

# CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE



ANNUAL REPORT  
2016-17

PART 2



### **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, 2016 – March 31, 2017. For a description of our theme areas, membership and partners for this period, please consult the Annual Report 2016-2017.

### **Acknowledgments**

Patricia Yetman (Administrative Assistant) 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 the Centre for the Study of Learning and Performance/  
Centre d'études sur l'apprentissage et la performance (Montreal, QC)  
2017

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The total number of grants and contracts awarded to full faculty members is 50. The estimated total value held by CSLP/CEAP full members only, for the **2016-2017** period (i.e., one year of multi-year grants) is **\$1,747,748**

\*Bolded names represent CSLP Full Members and bolded italicized names represent Professional Staff.

### Grants and Contracts:

Bishop's University (1); Canada Foundation for Innovation (CFI) (1) Canada-Québec Entente (1); Centre for the Study of Learning and Performance (CSLP)(2); Concordia University (3); Conseil franco-québécois de coopération universitaire (CFQCU) (1); Fonds québécois de la recherche sur la société et la culture (FRQSC) (8); Government of Canada (1); International Development Research Centre (IDRC) (2); International Partnerships for Excellent Education and Research (INTPART) (1); Jacobs Foundation and the Campbell Collaboration (1); Leverhulme Trust, International Network(1); Public Safety and Emergency Preparedness Canada (1); SESEA/AKF Canada (1); Social Sciences and Humanities Research Council of Canada (SSHRC) (19); Standards Council of Canada(1); TD Bank (1); Universidad del Pais Vasco / Euskal Herriko Unibertsitatea – Erasmus+ (1); Université du Québec à Montréal (UQAM) (3)

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### Funding

#### Under Review

- Abrami, P. C.**, Cassidy, R., Chochol, C., Cundell, A., DeGrace, N., Gunning, P., Hernandez-Gonzalez, T., **Venkatesh, V.** (under review). *Portfolio électronique réflexif pour l'apprentissage des élèves (PERLE) au postsecondaire : Year Two* (Requested: \$250,000). Éducation et Enseignement supérieur Québec - Entente Canada-Québec (ECQ).
- Abrami, P. C.**, Arshad-Ayaz, A., **Brodeur, M.**, **Cardoso, W.**, Cheung, A., **Dedic, H.**, Inyega, J., **Laplante, L.**, Mak, B., **Mercier, J.**, Naseem, Ayaz, **Rosenfield, S.**, Siegel, L., **Venkatesh, V.**, **Waddington, D.** & Wood, E. (under review). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa* (Requested: 2,500,000). Social Sciences and Humanities Research Council of Canada (SSHRC) - Partnership grant.
- Abrami, P. C.**, Arshad-Ayaz, A., **Brodeur, M.**, **Cardoso, W.**, Cheung, A., **Dedic, H.**, Inyega, J., **Laplante, L.**, Mak, B., **Mercier, J.**, Naseem, Ayaz, **Rosenfield, S.**, Siegel, L., **Venkatesh, V.**, **Waddington, D.** & Wood, E. (under review). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa* (Requested: \$262,805). Canadian Foundation for Innovation (CFI).
- Abrami, P. C.**, **Bernard, R. M.**, **Brodeur, M.**, **Bures, E.**, **Castro, J. C.**, Fournier-Sylvester, N., **Laplante, L.**, **Mercier, J.**, **Schmid, R.**, **Venkatesh, V.**, & **Waddington, D.** (under review). *Instruments du savoir pour l'apprentissage* (Requested: \$320,000). Fonds de recherche sur la société et la culture (FRQSC), Team Grant.
- Abrami, P. C.**, **Brodeur, M.**, & et al (under review). *ABRACADABRA Redesign* (Requested: \$2,500,000). Ernst & Young & Québec Ministère de l'éducation.
- Abrami, P. C.**, **Brodeur, M.**, & et al (under review). *Help our workforce to adapt in the digital age: Support the development of state-of-the-art literacy tool for adults* (Requested: \$12,500,000). Ernst & Young & Québec Ministère de l'éducation.
- Charland, P.**, **Mercier, J.**, **Riopel, M.**, **Potvin, P.**, Léger, P.-M., & Masson, S. (under review). *Effet déclarés et mesurés de la contextualisation des problèmes en sciences chez les filles et*

*les garçons - Une approche psychophysiologique* (Requested: \$155,044). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.

**Venkatesh, V., Abrami, P. C., Mercier, J., Martel-Octeau, N., & Lemieux, V.** (under review). *La maîtrise de l'information à l'ère numérique: développer une compétence clé du 21<sup>e</sup> siècle* (Requested: \$150,000). Fonds de recherche Société et culture Québec - Action Concertée, Programme de recherche sur l'écriture et la lecture - LOI.

### Newly Awarded

**Abrami, P. C.** (2016-2017). *Portfolio électronique réflexif pour l'apprentissage des élèves (PERLE) au postsecondaire* (Operating: \$116,864). Éducation et Enseignement supérieur Québec - Entente Canada-Québec (ECQ).

**Abrami, P. C.,** & Concordia University David O'Brien Centre for Sustainable Enterprise (2016-2021). *Help support sustainability and child literacy* (Requested: \$600,000 (CSLP'S portion \$300,000)).

**Abrami, P. C., Wade, A., Marsh, J., Maina, G., Lysenko, L., Mugo, M., Del Col, N., Gacicio, E., Kiria, G., & Idan, E.** (2016-2019). *Teaching and learning with technology in sub-Saharan Africa* (Operating: \$550,000). International Development Research Centre (IDRC).

Bell, P., **Collins, L.,** & Marsden, E. (2016-2018). *Documenting the emergence and development of second language grammatical features throughout a school program: Providing information to increase the efficiency of instructional time* (Operating: \$63,742). Social Sciences and Humanities Research Council of Canada (SSHRC), Subvention de développement Savoir.

**Bernard, R. M., Borokhovski, E., Schmid, R. F., Waddington, D., & Pickup, D.** (2016-2017). *A meta-analysis of 21st Century adaptive teaching and individualized learning operationalized as specific blends of student-centered instructional events* (Operating: \$50,000USD). Jacobs Foundation and the Campbell Collaboration.

**Cardoso, W., & Collins, L.** (2016-2020). *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), Subvention Savoir.

**Chapleau, N.** (2016-2017). *Aide à la traduction* (Operating: \$1,200). UQAM Département d'éducation et de formation spécialisées, Infrastructure de recherche.

Chronopoulos, D., McPherson, H., **Mercier, J.,** & Sladeczek, I. (2016-2018). *Bridging the gap between research on cognitive deficits, learning disabilities, and science education to improve the engagement and achievement of students with learning disabilities in science* (Operating: \$74,952). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Development Grant.

Concordia University Arts & Science, & **Abrami, P. C.** (2016-2020). *Help support sustainability and child literacy* (Operating: \$600,00 (CSLP's portion \$300,000)). TD Bank.

**Laplante, L., Abrami, P. C., Brodeur, M., Mericer, J., & Chapleau, N.** (2016-2019). *Effet de pratiques pédagogiques intégrant la ressource en ligne ABRACADABRA sur la réussite des premiers apprentissages en lecture d'élèves de 1<sup>re</sup> année du primaire scolarisés en français, LOI* (Operating: \$149,700). Fonds de recherche sur la société et la culture (FRQSC), Action Concertée programme de recherche sur la persévérance et la réussite scolaires.

