Celebrating
25 years
1988 – 2013

2013-2014 Annual Report

CSLP
CEAP

UNIVERSITÉ **Concordia** UNIVERSITY

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Message from the Acting Director

Vivek Venkatesh

$\mathcal{H}$osted by Concordia University, the Centre is now recognized as an international powerhouse in multidisciplinary research on the complex behavioural, attitudinal, cognitive and neuro-physiological processes associated with learning across a spectrum of scholastic and training contexts.

The present incarnation of the CSLP is dedicated to working across the four themes that bind us as a research centre: the suite of literacy, self-regulation, numeracy and infor-mation literacy tools known as the LTK; the impact of digital, social media and novel educational technologies on the teaching and learning process, the cognitive and metacog-nitive processes that govern learning, as well as research on language acquisition.

https://www.youtube.com/watch?v=4p9Z-U8O3o8&index-=1&list=PLKUzbmz8cWIVrk0N3GYjJIseQy0ZuGWNY

The new generation of CSLP researchers are concerned with the impact of using new methodologies in neuroscience to measure learning in online environments, the pedagogical impact of using mobile devices with disabled learners, the role of peace education and citizen education in combating hate speech in social media, building online speech repositories to preserve indigenous languages, documenting and evaluating the effectiveness of innovative pedagogical practices across physical sciences, social sciences and the humanities. Our projects have received funding from within the University, and federal, provincial, national and interna-tional agencies have contributed to our work. **The CSLP now boasts members and collaborators who publish with our core group of researchers in the learning sciences from disciplines in engineering, computer science, marketing, communication studies, design sciences, philosophy, cultural studies, and art education.** We are poised to attract a new generation of graduate students and scholars who will flesh out our vision of the future of the learning sciences.

1989   1990

1992

2000   2001

Slideshow compilation: https://www.youtube.com/watch?v=kRpduuuZ8SM

Message from the Associate Director *David Waddington*

My name is David Waddington, and I'm the new Associate Director of the CSLP. 2014 has been an eventful year, and I'm excited to be joining the leadership team around here at the Centre.

The top highlight of 2013-2014 is, without doubt, the awarding of the FRQSC Regroupements Stratégiques grant. I co-led the team that drafted the application and let me tell you, it required a great deal of energy on the part of all concerned. In particular, I'd like to acknowledge the work of the professional staff of the centre. Without their efforts, the grant never would have gotten off the ground.

http://youtu.be/DNOB4_BoCQU

I'm pleased to say that the **Regroupements Stratégiques grant is already leading in the direction of exciting new collaborations**. We have a seed grant program that will soon be coming on stream, and it will prioritize collaboration between CSLP members and between the centre's four research themes. I'm confident that members are going to develop some great new projects, especially with the help of our new members from UQAM.

I'm also excited about Vivek Venkatesh's new project on online hate speech, which recently received $172,000 in funding from Public Safety Canada. This project brings together faculty members and students from several different universities across North America, and I'm sure it will generate some important and useful insights.

I'd also like to note that our meta-analysis team, led by Bob Bernard and Phil Abrami, has a new article out on strategies for teaching critical thinking. Go to Review of Educational Research and check it out! Last time I checked, it was climbing the chart of the journal's most downloaded articles.

For 2014-2015, I'm looking forward to another great year of collaborations and connections, and I'm pleased to say that the research going on at the CSLP is stronger and more diverse than ever.

Message du directeur adjoint *Julien Mercier*

*U*n des événements marquants de cette année, sinon le plus marquant, est sans contredit l'obtention du financement du CEAP au programme Regroupements Stratégiques du FRQSC. Cette subvention permettra de soutenir la réalisation d'ambitieux projets interdisciplinaires et interuniversitaires. Parmi les projets existants, signalons le développement et la validation du LTA, qui comporte notamment la version française d'ABRACADABRA. Toujours dans l'univers du LTA, les travaux sur l'autorégulation de l'apprentissage avec PERLE reposent sur une approche multi-méthodes qui devrait permettre de jeter un regard nouveau sur ce phénomène élusif à travers la mise en commun d'expertises variées au plan des mesures objectives, subjectives, ponctuelles et processuelles. À la diversité des chercheurs impliqués correspond aussi une diversité synergique des contextes d'expérimentation : tantôt en classe, tantôt en laboratoire. À cet égard, les collaborateurs des milieux éducatifs associés au CEAP fournissent une aide essentielle à la validation et à l'implantation à grande échelle d'outils technologiques pour l'apprentissage.
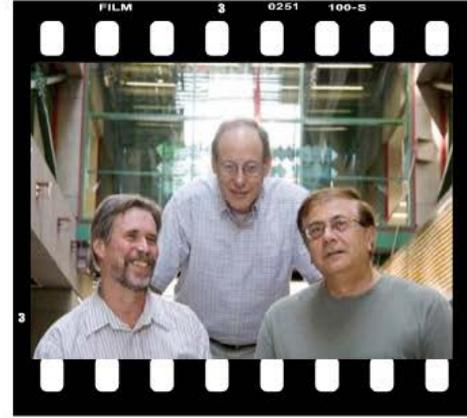
2004

