 18, 2022

PREAMBLE

The Centre for the Study of Learning and Performance (CSLP) is governed by Concordia University's VPRGS-8 policy for research units. The information in the present Policy Guidelines is intended to outline the roles and responsibilities of the members of the CSLP and of its Executive and Advisory Boards.

Mission of the CSLP

The Center for the Study of Learning and Performance (CSLP) is a multi-institutional research center. CSLP's mission is to advance research on teaching and learning processes and to develop new pedagogical tools and practices. The CSLP's multidisciplinary and interdisciplinary researchers, professional staff, and students, work at the intersection of cognitive and motivational sciences, instructional design, educational technologies, research-creation, and social pedagogy.

Research activities revolve around two research axes and five interlocking themes, which are:

1- Axis 1: Learning, Affect and Performance

Theme 1.1: Didactique / Curriculum and Pedagogy

Theme 1.2: Cognitive and Affective Processes in Learning

Theme 1.3: Interdisciplinary Perspectives on Learning

2- Axis 2: Learning Tools

Theme 2.1: Established Learning Platforms for Literacy, Numeracy and Science

Theme 2.2: Social Pedagogical Tools to Promote Critical Digital Literacy

General Objectives and Priorities

To fulfill its mission, the CSLP has defined seven principal general objectives and priorities by which it is dedicated to making a long-term contribution to the quality of instruction and learning, and thereby to the quality of society.

1. To **establish** collaborative and productive partnerships among researchers, educational practitioners, and policy-makers.
2. To **conduct** basic and applied research as well as systematic reviews.
3. To **address** a range of learner and professional populations, including people with disabilities and people from minority and marginalized communities, from preschool to postsecondary, all of whom face barriers, temporary or long-term, to achieving their potential in personal, academic, and professional domains.
4. To **develop** and evaluate curricular materials and technology-enhanced tools consistent with best practices in contemporary educational reform that have meaningful and generalizable effects and important social impact.

5. To **assemble** an outstanding team of researchers and thinkers, from both within and outside Québec, involved in a range of basic and applied disciplines devoted to the CSLP's mission.
6. To **transfer** effective and widely applicable strategies promoting basic literacy and numeracy, core academic competencies, additional language learning, language and literacy, and enhanced learning capabilities that complement modern learning environments.
7. To **educate** the next generation of innovators, including practitioners, scholar-researchers, and policy-makers, and to promote the blending of these roles wherever possible.

CATEGORIES OF MEMBERSHIP

Full Members

Full Members are active and productive researchers who participate in a range of CSLP activities and collaborate with other members. Given the CSLP's status as a *Regroupement Stratégique*, full members must fit the criteria for one of the following FRQ designations: university researcher (including retired university researchers), clinical university researcher, college researcher, or other researcher (including practitioner and artist). See <https://frq.gouv.qc.ca/regles-generales-communes/> for the most up-to-date information regarding the FRQ designations.

At the time of application, each candidate for full membership is expected to meet all of the following criteria:

1. Demonstrate alignment with one or more of the CSLP's axes and their component themes through their scholarly productivity;
2. Possess a sustained record of scholarly output, including but not limited to external funding for research as principal investigator or co-applicant, peer-reviewed publications, and research-creation productions;
3. Supervise graduate students, where applicable;
4. Collaborate with at least one current full member of the CSLP.

Regarding criterion 4, examples of collaboration between CSLP members include, but are not limited to: co-application for grant funding; co-publication of research findings; organization of seminars/colloquiums; knowledge mobilization activities (i.e. workshops, webinars, round table discussions, meetings with stakeholders, joint media interviews, etc.); software/tool development; co-supervision of graduate students; and research-creation activities.

In the case of applicants who are **new scholars** (e.g., tenure-track assistant professors), they must show potential for fulfilling the criteria stated in items 1-3.

In the case of "**other researcher (including practitioner or artist)**", these will be discussed on a case-by-case basis and criteria 1 through 4 will not necessarily be applied.

Responsibilities of Full Members

1. Members are expected to forward an updated annual CV (January – December) to the CSLP's Database Researcher. Members are encouraged to contact the CSLP Database Researcher to avail themselves of services in compiling and maintaining their CVs.
2. Members are encouraged to share news and announcements (e.g. awards, publications) that would be of interest to the CSLP community. These announcements should be sent to the CSLP's Communications Officer for posting on the website and elsewhere.
3. Members are strongly encouraged to participate in CSLP events such as periodic retreats that help determine strategic priorities.
4. Members are expected to collaborate periodically with other members on scholarly outputs.

Procedure for Becoming a Full Member

Anyone wishing to become a full member of the CSLP may approach any full member of the Centre to discuss the nature of their involvement; alternately, a full member of the Centre may approach a potential new member to consider joining the Centre.

The Executive votes by simple majority on the granting of membership after reviewing the candidate's CV and discussing their ability to meet the membership criteria. Votes will take place via e-mail, unless a member of the Executive indicates a need for further discussion, in which case the candidate's dossier will be discussed and voted upon by simple majority at the next meeting of the Executive.