Mekki-Berrada, A., **Venkatesh, V.,** Rousseau, C., & Mossière, G. (2017-2018). *L'islamophobie visant les femmes: liberté d'expression, radicalisation ou forme de radicalisation* (Operating: \$17,560). Social Sciences and Humanities Research Council (SSHRC), Connections Grant.

- Poissant, H., Mendrek, A., Wittgensthal, K., & Descoteaux, M.** (2017-2020). *Équipe des Neurosciences de la Cognition et de l'Attention, Subvention* (Operating: \$60,000). Fonds de recherche du Québec - Société et culture (FRQSC), Soutien Équipe.
- Rueb, A., & Cardoso, W.** (2017-2019). *Outils d'apprentissage d'une langue seconde axés sur des jeux pour développer les aptitudes linguistiques [Building linguistic skills through second language game-based learning tools]* (Operating: \$46,664). L'enseignement dans la langue de la minorité et à l'enseignement des langues secondes, Entente Canada-Québec.
- Schmid, R. F., Bernard, R. M., & Trudel, L.** (2017-2020). *A quantitative and qualitative synthesis of the empirical research examining the role of technology in K12 science education* (Operating: \$139,998). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight grant.
- Venkatesh, V., Thomas, T., Rabah, J., Urbaniak, K., & Chang-Kredl, S.** (2017-2019). *Implementing social pedagogical practices via the SOMEONE (Social Media Education Every Day) multimedia portal: Knowledge mobilization and transfer of evidence-based research into communities, scholastic, popular media and public settings to improve resilience to hate speech and radicalization that leads to violent extremism* (Operating: \$366,920). Public Safety and Emergency Preparedness Canada

## Existing

- Abrami, P. C., Bernard, R. M., Brodeur, M., Bures, E., Canuel, M. Cardoso, W., Castro J.C., Chapleau, N., Charland, P., Collins, L., Dedic, H., Fichten, C., Furfaro, S. Gauvin, I., Kennedy, S., King, L. Korb, T., Laplante, L., McDonough, K., Mercier, J., Pariser, D., Poissant, H., Potvin, P., Riopel, M., Rosenfield, S., Savard, A., Schmid, R.F., Trofimovich, P., Venkatesh, V., & Waddington, D.** (2014-2020). *Centre d'études sur l'apprentissage et la performance (CEAP)/ Centre for the Study of Learning and Performance (CSLP)* (Operating: 1,738,500). Fonds de recherche du Québec - Société et culture (FRQSC)– Regroupements Stratégiques.
- Abrami, P. C., Marsh, J., Maina, G., Wade, A., & Lysenko, L.** (2015-2017). *Learning to improve literacy and numeracy in Kenyan schools using digital tools* (Operating: \$249,946). SESEA/AKF Canada.
- Bernard, R. M., Schmid, R., Owston, R., & Vaughan, N.** (2016-2019). *Prospects and problems of implementing blended learning in higher education as viewed through the lens of systematic review and meta-analysis* (Operating: \$103,926). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.
- Bures, E.** (2015-2017). *Blended learning in the 21st century liberal arts college: Student and instructor reactions* (Operating: \$7,000). Bishop's University Senate Research Committee.
- Cardoso, W.** (2016-2019). *Extending the reach of the classroom with technology: the development of L2 speech* (Operating: \$94,227). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Cardoso, W., & Collins, L.** (2012-2017). *Developmental sequences in second language phonology* (Operating: \$96,791). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Cardoso, W., & Garcia Lecumberri, M. L.** (2016). *Research and training mobility: The use of learner response system (clickers) in language education* (Operating: \$10,000). Universidad del País Vasco / Euskal Herriko Unibertsitatea – Erasmus+.
- Castro, J. C.** (2015-2018). *L'enseignement des arts visuels et médiatiques en contexte d'apprentissage mobile pour le renforcement de l'engagement social et de la motivation*

- scolaire des adolescents* (Operating: \$50,292). Fonds de recherche du Québec - Société et culture (FRQSC), Programme établissement de nouveaux professeurs-chercheurs.
- Castro, J. C., & Pariser, D.** (2015-2018). *MonCoin: Investigating mobile learning networks to foster educational engagement with at-risk youth* (Operating: \$113,919). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Chapleau, N.** (2015-2018). *Effets d'interventions orthopédagogiques sur la production de mots écrits d'élèves dysorthographiques* (Operating: \$34,784). Fonds de recherche du Québec - Société et culture (FRQSC) Établissement de nouveaux chercheurs.
- Chapleau, N., Viriot-Goedel, C., Crinon, J., Laplante, L., Brodeur, M., & Leclecq-Faure, V.** (2016-2018). *Collaboration France-Québec pour le développement d'interventions visant à prévenir les difficultés d'apprentissage de la lecture* (Operating: \$60,000). Conseil franco-québécois de coopération universitaire (CFQCU), Partenariat stratégique en matière d'enseignement et de recherche.
- Cheung, A., **Abrami, P. C.**, Mak, B., & **Wade, A.** (2016). *Examining the effects of ABRACADABRA, a web-based literacy program on primary school students in rural China.* (Operating: \$59,800). International Development Research Centre (IDRC)
- Fichten, C., King, L., Amsel, R., & Vaikla-Poldma, T.** (2013-2017). *Les perspectives des étudiants et des professeurs sur l'excellence dans l'utilisation des TIC et du cyberapprentissage au collégial* (Operating: \$432,000). Fonds de recherche du Québec société et culture (FRQSC), Actions concertées, Persévérance et réussite scolaires.
- Grégoire, Y., **Venkatesh, V.**, Hassan, G., Sénécal, S., & Radanielina-Hita, M.-L. (2015-2020). *Using social marketing to prevent young Westerner's violent radicalization* (Operating: \$144,900). Social Sciences and Humanities Research Council (SSHRC), Insight grant.
- Hall, N., Azevedo, R., Guay, F., & **Venkatesh, V.** (2013-2018). *Motivational interventions in higher education: Utilizing internet and mobile technology to improve student development* (Operating: \$264,000). Social Science and Humanities Research Council of Canada (SSHRC), Insight grant.
- Kennedy, S., & Trofimovich, P.** (2016-2018). *Oral communication training for international engineering students in co-op placements* (Operating: \$71,676). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Development Grant.
- Masson, S., **Potvin, P.**, & Myre-Bisaillon, J. (2015-2020). *Effets de pratiques pédagogiques adaptées au fonctionnement du cerveau sur certains apprentissages scolaires difficiles* (Operating: \$191,222). Social Sciences and Humanities Research Council (SSHRC), Insight Grant.
- McDonough, K.** (2016-2021). *Canada Research Chair tier 2 in Applied Linguistics* (Operating: \$500,000). Government of Canada.
- McDonough, K., & Trofimovich, P.** (2015-2018). *Maximizing joint attention to promote L2 learning through aural input* (Operating: \$223,870). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight grant.
- Mercier, J., Brodeur, M., Chapleau, N., Charland, P., Gagné, A., Gauvin, I., Laplante, L., Masson, S., Poissant, H., Potvin, P., Riopel, M., & Turcotte, C.** (2014-2017). *Centre pour les sciences de l'apprentissage (CSLP-UQAM)* (Operating: \$90,000). Université du Québec à Montréal (UQAM), Centres institutionnels.
- Mercier, J., Charland, P., Saint-Amour, D., Laplante, L., Riopel, M., Potvin, P., & Venkatesh, V.** (2015-2020). *Dynamics of affect and cognition in learning* (Operating: \$215,461). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Mercier, J., Charland, P., Saint-Amour, D., & Poissant, H.** (2013-2018). *NeuroLab* (Operating: \$830,308). Canada Foundation for Innovation (CFI), Leader Oppourtunity Fund.