2005

2006

UQAM HUB Members

Monique Brodeur
Nathalie Chapleau
Magda Fusaro
Andréanne Gagné
Line Laplante
Julien Mercier
Catherine Turcotte

Comme en font foi les rapports annuels précédents, 4 chercheurs de l'UQAM sont membres du CEAP depuis plusieurs années et collaborent activement à des projets conjoints avec des chercheurs de Concordia tels que ceux évoqués plus haut. La volonté de la FSÉ de l'UQAM de structurer la recherche des professeurs conjuguée à la présence d'excellents chercheurs à plusieurs étapes de leur carrière menant des travaux reliés à la mission du CEAP permettaient d'envisager très positivement l'établissement d'un nouveau centre de recherche à la FSÉ de l'UQAM. C'est ainsi qu'en complément de la demande FRQSC-RS, une demande a été déposée à l'interne au début 2014 afin de soutenir la création d'une antenne du CEAP à l'UQAM, le CEAP-UQAM. Le comité institutionnel a accordé le financement et autorisé la création du CEAP-UQAM en date du 1er juin 2014, en soulignant la qualité du projet ainsi que l'enthousiasme qu'on pouvait y décoder en filigrane du texte. Ce financement de démarrage est accordé pour 3 ans. Julien Mercier en est le directeur pour cette période. Le CEAP-UQAM réunit actuellement 12 professeurs provenant des 4 départements de la FSÉ de l'UQAM. Les premiers mois d'opération laissent entrevoir un brillant avenir pour le CEAP-UQAM et les succès connus durant cette courte période concourent déjà à la pérennité du Centre.

Highlights @ UQAM:

Le professeur *Julien Mercier* reçoit une subvention du fonds des leaders John-R.-Evans

Line Laplante reçoit le Prix d'excellence en enseignement de L'UQAM (institutionnel) et le prix d'excellence en enseignement de la Faculté des sciences de l'éducation de l'UQAM.

2006

2006   2007

2007

Our Research

$\mathcal{S}$ince it's inception in 1988 the CSLP has grown substantially and we have experienced many changes in the breadth of our research and membership. What a fitting way to celebrate twenty-five years of our success with the awarding of over $1,000,000 from the Fonds de Recherche du Québec - Société et Culture Regroupements Stratégiques (FRQSC–RS). This funding provided the impetus to redefine and reposition the centre.

The CSLP's new core mission is to conduct research at the intersection of cognitive science, instructional design and educational technologies. **Our focus is to develop enhanced theoretical understandings of learning processes and to apply these insights both to developing new pedagogical tools and to improving existing instructional practices**.

The CSLP's current research program is organized into two broad, interlinked axes:

Core Axis 1: Developing and Testing Software Tools for Learning.

This axis involves a multi-disciplinary team of researchers who are interested in the exploration, design, development and evaluation of new pedagogical approaches and software tools. This axis has two themes:

1.1 **The Learning Toolkit**　　**1.2** **Emergent Educational Technologies**

Core Axis 2: Analyzing Basic Processes of Learning.

This axis integrates researchers from psychology, educational technology, and applied linguistics in order to consider key questions about how students learn. There are two themes in this axis:

2.1 **Language and Literacy**　　**2.2** **Academic Self-regulation**

Please refer to *http://doe.concordia.ca/cslp/cslp_cms/Funding* for a full list of the centre's funding.

1.1 The Learning Toolkit

Theme leader : *Philip Abrami*

The Learning Toolkit (LTK) is a web-based suite of evidence-based and evidence-proven tools that is stored locally on school board servers. Each of the tools within the LTK is designed to develop specific foundational skills.... ABRACADABRA for early literacy, ELM for emerging numeracy, and ISIS-21 for information literacy in preteens. ePEARL is an electronic portfolio that provides support to students as they learn how to take ownership over their learning. Recently we have added READS, a repository of multilingual digital stories that may be used in conjunction with ABRA.