Student Members

Student members are undergraduate or graduate students supervised by a Full Member, or who are involved in CSLP projects. Students must formally register their affiliation with the CSLP Database Researcher (NOTE: Procedure for registration to be determined).

Collaborators

Collaborators are researchers, practitioners or non-researchers who collaborate with or share similar research, development or dissemination interests with at least one Full Member.

ORGANIZATIONAL STRUCTURE OF THE CSLP

The Advisory Board

The **Advisory Board** acts as a forum for the exchange of information between the CSLP and its partners, each helping to inform the other in terms of research goals and relevant issues. Membership on this Board includes the CSLP Director(s), Manager, external representatives as well as representatives from the partner organizations. The Advisory Board meets once a year in accordance with Concordia University's VPRGS-8 policy document.

The Executive Board

The Executive Board provides oversight and strategic direction for the research programming and administration of the CSLP. Positions are held for two-year terms with the possibility of renewal.

The Executive Board:

1. meets at least four times a year to set the CSLP's goals and policies;
2. assesses applicants for membership in the CSLP;
3. plans CSLP-wide consultations with members; and
4. critically evaluates the CSLP's effectiveness in meeting the objectives of the *Regroupement Stratégique* on a continuing basis.

Representation includes the following:

Director(s) or co-Directors (Concordia)
Director CEAP UQAM
CSLP Manager (Concordia) (non-voting status)
CEAP Manager (UQAM) (non-voting status)
CEGEP Representative (two-year renewable term)
Regional Representative 1 (two-year renewable term)
Regional Representative 2 (two-year renewable term)
Theme Leader 1.1: Didactique / Curriculum and pedagogy: (two-year renewable term)
Theme Leader 1.2: Cognitive and affective processes in learning: (two-year renewable term)
Theme Leader 1.3: Interdisciplinary perspectives on learning: (two-year renewable term)
Theme Leader 2.1: Established learning platforms for literacy, numeracy and science learning: (two-year renewable term)
Theme Leader 2.2: Innovative social pedagogical tools to promote critical digital literacy: (two-year renewable term)
Graduate student from Concordia (two-year term)
Graduate student from UQAM (two-year term)
CSLP Research Professional 1 (non-voting status)
CSLP Research Professional 2 (non-voting status)
Administrative Assistant (non-voting status)

The representatives are appointed based on a joint proposition by the CSLP Director (or Co-Directors) and CEAP Director, that is ratified by the Executive Board.

Appointment and Responsibilities of the Director or Co-Directors

The selection of a Director or Co-Directors should recognize, among other factors, the essential requirements of an excellent scientific profile and capacity to integrate CSLP activities. The procedures for appointment will conform to the university regulations of the host institution. For the Concordia policies and procedures on University Research Units, please see:

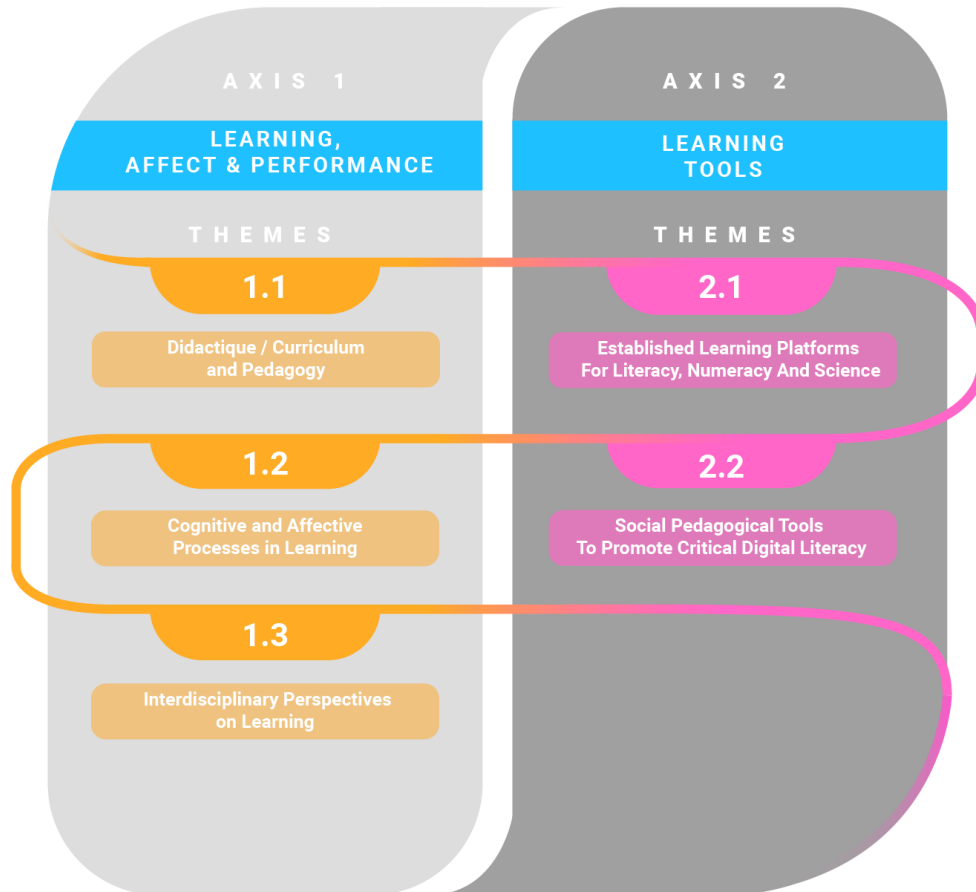
http://www.concordia.ca/content/dam/research/docs/Procedures_Research_Units_and_Infrastructure_Platforms.pdf