- Nadeau, M., Giguère, M.-H., & **Gauvin, I.** (2016-2019). *Expérimentation de dispositifs didactiques en syntaxe et en ponctuation « à la manière » des dictées métacognitives, au 3e cycle primaire et 1er cycle secondaire et effet sur la compétence en écriture* (Operating: \$128,500). Fonds de recherche du Québec - Société et culture (FRQSC) - Actions concertée, Programme de recherche sur la lecture et l'écriture
- Pittman, K., **Venkatesh, V.**, Pennypacker, C., Ben-Horin, O., Nelson, B. J., Secko, D., Shaikh, K., & Simonelli, A.-L. (2014-2018). *iSCOPE – integrating Science of Oceans, Physics and Education* (Operating: (\$4.5 million Norwegian Krone/\$CAD717,000)). Research Council of Norway - International Partnerships for Excellent Education and Research (INTPART)
- Potvin, P., Charland, P.,** Chastenay, P., Masson, S., **Mercier, J., & Riopel, M.** (2015-2020). *Engagement et conflit cognitif dans les processus de changements conceptuels en sciences* (Operating: \$122,587). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Potvin, P., Charland, P.,** Masson, S., **Mercier, J., & Riopel, M.** (2014-2018). *Étude des processus d'apprentissage et de l'évolution de l'intérêt des élèves en science et technologie dans les milieux scolaires : processus cognitifs et cérébraux, pratiques pédagogiques et utilisation d'applications technologiques* (Operating: \$183,085). Fonds Québécois de la Recherche sur la Société et la Culture (FRQSC), Soutien aux équipes de recherche.
- Saint-Amour, D., Achim, A., Bédard, M.-A., Bertone, A., Bherer, L., Braun, C., **Charland, P.,** Gagnon, J.-F., Gosselin, N., Harnad, S., Herba, C., Hoge, R., Joubert, S., Lepage, M., Lesage, F., Lippé, S., Maheu, F., **Mercier, J.,** Monchi, O., Rassart, E., Rouleau, I., Shi, R., Soucy, J.-P., & Soulières, I. (2015-2017). *Centre de recherche en neurosciences de l'Université du Québec à Montréal (NeuroQAM)* (Requested: \$50,000). Université du Québec à Montréal (UQAM), Centres institutionnels.
- Seale, J., **Fichten, C.,** Heiman, T., Fissler, B., & Burgstahel, S. (2016-2019). *Disabled students, ICT, post-compulsory education & employment: in search of new solutions* (Operating: \$100,055 British Pounds). The Leverhulme Trust, International Network Grant.
- Swiffen, A., **Venkatesh, V.,** & Nichols, J. (2015-2020). *Cruel and unusual: Studies in legal violence* (Operating: \$25,000). Social Sciences and Humanities Research Council (SSHRC), Connections Grant.
- Trofimovich, P., & Kennedy, S.** (2016-2020). *Second language communication skills: Helping non-native university students align perceived and actual performance* (Operating: \$151,846). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Venkatesh, V.** (2008-2017). *Technical committee 232 -Learning services in nonformal contexts* (Operating: \$32,000). Standards Council of Canada.
- Venkatesh, V., Abrami, P. C.,** Hall, N., Azevedo, R., Negretti, R., & **Mercier, J.** (2014-2018). *Development of academic self-regulation to support information literacy: A longitudinal multi-method investigation of the use of software promoting inquiry skills in grades 5 to 8 classrooms* (Operating: \$311,590). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.

## Internal

- Abrami, P. C.,** Segalowitz, N., **Schmid, R. F., Bernard, R. M., Collins, L.,** & other Concordia members of the CSLP (2011-2018). *Centre for the Study of Learning and Performance (CSLP) research unit recognition* (Operating: \$565,000). Office of the Vice-President, Research and Graduate Studies, Concordia University.



- Chapleau, N., Brodeur, M., Laplante, L., Viriot-Goeldel, C., Crinon, J., & Leclercq-Faure, V.** (2016-2017). *Exploratory study: a program of preventive interventions at the level of the first apprenticeships in reading-writing for preschool students* (Operating: \$4,375). Centre for the Study of Learning and Performance, Seed Grant.
- Collins, L., Waddington, D., King, L., & Cardoso, W.** (2016-2017). *Integrating language learning within and beyond the classroom walls* (Operating: \$4,900). Centre for the Study of Learning and Performance, Seed Grant.
- Trofimovich, P.** (2016-2017). *Self-regulated learning: Improving non-native university students' self-assessment skills* (Operating: \$6,930). Office of the Vice President Research and Graduate Studies (OVPRGS), Seed (Individual) Program, Concordia University.
- Venkatesh, V.** (2016-2017). *First-person narrative documentary production for Social Media Education Every Day (SOMEONE) initiative* (Operating: \$12,500). Concordia University, Office of the Vice-President, Research & Graduate Studies – Special Projects.

## Publications

### Journal Articles

- Akbari, E., **Castro, J. C.**, Lalonde, M., Moreno, L., & **Pariser, D.** (2016). “This allowed us to see what others were thinking”: Curriculum for collective learning in art. *Art Education*, 69(5), 20-25.
- Appel, R., & **Trofimovich, P.** (2017). Transitional probability predicts native and non-native use of formulaic sequences. *International Journal of Applied Linguistics*, 27, 24-43.  
<http://dx.doi.org/10.1111/ijal.12100>
- Barcomb, M., Grimshaw, J., & **Cardoso, W.** (in press). I don't know how to program! Customizable mobile language-learning resources for researchers and practitioners. *Languages*.
- Bédard, M., **Laplante, L.**, & **Mercier, J.** (in press). Added benefits of the joint consideration of neurophysiological and behavioral data in the development of reading remediation for dyslexic children. *Zeitschrift für Psychologie*.
- Béland, S., Raïche, G., Magis, D., & **Riopel, M.** (2016). Étude de nouveaux indices de détection de la réponse au hasard et de l'inattention selon différentes valeurs de l'habileté dans le contexte de la modélisation de Rasch. *Mesure et évaluation en éducation*, 39(1), 95-118.
- Bergeron, A., & **Trofimovich, P.** (in press). Linguistic dimensions of accentedness and comprehensibility: Exploring task and listener effects in second language French. *Foreign Language Annals*.
- Borokhovski, E., Bernard, R. M.**, Tamim, R., & **Schmid, R.** (2016). Technology integration in postsecondary education: A summary of findings from a set of related meta-analyses. *Russian Psychological Journal*, 13(4), 284-302. <http://dx.doi.org/10.21702/rpj.2016.4.17>
- Brodeur, M.** (2016). Maternelle 4 ans : une saison pour semer. *Magazine Savoir. La Fédération des commissions scolaires du Québec*, 21(3), 18-19.
- Brodeur, M.** (2016). Prévention du décrochage scolaire et démarche explicite. *Résonances, mensuel de l'école valaisanne, dossier décrochages scolaires*, 5, 7-9.
- Castro, J. C.**, & Funk, C. (2016). Visualizing art education in the twenty-first century: Mapping the themes of art educators through the NAEA convention, circa 2000-2015. *Visual Inquiry*, 5(2), 175-187.
- Castro, J. C.**, Lalonde, M., & **Pariser, D.** (2016). Understanding the im/mobilities of engaging at-risk youth through art and mobile media. *Studies in Art Education*, 57(3), 238-251.