This past year research projects within this theme have **focused predominantly on issues related to software implementation and integration in different classroom contexts, professional development of teachers, scalability of the LTK, and most importantly, impact on student achievement.**

All of these tools are available in both English and French and have been made available to the educational community at no charge.

Please see *http://doe.concordia.ca/cslp/ltk* for further information.

1.2 Emergent Educational Technologies

Theme leader : *David Waddington*

CSLP members in this theme are using **diverse methods to study promising learning technologies that are in a nascent stage of development**. A wide range of cutting-edge technologies are currently being examined, including Personal Response Systems (clickers), topic maps and the use of mobile technologies to enhance the lives of intellectually disabled people. Five emergent areas in which CSLP members have conducted "frontier investigations" are: topic maps, video games with a focus on citizenship, new classroom technologies for use in higher education, systematic reviews of the effectiveness of educational technologies, and the adaptation of technology for the disabled.

2007   2008

2009

2009

2.1 Language and Literacy
Theme leader : *Laura Collins*

*T*heme members conduct research using a multidimensional approach to understanding second language learning and teaching with the goal of enhancing the learning process (pedagogy), particularly considering the multifaceted nature of L2 acquisition in which a variety of social- and psycholinguistic factors interact and affect language learning. **Mainly focused on identifying the core perception and production processes that underlie speaking, listening, reading, and writing skills in first, second, and additional languages**, researchers from psychology, educational psychology, applied linguistics, and educational technology collaborate to understand language processing and learning.

2.2 Academic Self-regulation

Theme leader : *Vivek Venkatesh*

http://youtu.be/YDfzh7XZG_k

*W*ithin this theme, **CSLP researchers from the fields of psychology and educational technology collaborate to consider students' cognitive, metacognitive and motivational processes within individual and group contexts.** Focus is on:

1) supporting the development of academic self-regulation skills within the key phases of forethought, execution and reflection;

2) creating instruments that reliably and authentically measure self-regulation in technology-rich classrooms;

3) developing theories and methodologies that account for novel features of self-regulation in technology-enhanced learning environments.
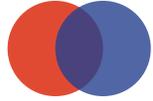
Cross-cutting Theme: Systematic Reviews

Theme leader : *Bob Bernard*

*T*his team conducts high quality and timely systematic reviews of research to address questions focusing on the effectiveness of interventions or "what works". Theme members also develop expertise in the methodology of systematic reviews and procedures for disseminating research evidence to scholars, policy-makers, practitioners and the general public in a timely, cost-effective, clear, and impactful manner; actively encourage links between researchers, the community, and the general public; and links to researchers, policy-makers and practitioners in aligned areas, such as the health sciences, to collaborate on a broader mission of using evidence to improve the quality of life for all Canadians.

Using methods that are objective, repeatable, transparent, systematic, comprehensive and integrative, team members identify, select and critically appraise relevant research for inclusion in each review, and collect and analyze data from the included research.

Often we locate and combine hundreds of studies in areas such as distance education, blended learning, technology integration and critical thinking in an attempt to estimate the average effectiveness of instructional treatments in populations of students. Then we try to determine what characteristics of instruction perform best over other characteristics to help explain the overall findings.
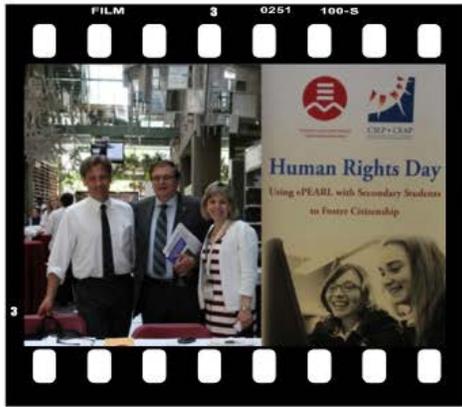
2010