<https://www.concordia.ca/content/dam/common/docs/policies/official-policies/VPRGS-8.pdf>

In concordance with the responsibilities of Directorship of Concordia University's Research Units as laid out in the Policy and Procedures documents, the Director (or Co-Directors) of the CSLP will have the following responsibilities:

1. Provide overall scientific, administrative, and fiscal leadership for the CSLP;
2. Chair the Executive Board as voting member and Advisory Board as non-voting member;
3. Prepare all annual reports related to CSLP infrastructure grants;
4. Provide regular updates on infrastructure budget spending to the Executive Board;
5. Supervise the CSLP Manager who is responsible for overseeing the day-to-day administration of the Centre.

APPENDIX 1: CSLP RESEARCH PROGRAMMING 2020-2027



Axis 1: Learning, Affect, and Performance

This axis is the Centre’s theoretical research base—it captures the multiple ways that we analyze the “What is to be learned?” and “How do we learn?” questions. It brings together a tremendous breadth of perspectives, including specialists from curriculum, pedagogy, instructional remediation (orthodidactique), educational psychology, neuroscience, psychiatry and philosophy.

Under the “What” question, our researchers analyze broad educational goals, how to create and structure curricula, and how best to draw upon learners’ existing experiences and knowledge. Under the “How” question, researchers investigate the way learners learn (their learning processes), what they experience while learning (their affect before/during/after their learning), as well as how they perform (the outcomes of their learning). Our theories

are built in diverse learning contexts (school, extracurricular, online, community, professional training) at the national as well as the international level. The learning, affect and performance axis includes three research themes: 1.1) Didactique / Curriculum and pedagogy; 1.2) Cognitive and affective processes in learning; and 1.3) Interdisciplinary perspectives on learning.

Theme 1.1. Didactique / Curriculum and Pedagogy	Theme 1.2. Cognitive and Affective Processes in Learning
<p>Research conducted under this theme helps deepen and widen scientific knowledge about the processes for teaching and learning specific subject matter content. This research is also crucial for policy makers, informing them in building educational frameworks such as MELS curricula and « Progressions des apprentissages ».</p>	<p>Our research under this theme relate to both cognitive aspects of learning, on the one hand, and the affective and motivational aspects of learning, on the other hand.</p>

Theme 1.3. Interdisciplinary Perspectives on Learning
<p>Research conducted under this theme addresses: 1. Questions about the purposes of education—what is to be learned and why, as well as, the broader societal implications of these choices]. 2. A commitment to critique of dominant approaches to learning. 3. An emphasis on the importance of learners’ lived experiences. 4. An openness toward alternative and radical approaches to learning, with an eye to social transformation.</p>

Axis 2: Learning Tools

Work in the Centre’s second axis addresses the design, implementation and evaluation of innovative learning tools both in extra-curricular and informal digital environments. Our learning tools are developed and tested in a variety of disciplines, including numeracy, literacy, information literacy, language learning, civic education, and media literacy, and they benefit from insights generated across our three themes in Axis 1. Some of the Centre’s work in this area (particularly the LTK+) consists of mature learning platforms that have been carefully validated and tested. Some of the Centre’s newer work (for example, Project SOMEONE and the UNESCO-PREV Chair) combines well-tested theories with new, experimental technologies and techniques in response to urgent calls from policy-makers to better manage the ways in which our society adapts to problems caused by discriminatory and hateful rhetoric in online environments. The varied methodologies employed—including systematic reviews, action-research, design-based research and research-creation—draw on both psychological insights and interdisciplinary work in civic education to develop critical digital literacy skills and pluralistic dialogue spaces wherein alternative narratives can be magnified.



Axis 2 includes two research themes: 2.1) Established learning platforms for literacy, numeracy and science learning; and 2.2) Innovative social pedagogical tools to promote critical digital literacy.

Theme 2.1. Established Learning Platforms for Literacy, Numeracy and Science

This theme includes projects associated with tools designed, developed and implemented by the Center's researchers. Such tools reveal novel and rigorously tested environments and spaces for learning and performance, supporting peer learning, facilitating interactions with and among teachers, and providing learning resources to important stakeholders such as parents, educators, and policy-makers.

Theme 2.2. Social Pedagogical Tools to Promote Critical Digital Literacy

Research projects under this theme are at the forefront of adopting principles of social pedagogy to create curricular and public pedagogical interventions that promote increased critical thinking, opportunities to engage in pluralistic dialogues, and increased sensibilities to the importance of media literacy in present-day society.