- Chapleau, N.** (2016). Intervention orthopédagogique en orthographe lexicale auprès de l'élève dysorthographique: deux approches rééducatives. *Revue de l'ADOQ*, 4-10.
- Chapleau, N.,** Beaupré-Boivin, K., Saidane, R., & Fejzo, A. (2017). Portrait des connaissances et des capacités de conscience morphologique d'élèves présentant des difficultés d'apprentissage en orthographe lexicale. *Nouvelle Revue de l'adaptation et de la scolarisation (NRAS)*, 76, 85-100.
- Charland, P.,** Léger, P.-M., **Mercier, J.,** Skelling-Desmeules, Y., & Lapierre, H. G. (2016). Measuring implicit cognitive and emotional engagement to better understand learners' performance in problem solving. *Zeitschrift für Psychologie*, 224(4), 294-296.
- Cheung, A., Mak, B., **Abrami, P. C., & Wade, A.** (2016). The effectiveness of the ABRACADABRA (ABRA) web-based literacy program on primary school students in Hong Kong. *Journal of Interactive Learning Research*, 27(3), 237-263.
- Clark, J., & **Trofimovich, P.** (2016). L2 vocabulary teaching with student- and teacher-generated gestures: A classroom perspective. *TESL Canada Journal*, 34, 1-24.  
<http://dx.doi.org/1018806/tesl.v34i1.1251>
- Crowther, D., **Trofimovich, P.,** & Isaacs, T. (2016). Linguistic dimensions of second language accent and comprehensibility: Nonnative listeners' perspectives. *Journal of Second Language Pronunciation*, 2(2), 160-182. <http://dx.doi.org/10.1075/jslp.2.2.02cro>
- Crowther, D., **Trofimovich, P.,** Isaacs, T., & Saito, K. (in press). Linguistic dimensions of L2 accentedness and comprehensibility vary across speaking tasks. *Studies in Second Language Acquisition*.
- Dao, P., & **McDonough, K.** (2017). The effect of task role on Vietnamese EFL learners' collaboration in mixed proficiency dyads. *System*, 65, 15-24.
- Dault, C., & **Collins, L.** (2016). L'utilisation des langues connues des apprenants en classe de français langue seconde. *Canadian Modern Language Review*, 72(4), 504-529.  
<http://dx.doi.org/10.3138/cmlr.3387>
- Fichten, C.,** Amsel, R., Jorgensen, M., Nguyen, M. N., Budd, J., Havel, A., **King, L.** Jorgensen, S., & Asuncion, J. V. (2016). Theory of planned behavior: Sensitivity and specificity in predicting graduation and drop-out among college and university students. *International Journal of Learning, Teaching and Educational Research*, 15(7), 38-52.
- Fichten, C.,** Heiman, T., Havel, A., Jorgensen, M., Budd, J., & **King, L.** (2016). Sustainability of disability-related services in Canada - Israel: Will the real universal design please stand up? *Exceptionality Education International*, 26(1), 19-35.
- Foote, J. A., & **McDonough, K.** (2017). Using shadowing with mobile technology to improve L2 pronunciation. *Second Language Pronunciation*, 3, 34-56.
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### Other Publications and Reports

- Abrami, P. C.** (2016, May-June). *LTK Kenya status report*. Montreal, QC: CSLP.
- Abrami, P. C., Wade, A., Lysenko, L., Marsh, J., & Maina, G.** (2016). *The effects of ABRACADABRA early literacy software on the learning of Kenyan elementary school students: A brief report on the 2015 study* (Brief Report). Montreal, QC: CSLP. CSLP.
- Abrami, P. C., Wade, A., Lysenko, L., Marsh, J., & Maina, G.** (2016). *The effects of ABRACADABRA early literacy software on the learning of Kenyan elementary school students: 2014-2015 study* (SSHRC Partnership Development Final Report). Montreal, QC: CSLP.
- Brodeur, M., Bergeron, D., Chatenoud, C., Collin, S., Dridi, H., Dubeau, A., . . . Vigneault, J.** (2016). *Mémoire d'un groupe de travail de la Faculté des sciences de l'éducation de l'Université du Québec à Montréal, dans le cadre des consultations publiques en vue d'une Politique de la réussite éducative*. Montreal, QC: Université du Québec à Montréal.
- Fichten, C., King, L., Havel, A., Amsel, R., Asuncion, J. V., Budd, J., . . . Tremblay, M.** (2017). *Les perspectives des étudiants et des professeurs sur l'excellence dans l'utilisation des TIC et du cyberapprentissage au collégial* (Final Report to le Fonds de recherche du Québec - Société et culture (FRQSC) et le ministère de l'Éducation et de l'Enseignement supérieur (MEES) (grant number 2014-RP-179119)). Montreal, QC.
- Jorgensen, M., Marcil, E., Budd, J., Havel, A., **King, L.**, & Lussier, A. (2016). *Successful job search strategies of graduates with disabilities: Manuel de codage*. Montreal, QC: Réseau de Recherche Adaptech.
- Laplante, L., Brodeur, M., Chapleau, N., Desrochers, A., Fejzo, A., Godard, L., & Mercier, J.** (2016, août). *Écrire, une compétence qui se construit. Effet du modèle d'intervention à trois paliers sur la prévention des difficultés d'apprentissage de l'écriture et de la lecture chez les élèves de maternelle et du 1er cycle du primaire issus de milieux défavorisés* (Rapport de recherche). Fonds québécois de recherche – Société et culture et le ministère de l'Éducation, du Loisir et du Sport, dans le cadre du concours 2011-2015 : Actions concertées – Programme de recherche en écriture.
- Wade, A.** (2016, Sept.-Dec.) Anne Galler Award speech. *ABQLA Bulletin*, 9-10. See: [http://www.abqla.qc.ca/sites/default/files/bulletins/abqla-sept-dec\\_2016-low\\_res.pdf](http://www.abqla.qc.ca/sites/default/files/bulletins/abqla-sept-dec_2016-low_res.pdf)

### Manuscripts

- Appel, R., **Trofimovich, P.**, Saito, K., Isaacs, T., & Webb, S. (2017). Lexical aspects of comprehensibility and nativeness from the perspective of native-speaking English raters. [Manuscript submitted for publication]. *IRAL*.
- Archibald, J., & **Cardoso, W.** (2017). *The Oxford Handbook of L2 Phonology*. Manuscript submitted for publication.