2011

2012

Student Spotlight *Jihan Rabah*

I am a doctoral candidate specializing in Educational Studies at Concordia University. My research interests are grounded in the affordances of digital technologies in learning environments. I am presently a co-principal investigator on a research project, funded under the Kanishka initiative from the federal department Public Safety and Emergency Preparedness Canada, that helps sensitize Canadian youth to the spread of hate speech through social media. Furthermore, I am a member of a research team at l'Université du Québec à Montréal on Arab women's agency and the use of social media as a strategy of resilience against gender-based violence.
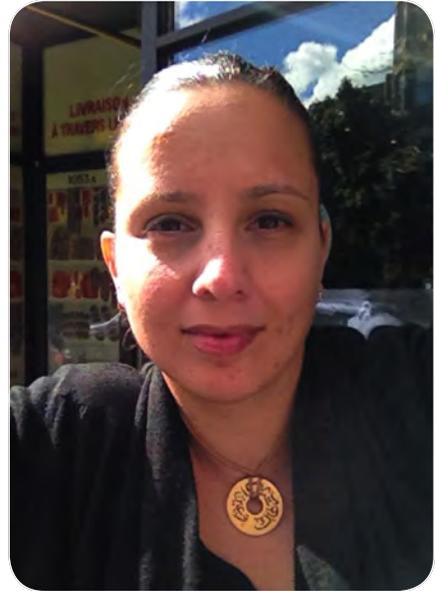
I currently hold a 2014-2016 Social Sciences Research Council of Canada doctoral fellowship and was the 2013 recipient of the David Azrieli Graduate Fellowship as well as the Judy and Morris Fish's Graduate Scholarship in Education in 2012. To date, I have also received two Faculty of Arts and Science travel grants, three Conference and Exposition Awards from the School of Graduate Studies and won the School of Graduate Studies' Research Ethics Competition where I represented Concordia at the 3rd World Conference on Research Integrity in May 2013.

Since June 2012, I have been a member of the CSLP systematic review team on Dr. Bernard's SSHRC funded meta-analysis exploring the impact of different pedagogical models on students' achievements and attitudes. My role on the CSLP systematic review team made me realize that a meta-analysis is not only a way to produce statistical estimates of effects and bring numerical value; it is also about bringing systematicity to literature searches as it synthesizes the results of individual studies which are identified, selected and analyzed in a replicable and systematic way. The CSLP systematic review team has published various highly cited meta analyses in Education. I am thankful to be a part of such a great academic team.

Photo by: Julie Charette, Lapointe Magne Architects

Looking Forward: On the Move

Although this annual report is a reflection of the past year, it also provides a glimpse of some of the new and upcoming initiatives of our members. These future plans also include a move into our own digs! We are very pleased to announce that the main office of the CSLP will be moving into the beautiful Grey Nuns Annex (formerly La Maison des Hommes) in the **spring 2015**. Although oddly situated (tucked away in a lane south of the Faubourg), we are thrilled to be moving into this historic greystone house and we look forward to welcoming visitors in the coming year.

Full Members

- **Philip C. Abrami**, Director & Professor, Concordia University
- **Robert M. Bernard**, Professor, Concordia University
- **Monique Brodeur**, Doyenne de la Faculté des sciences de l'éducation, Université du Québec à Montréal
- **Eva Bures**, Assistant Professor, Bishop's University
- **Walcir Cardoso**, Associate Professor, Concordia University
- **Nathalie Chapleau**, Professeure, Faculté des Sciences de l'éducation, Université du Québec à Montréal
- **Laura Collins**, Associate Professor, Concordia University
- **Ann-Louise Davidson**, Associate Professor, Concordia University
- **Helena Dedic**, Professor, Vanier College
- **Catherine Fichten**, Co-Director Adaptech Research Network & Professor, Dawson College
- **Leif French**, Associate Professor, Université du Québec à Chicoutimi
- **Magda Fusaro**, Professeure, École des sciences de la gestion (ESG UQAM)
- **Andreanne Gagne**, Professeure, Faculté des Sciences de l'éducation, Université du Québec à Montréal
- **Elizabeth Gatbonton**, Associate Professor, Concordia University
- **Marlise Horst**, Associate Professor, Concordia University
- **Sara Kennedy**, Assistant Professor, Concordia University
- **Laura King**, Professor, Cégep André-Laurendeau
- **Line Laplante**, Professeure, Faculté des Sciences de l'éducation, Université du Québec à Montréal
- **Kim McDonough**, Associate Professor, Concordia University
- **Julien Mercier**, Directeur adjoint & Professeur, Faculté des Sciences de l'éducation, Université du Québec à Montréal
- **Steven Rosenfield**, Professor, Vanier College
- **Annie Savard**, Assistant Professor, McGill University
- **Richard F. Schmid**, Professor, Concordia University
- **Norman Segalowitz**, Associate Director & Professor, Concordia University
- **Pavel Trofimovich**, Associate Professor, Concordia University
- **Catherine Turcotte**, Professeure, Faculté des Sciences de l'éducation, Université du Québec à Montréal
- **Vivek Venkatesh**, Acting Director & Assistant Professor, Concordia University
- **Jacques Viens**, Directeur & Professeur titulaire, Faculté des sciences de l'éducation - Département de psychopédagogie et d'andragogie,
- **David Waddington**, Associate Director & Associate Professor, Concordia University
- **Joanna White**, Graduate Program Director & Associate Professor, Concordia University
- **Sam Bruzesse**, Former Principal, Lester B. Pearson School Board
- **Roma Medwid**, Deputy Director General, English Montreal School Board
- **France Trudeau**, Directrice générale adjointe à la réussite, Commission Scolaire de la rivière du nord
- **Bev White**, Director, Leading English Education and Resource Network (LEARN)