- Beaulne, G., & **Gauvin, I.** (2016). Effets d'un enseignement suivant les principes de la médiation sociocognitive des apprentissages sur la capacité d'élèves de 1re secondaire à identifier le sujet. [Manuscript submitted for publication]. *Language and Literacy*.
- Bell, P., Fortier, M., & **Gauvin, I.** (2016). Using L1 knowledge to correct errors in the L2: Do students make cross-linguistic connections? [Manuscript submitted for publication]. *The International Journal of Bilingualism*.
- Brodeur, M.**, & Long, M.-J. (2016). Pratiques prometteuses ABRACADABRA : J'apprends à lire et à écrire en jouant ! [Manuscript submitted for publication]. *ACE*.
- Brouillette, L., Deaudelin, C., **Mercier, J.**, **Brodeur, M.**, & Lefebvre, S. (2016). L'autorégulation des apprentissages d'enseignantes dans divers contextes de formations continues relatives aux [Manuscript submitted for publication]. *Nouveaux cahiers de la recherche en éducation*.
- Cerreta, S., & **Trofimovich, P.** (2017). Engaging the senses: A sensory-based approach for L2 pronunciation instruction to actors. [Manuscript submitted for publication]. *Journal of Second Language Pronunciation*.
- Chapleau, N.** (2017). Interventions to support the development of spelling knowledge and strategies for children with dyslexia. [Manuscript submitted for publication]. *Writing Research*.
- Chapleau, N.** (2017). Structurer les interventions en littératie pour différencier l'enseignement auprès de l'élève ayant des difficultés d'apprentissage. In *Actes du colloque du 9e congrès panhellénique et international des professeurs de français* [Manuscript submitted for publication]. Athens, Greece.
- Chapleau, N.**, Godin, M.-P., **Brodeur, M.**, & Grimard, E. (2016). Processus d'élaboration d'une activité en morphologie dérivationnelle pour la ressource en ligne ABRACADABRA. [Manuscript submitted for publication]. *Repères : recherches en didactique du français langue primaire*.
- Chapleau, N.**, Godin, M.-P., **Brodeur, M.**, & Grimard, E. (2017). Processus d'élaboration d'une activité en morphologie dérivationnelle pour la ressource en ligne ABRACADABRA. [Manuscript submitted for publication]. *Repères : recherches en didactique du français langue primaire*.
- Charland, P.**, Allaire-Duquette, G., **Potvin, P.**, **Mercier, J.**, & **Riopel, M.** (2016). L'attitude des élèves du secondaire à l'égard de la science et des enjeux environnementaux. [Manuscript submitted for publication]. *Revue des sciences de l'éducation*.
- Dao, P., **Trofimovich, P.**, & **Kennedy, S.** (2017). Structural alignment in second language task-based interactions. [Manuscript submitted for publication]. *Canadian Journal of Applied Linguistics*.
- Dault, C., & **Collins, L.** (2017). Comparer pour mieux comprendre: Perception d'étudiants et d'enseignants d'une approche interlangagière en langue seconde. [Manuscript submitted for publication]. *Language Awareness*.
- Fennewald, T., & **Waddington, D.** (2016). The Fate of the World is in Your Hands: what players learn from a comprehensive climate change game. [Manuscript submitted for publication]. *Science Education*.
- Foote, J. A., & **Trofimovich, P.** (2017). Is it because of my language background? A study of language background influence on comprehensibility judgments. [Manuscript submitted for publication]. *Canadian Modern Language Review*.
- Fortier, M., Bell, P., Perron, V., & **Gauvin, I.** (2016). Réflexions métalinguistiques et correction de l'erreur en anglais langue seconde : étude des types de réflexions et relation avec

l'exactitude de la correction. [Manuscript submitted for publication]. *Canadian Modern Language Review*.

- Gauvin, I., Forget, M.-H., & Lemay, R.** (2016). Regard didactique sur la formation à l'enseignement du français. In G. Thésé, C. Garant, J.-F. Cardin, R. Gauthier & C. Riches (Eds.), *La formation à l'enseignement au Québec : bilan des 25 dernières années et perspectives pour l'avenir* [Manuscript submitted for publication]. Quebec, QC: Presses de l'Université du Québec.
- Girard, C., **Mercier, J., & Chapleau, N.** (2017). Un modèle de régulation des orthopédagogues pour mieux individualiser les interventions en lecture. [Manuscript submitted for publication]. *Revue de l'ADOQ*.
- Godin, M.-P., Gagné, A., & **Chapleau, N.** (2017). La production de graphies dérivables et les habiletés en conscience morphologique de scripteurs dysphasiques francophones. [Manuscript submitted for publication]. *Language Awareness*.
- Gosselin, C., **Brodeur, M., Laplante, L., Mercier, J., & Bélanger, V.** (2015). ABRACADABRA : recherche-développement sur la Zone Parent. [Manuscript submitted for publication]. *Revue canadienne de l'éducation*.
- Kartchava, E., Gatbonton, E., **Trofimovich, P., & Ammar, A.** (2017). Corrective feedback: Pre-service English as a second language teachers' beliefs and practices. [Manuscript submitted for publication]. *Language Teaching Research*.
- Mercier, J.** (2016). An educational neuroscience perspective on tutoring: To what extent can functional brain-imaging measures improve the contingency of tutor scaffolding and feedback? [Manuscript submitted for publication]. *Themes in Science & Technology Education*.
- Mercier, J., & Charland, P.** (2016). How close are we to monitoring the cognitive and affective states of groups of co-learners in real time as they learn, and why doing it? [Manuscript submitted for publication]. *Educational Psychologist*.
- Nicolae, I., **Cardoso, W., & Horst, M.** (2017). Mobile devices as 'study spaces': An exploration of Japanese nursing professionals' experience and perception of mobile-assisted language learning. [Manuscript submitted for publication]. *Computer Assisted Language Learning*.
- Poissant, H.** (2016). *Fondements des problématiques en apprentissage : Une histoire illustrée de la connaissance*. [Book manuscript in preparation].
- Strachan, L., & **Trofimovich, P.** (2017). Now you hear it, now you don't: L1 and L2 perception of regular past -ed in naturalistic input. [Manuscript submitted for publication]. *International Journal of Applied Linguistics*.
- Sundberg, R., & **Cardoso, W.** (2017). A musical application to aid second language learners' development of pronunciation features. In *Proceedings of English Pronunciation: Issues and Practice*. [Manuscript submitted for publication].
- Tamim, R., **Borokhovski, E., Bernard, R. M., Schmid, R. F., & Abrami, P. C.** (2016). A meta-analysis methodological quality instrument (MMQI) for the social sciences: Design, development, and testing. [Manuscript submitted for publication]. *Educational Research Review*.
- Taylor Reid, K., & **Trofimovich, P.** (2017). The kindergarten effect: Exploring the influence of communities of practice on adult L2 learners' willingness to communicate. [Manuscript submitted for publication]. *System*.

### Conferences Presentations and Seminars

- Abrami, P. C., Wade, A., Lysenko, L., Warwick, E., Maina, G., & Marsh, J.** (2017, January). *Improving literacy and numeracy in Kenyan schools: Initial SESEA results*. Paper presented

- at the 30th annual conference of the International Congress for School Effectiveness and Improvement (ICSEI), Ottawa, ON.
- Appel, R., **Trofimovich, P.**, Saito, K., Webb, S., & Isaacs, T. (2016, June). *Comprehensibility and nativelikeness from the perspective of naïve L1 English raters*. Paper presented at the annual meeting of the Canadian Association of Applied Linguistics (CAAL), Calgary, AB.
- Ayotte-Beaudet, J.-P., & **Potvin, P.** (2016, November). *Intéresser les élèves aux sciences dehors au secondaire*. Paper presented at the Congrès annuel de l'Association pour l'enseignement de la science et de la technologie au Québec (AESTQ), Victoriaville, QC.
- Barcomb, M., & **Cardoso, W.** (2016, June). *Developing L2 willingness to communicate and self-regulation in a gamified course: young Japanese learners' perceptions*. Paper presented at the Supporting Active Learning & Technological Innovation in Studies of Education (SALTISE), Montreal, QC.
- Barcomb, M., & **Cardoso, W.** (2016, June). *Rock or lock? The acquisition of L2 English in a gamified online system: Focus on onset /r/ and /l/*. Paper presented at the International Symposium on the Acquisition of Second Language Speech (New Sounds), Aarhus, Denmark.
- Beaulne, G., & **Gauvin, I.** (2016, aout). *Effets d'un enseignement s'ajustant aux connaissances antérieures d'élèves de 1re secondaire sur leur performance à identifier le sujet*. Paper presented at the 13e colloque de l'Association internationale pour la recherche en didactique du français (AIRDF), Montréal, QC.
- Bédard, M., **Gauvin, I., Mercier, J.,** & Saint-Amour, D. (2016, juin). *How to get good brain electrical signal during a verbalization task: A methodological approach to remove articulation artefacts*. Paper presented at the 8e colloque de L'association mondiale des sciences de l'éducation (AMSE), Eskişehir, Turquie.
- Bédard, M., **Gauvin, I.,** & Saint-Amour, D. (2016, mai). *Est-il possible de mesurer adéquatement l'activité électroencéphalographique lors d'une tâche de verbalisation?* Paper presented at the « Neurosciences éducationnelles : enjeux et défis », 84e Congrès de l'Association francophone pour le savoir (ACFAS), Montréal, QC.
- Bédard, M., **Laplante, L., & Mercier, J.** (2016, May). *Joint consideration of neurophysiological and behavioral data in identifying dyslexia in children and developing reading remediation in educational settings*. Paper presented at the symposium, Connecting the educational with the neuroscience in educational neuroscience: Interpreting online psychophysiological measures to uncover the dynamics of affect and cognition in realistic learning settings, at the 18th Conference of the World Association of educational Research (WAER-AMSE-AMCE), Eskişehir, Turquie.
- Bédard, M., **Mercier, J., & Laplante, L.** (2016, June). *Cognitive load in the assessment of word reading difficulties in children*. Paper presented at the Symposium Connecting the educational with the neuroscience in educational neuroscience: Interpreting online psychophysiological measures to uncover the dynamics of affect and cognition in realistic learning settings. XVIIIème congrès international de l'Association mondiale des sciences de l'éducation (AMSE), Eskişehir, Turquie.
- Bélangier, V., & **Gauvin, I.** (2016, aout). *Les effets de l'utilisation de représentations arborescentes dans l'enseignement de la notion de sujet sur la capacité d'élèves de 1re secondaire à l'identifier*. Paper presented at the 13e colloque de l'Association internationale pour la recherche en didactique du français (AIRDF), Montréal, QC.
- Bélangier, V., & **Gauvin, I.** (2016, mai). *Effets d'un enseignement implicite de la représentation arborescente sur l'utilisation qu'en font les élèves dans la démarche d'identification du*

- sujet*. Paper presented at the 84e Congrès de l'Association francophone pour le savoir (ACFAS), Montréal, QC.
- Bélangier, V., & **Gauvin, I.** (2017, janvier). *Les arbres syntaxiques en grammaire : quand, pourquoi, et comment les utiliser?* Paper presented at the Colloque de l'Association québécoise des professeures de français du Québec (AQPF), Montréal, QC.
- Bell, P., **Collins, L.**, & Marsden, E. (2017, March). *Methodological concerns in building a corpus to address the instructional needs of second/foreign language learners in compulsory school programs*. Paper presented at the Learner Corpus based approaches to Second Language Acquisition, Utrecht University, Holland.
- Bell, P., **Gauvin, I.**, & Fortier, V. (2016, juin). *Students' use of cross-linguistic connections during an error correction task*. Paper presented at the Congrès de l'Association canadienne de linguistique appliquée (ACLA), Calgary, AB.
- Bergeron, A., & **Trofimovich, P.** (2016, June). *Accent and comprehensibility in L2 French: Which linguistic dimensions matter?* Paper presented at the annual meeting of the Canadian Association of Applied Linguistics (CAAL), Calgary, AB.
- Bergeron, A., & **Trofimovich, P.** (2016, May). *Accent et compréhensibilité en français langue seconde : l'effet du type de tâche et des connaissances linguistiques de l'auditeur*. Paper presented at the 84th Congrès de l'Association francophone pour le savoir (ACFAS), Montreal, QC.
- Bione, T., **Cardoso, W.**, & Grimshaw, J. (2016, August). *An evaluation of text-to-speech synthesizers in the foreign language classroom: learners' perceptions*. Paper presented at the the European Association for Computer-Assisted Language Learning (EUROCALL), Cyprus.
- Blanchette-Sarrasin, J., Ahr, E., Brault-Foisy, L.-M., **Potvin, P.**, Houdé, O., & Masson, S. (2016, September). *Is inhibition involved in overcoming the intuitive conception "moving things are alive" at all ages?* Paper presented at the International Mind, Brain and Education Society Conference, Toronto, ON.
- Borokhovski, E.** & **Bernard, R. M.** (2016, March - April). Introduction to methodology and practice of meta-analysis in application to research in education and educational technology. A workshop given for the faculty and students of Zayed University College of education, Dubai, UAE.
- Brodeur, M.** (2016, octobre). *Forum régional francophone pancanadien sur les grands enjeux en éducation*. Co-animatrice dans le cadre de l'Association canadienne d'éducation, Montréal, QC.
- Brodeur, M.**, Capuano, F., Bigras, M., **Laplante, L.**, & Turcotte, C. (2017, mars). *Historique des services préscolaires au Québec*. Communication présentée dans le cadre du Symposium : Maternelles 4 ans, 42e congrès de l'Institut des troubles d'apprentissage, Montréal, QC.
- Brodeur, M.**, **Chapleau, N.**, Gosselin, C., **Laplante, L.**, & Turcotte, C. (2016, avril). *ABRACADABRA : pour apprendre à lire avec enchantement*. Communication présentée à la Journée atelier sur la lecture, Institut des sciences cognitives, Université du Québec à Montréal, Montréal, QC.
- Brodeur, M.**, & Deaudelin, C. (2016, May). *Formation des chercheurs francophones en éducation : enjeux et défis*. Communication présentée dans le cadre de 84e Congrès de l'Association francophone pour le savoir (ACFAS), Université du Québec à Montréal, Montreal, QC.
- Brodeur, M.**, Gagné, A., Girard, J., & Grégoire, M. (2016, novembre). *L'alphabétisation, un enjeu économique pour le Québec*. Discussion presented at the quant à l'importance d'une