Members and Staff

In 2003 with the awarding of the first Regroupements Stratégiques, the CSLP counted some 30 principal researchers from a range of disciplines and institutions. Currently the number of **Full and Collaborating members is over 100 from 13 institutions and 56 partner organizations**.

Administrative Team

- **Valerie Belanger**, Coordonnatrice Adaptation française d'ABRACADABRA
- **Evelyne Cypihot**, Grants Officer
- **Randall Halter**, Research Associate
- **David Pickup**, Information Specialist
- **Anne Wade**, Manager
- **Patricia Yetman**, Administrative Assistant

Professional Team

- **Evgueni Borokhovski**, Systematic Review Project Manager
- **Estel Grimard**, Instructional Designer
- **Jennifer Head**, Instructional Designer
- **Einat Idan**, Lead Instructional Designer
- **Larysa Lysenko**, LTK Research Coordinator
- **Vanitha Pillay**, LTK Trainer

Development Team

- **Andrew Gardener**, Developer
- **Jeong-Jea Hwang**, Developer
- **Steven Kanellopoulos**, Developer
- **Catherine LeBel**, Creative Director
- **Sebastien Rainville**, Lead Programmer
- **Neha Sultan**, Developer
- **Nara Van Rossum**, Developer
- **Mimi Zhou**, Developer

2013

2014

2014

Our Partners

The success of the CSLP's projects would not be possible without the active involvement of a host of individuals from our partner organizations. Over the years, these partnerships have included LEARN, the Ministry of Education, the nine English language school boards, along with a number of French language boards including: Commission scolaire de la Beauce-Etchemin, Commission scolaire des Chênes, Commission scolaire Marie-Victorin, Commission scolaire de Montréal, Commission scolaire de la Point-de-l'ile, and Commission scolaire de la Rivière-du-Nord.

In addition to the above, the CSLP actively collaborates with several Québec-based educational research networks and bodies such as the Association des orthopédagogues du Québec, AQETA, Centre de transfert pour la réussite éducative du Québec (CTREQ), the Health-Care Access for Linguistic Minorities (H-CALM), Fédération des comités de parents du Québec, Fondation pour l'alphabétisation, Réunir Réussir, along with many others.

We also collaborate with a variety of organizations beyond Quebec including the Centre for Enhancing English Learning and Teaching (CEELT), Chinese University of Hong Kong, the Institute for Effective Education at York University (UK), The Royal Conservatory, and the Aga Khan Academies Unit in Kenya.

Congratulations!

Thomas Stenzel

is the 4th recipient of the Learning Toolkit (LTK) Award of Excellence

One way that we have recognized the contributions of the educational community is through the **Learning Toolkit (LTK) Award of Excellence.** This award is intended to recognize a teacher, consultant, or administrator who has contributed substantially to sustained, comprehensive, and effective use of the LTK. Congratulations to Thomas Stenzel who was the fourth recipient of this award.

2013-2014 Productivity

Please refer to the *CSLP/CEAP Annual Report: Part 2* for a full breakdown of grants, publications, presentations and workshops, and supervision of students.

PUBLICATIONS:	
Journal Articles & Manuscripts	123
Books/ Chapters/ Proceedings	45
Other	6
Total Publications	174

OTHER DISSEMINATION ACTIVITIES:	
Presentations and Seminars	151
Training and Instruction	24
Technology Based Tools and Other Transfer Activities	9
Total	184

TRAINING OF STUDENTS:	
M.A. Theses and Internships	74
PhD supervision	41
Research Assistants	14
Total	129

Funding:

The total number of grants and contracts awarded to the CSLP's 30 full faculty members is **75**.

The estimated total value held for the 2013-2014 period (i.e. one year of multi-year grants) is **$2,034,483.95.**

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We would like to acknowledge and extend a huge thank you to all of our funders.

For further information about the centre's activities from 2013-14, please visit *http://doe.concordia.ca/cslp* under *News*.