- société alphabétisée pour la sphère économique, dans le cadre du Salon du livre de Montréal. Fondation pour l'alphabétisation. Montréal, QC.
- Brouillette, L., Deaudelin, C., Lefebvre, S., **Mercier, J., & Brodeur, M.** (2016, juillet). *L'autorégulation des apprentissages d'enseignantes, les savoirs technologiques et pédagogiques liés aux contenus (TPACK) et la musique : l'apport de la recherche en éducation envers d'autres disciplines*. Communication présentée dans le cadre du colloque de l'Actualité de la recherche en éducation et en formation, Mons, Belgique.
- Budd, J., **Fichten, C.**, Marciel, E., Vo, C., Lussier, A., Havel, A., **King, L.**, Chauvin, A., Vitouchanskaia, C., Jorgensen, M., & Asuncion, J. V. (2016, June). *When free and inexpensive doesn't mean "cheap": Adaptech Research Network's free and/or inexpensive technology database*. Paper presented at the 5th Annual SALTISE Conference, Montreal, QC.
- Budd, J., Havel, A., **Fichten, C., King, L.**, Vo, C., Chauvin, A., . . . Asuncion, J. V. (2016, November). *There's an app for that! All about Adaptech's Free and/or Inexpensive technology database*. Paper presented at the 19th Annual Accessing Higher Ground: Accessible Media, Web & Technology Conference, Westminster, Colorado.
- Bures, E.** (2016, June). *Using electronic portfolio software to support the development of teaching competencies*. Paper presented at the annual meeting of SALTISE (Supporting Active Learning and Technological Innovation in Studies of Education), Montreal, QC.
- Cardoso, W.** (2016, April). *Speech technologies and the acquisition of L2 pronunciation*. Invited speaker at the Carleton University (Speaker Series), Ottawa, ON.
- Cardoso, W.** (2016, May). *Evaluating text-to-speech synthesis as a tool to enhance the foreign language classroom*. Paper presented at the Canadian Association of Applied Linguistics (ACLA), Calgary, AB.
- Cardoso, W., & Collins, L.** (2016, April). *Developmental sequences in second language phonology: Instruction and L1 effects*. Paper presented at the American Association for Applied Linguistics (AAAL) conference, Orlando, FL.
- Cardoso, W., & Collins, L.** (2016, June). *Teaching developmental sequences and the acquisition of s-initial onset clusters and codas in a miniature phonological system*. Paper presented at the International Symposium on the Acquisition of Second Language Speech (New Sounds), Aarhus, Denmark.
- Cardoso, W., & Grimshaw, J.** (2017, February). *Buckle up and shout! Spaceteam ESL: A team-building gaming app to develop English fluency*. Invited presentation presented at the Society for the Promotion of the Teaching of English as a Second Language in Quebec Conference (SPEAQ), Montreal, QC.
- Cardoso, W., Grimshaw, J., & Waddington, D.** (2016, April). *Spaceteam ESL: A cooperative shouting game to enhance your students' learning experience*. Invited presentation presented at the Society for the Promotion of the Teaching of English as a Second Language in Quebec Conference (SPEAQ on Campus event), Montreal, QC.
- Cardoso, W., Waddington, D., & Grimshaw, J.** (2016, April). *Introduction to Spaceteam ESL [digital game]*. Invited presentation at the Université du Québec à Montréal, École de langues, Montreal, QC.
- Castro, J. C.** (2017, March). *Educating researchers: Teaching research methodologies and methods in art education*. Panel Chair at the challenge of change; National Art Education Association (NAEA) National Convention, New York, NY.
- Castro, J. C., Akbari, E., Lalonde, M., Parisier, D., & Moreno, L.** (2016, October). *"We learned from each other's photos": Images as teachers in mobile media networks.* Paper presented at the International Visual Literacy Association, Montreal, QC.



- Castro, J. C.**, Kraehe, A., Blandy, D., Alexander, A., Pfeiler-Wunder, A., Schlemmer, R., & Constantino, T. (2017, March). *Higher education forum: University reward structures and the homogenization of scholarship*. Forum at the meeting of the National Art Education Association, New York, NY.
- Chapleau, N.** (2016, août). *Découvrir la structure des mots : intervention auprès du scripteur en difficulté d'apprentissage*. Conférencière invitée au troisième colloque annuel des professionnels de l'enseignement de TA@l'école, Mississauga, ON.
- Chapleau, N.** (2016, octobre). *La structuration des interventions auprès de l'élève en difficulté d'apprentissage*. Conférencière invitée au 9e congrès panhellénique et international des professeurs de français, Athènes, Grèce.
- Chapleau, N.** (2016, octobre). *Les perspectives d'interventions auprès de l'élève ayant des difficultés d'apprentissage, un regard sur les données de recherches*. Conférencière invitée au 9e congrès panhellénique et international des professeurs de français, Athènes, Grèce.
- Chapleau, N.** (2016, octobre). *Découvrir la structure des mots pour apprendre l'orthographe lexicale : une intervention efficace auprès de l'élève présentant une difficulté d'apprentissage*. Conférencière invitée au 9e congrès panhellénique et international des professeurs de français, Athènes, Grèce.
- Chapleau, N.** (2016, September). *Apprenticeship of word spelling with the students having a dysorthographia: corrective and compensatory rehabilitation*. Paper presented at the 5th All-European Dyslexia Conference, Modena, Italy.
- Chapleau, N.**, & Beaupré-Boivin, K. (2016, mai). *Interventions orthodidactiques en morphologie dérivationnelle*. Communication présentée dans le cadre du 84e congrès de l'Association francophone pour le savoir - l'ACFAS, Montréal, QC.
- Chapleau, N.**, & Beaupré-Boivin, K. (2017, mars). *Interventions orthopédagogiques en orthographe lexicale auprès de l'élève dysorthographique*. Communication présentée dans le cadre du 42e congrès de l'Institut des troubles d'apprentissage (ITA), Montréal, QC.
- Chapleau, N.**, Beaupré-Boivin, K., & Fejzo, A. (2017, février). *Approche corrective et compensatoire pour développer les représentations lexicales du scripteur dysorthographique*. Communication présentée dans le cadre du 4e congrès mondial dédié aux recherches en écriture (WRAB), Bogota, Colombie.
- Chapleau, N.**, Godin, M.-P., **Brodeur, M.**, **Laplante, L.**, & Turcotte, C. (2017, janvier). *Apprendre à lire et à écrire à l'aide de la ressource en ligne ABRACADABRA*. Communication présentée dans le cadre du congrès 2016-2017 de l'Association québécoise des professeurs de français, Montréal, QC.
- Chapleau, N.**, Godin, M.-P., **Brodeur, M.**, **Laplante, L.**, & Turcotte, C. (2017, mars). *ABRACADABRA : une technologie éducative pour apprendre à lire et à écrire*. Communication présentée dans le cadre du 30e congrès de l'Association québécoise des enseignantes et des enseignants du primaire, Montréal, QC.
- Chapleau, N.**, Godin, M.-P., & **Grimard, E.** (2016, mai). *Développement d'une activité de morphologie dérivationnelle pour la ressource en ligne ABRACADABRA*. Communication présentée dans le cadre du 84e congrès de l'Association francophone pour le savoir - l'ACFAS, Montréal, QC.
- Charland, P.**, Léger, P.-M., **Mercier, J.**, Skelling-Desmeules, Y., & Lapierre, H. G. (2016, mai). *L'effet de la contextualisation sur la résolution de problèmes de physique mécanique : une approche neurophysiologique*. Communication présentée au colloque Neurosciences

éducationnelles : enjeux, opportunités et défis, au 84e congrès de l'Association francophone pour le savoir - l'ACFAS, Montreal, QC.

- Charland, P.**, Williot, A., Léger, P.-M., **Mercier, J.**, Skelling-Desmeules, Y., & Lapierre, H. G. (2016, May). *Problem solving in physics: a pupillometric perspective*. Paper presented at the symposium Connecting the Educational with the Neuroscience in Educational Neuroscience: Interpreting online psychophysiological measures to uncover the dynamics of affect and Cognition in Realistic Learning Settings, at the 18th Conference of the World Association of Educational Research (WAER-AMSE-AMCE), Eskisehir, Turquie.
- Chung, R., & **Cardoso, W.** (2016, June). *The perception of /e-E/ by Anglophone learners and its impact on the acquisition of L2 French past tenses*. Paper presented at the International Symposium on the Acquisition of Second Language Speech (New Sounds), Aarhus, Denmark.
- Collins, L.**, & **Cardoso, W.** (2017, March). *Integrating out of class and in class language practice: the students' perspective*. Roundtable at the the annual meeting of the American Association for Applied Linguistics (AAAL), Portland, OR.
- Collins, L.**, & Muñoz, C. (2016, April). *Perspectives on the foreign language classroom (within the Colloquium "Language learning and use in a multilingual world")*. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Orlando, FL.
- Collins, L.**, & White, J. (2016, April). *Observing language related episodes in intact classrooms: Context matters (within the Colloquium "Instructed Second Language Acquisition")*. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Orlando, FL.
- Cyr, S., **Riopel, M.**, & **Charland, P.** (2016, July). *Game design of a video game on fractions concept learning in elementary school students*. Paper presented at the 8th International Conference on Education and New Learning Technologies, Barcelona, Spain.
- Cyr, S., **Riopel, M.**, **Charland, P.**, & Bruyère, M.-H. (2016, July). *Impact of a video game on fractions concept learning in elementary school students*. Paper presented at the 13th International Congress on Mathematical Education, Hamburg, Germany.
- Czaika, E., Baran-Lucarz, M., & **Cardoso, W.** (2016, April). *L2 learners' personality and their perceptions of the use of clickers in a phonetics course*. Paper presented at the American Association for Applied Linguistics (AAAL) conference, Orlando, FL.
- Dao, P., **Trofimovich, P.**, & **Kennedy, S.** (2016, June). *Structural alignment in task-based interaction*. Paper presented at the annual meeting of the Canadian Association of Applied Linguistics, Calgary, AB.
- Dault, C., & **Collins, L.** (2016, April). *Comparaisons interlangagières et réflexions métalinguistiques chez des apprenants adultes de français langue seconde (within the Colloquium "Réflexion métalinguistique et apprentissage de la grammaire en langue première et seconde")*. Paper presented at the annual meeting of l'association francophone pour le savoir (ACFAS), Montreal, QC.
- Dault, C., & **Collins, L.** (2016, September). *Make new friends but keep the old: L2 learning through comparisons with known languages*. Paper presented at the annual meeting of the Second Language Research Forum (SLRF), Columbia University, NY.
- Desrochers, A., **Laplante, L.**, DesGagné, L., Bédard, M., Lagüe, D., & **Chapleau, N.** (2016, July). *Outcome assessment of a two-tiered reading instruction program on phonological awareness, letter knowledge, oral reading, and spelling: Evidence from Grade 1 speakers of*

- French*. Paper presented at the twenty third annual meeting of Scientific Studies of Reading Conference, Porto, Portugal.
- Fejzo, A., Desrochers, A., **Chapleau, N.**, Saidane, R., & Salah, R. (2016, July). *The role of morphological processing strategies in the spelling performance on fourth-grade spellers of French?* Paper presented at the twenty third annual meeting of Scientific Studies of Reading Conference, Porto, Portugal.
- Fejzo, A., Desrochers, A., Salah, R., Whissell-Turner, K., & **Chapleau, N.** (2016, mai). *L'impact des stratégies morphologiques sur la performance en orthographe des mots morphologiquement complexes chez des élèves francophones de 4e année du primaire*. Communication présentée dans le cadre du 84e congrès de l'Association francophone pour le savoir - l'ACFAS, Montréal, QC.
- Fichten, C.**, Heiman, T., Nguyen, M. N., Amsel, R., & Olenik-Shemesh, D. (2016, May). *Theory of Planned Behavior predicts graduation intentions of college and university students with and without learning disabilities / attention deficit hyperactivity disorder in Canada and Israel*. Paper presented at the 8th International Conference on Applied Psychology, Tokyo, Japan.
- Fichten, C.**, **King, L.**, Havel, A., Asuncion, J. V., Jorgensen, M., Budd, J., . . . Libman, E. (2016, April). *Postsecondary students with disabilities: What do they need, how do they fare?* Invited presentation at the Department of Psychiatry Research Day, Jewish General Hospital, Montreal, QC.
- Fichten, C.**, Nguyen, M. N., Jorgensen, M., Budd, J., Lesage, M., & Amsel, R. (2016, May). *La théorie du comportement planifié prédit-elle la réussite et l'abandon scolaires chez les étudiants en situation de handicap?* Paper presented at the 84e congrès de l'Association francophone pour le savoir (Acfas), Montreal, QC.
- Forget, M.-H., & **Gauvin, I.** (2016, aout). *La conduite de justification orale dans et pour l'apprentissage de la grammaire en classe de langue au primaire québécois*. Communication présentée dans le cadre du 3e colloque de l'Association internationale pour la recherche en didactique du français (AIRDF), Montréal, QC.
- Fortier, M., Bell, P., Perron, V., & **Gauvin, I.** (2016, avril). *Metalinguistic reflections during collaborative error-correction tasks: Do learners reflect in the same way?* Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Orlando, Floride.
- Gauvin, I.** (2016, juillet). *Future French language teachers and their rapport towards grammar and grammar didactics*. Paper presented at the Educational Linguistics 2016 ARLE SIG Seminar, What's grammar in L1 education today? Setúbal, Portugal.
- Gauvin, I.**, Bédard, M., & Saint-Amour, D. (2017, février). *How to get good brain electrical signal during ecological tasks: A methodological proof-of-principle using a verbalization task*. Paper presented at the Writing Research Across Borders IV Conference, Bogota, Colombie.
- Gauvin, I.**, & Lemay, R. (2016, aout). *Portrait de l'enseignement grammatical de futurs enseignants de français au secondaire*. Paper presented at the 13e colloque de l'Association internationale pour la recherche en didactique du français (AIRDF), Montréal, QC.
- Gauvin, I.**, & Thibeault, J. (2016, mai). *Proposition d'une stratégie d'enseignement des constructions verbales fondée sur leur réflexion métalinguistique : le cas du verbe « téléphoner » en contexte québécois* Communication présentée dans le cadre du Colloque « Réflexion métalinguistique et apprentissage de la grammaire en langue première et seconde », 84e Congrès de l'Association francophone pour le savoir (ACFAS), Montréal, QC.

- Girard, C., **Mercier, J., & Chapleau, N.** (2016, avril). *La régulation de l'orthopédagogues pour ajuster les interventions en fonction des difficultés de l'élève*. Communication présentée dans le cadre du 41e congrès de l'Institut des troubles d'apprentissage (ITA), Montréal, QC.
- Godin, M.-P., Gagné, A., & **Chapleau, N.** (2016, July). *Spelling error patterns in children with specific language impairment*. Paper presented at the twenty third annual meeting of Scientific Studies of Reading Conference, Porto, Portugal.
- Godin, M.-P., Gagné, A., & **Chapleau, N.** (2016, mai). *Les habiletés en conscience morphologique et les difficultés en orthographe lexicale d'apprentis scripteurs ayant une dysphasie*. Communication présentée dans le cadre du 84e congrès de l'Association francophone pour le savoir - l'ACFAS, Montréal, QC.
- Godin, M.-P., Gagné, A., & **Chapleau, N.** (2017, mars). *Les scripteurs ayant une dysphasie relèvent-ils les mêmes défis en orthographe lexicale que les normoscripteurs?* Communication présentée dans le cadre du 42e Congrès de l'Institut des troubles d'apprentissage (ITA), Montréal, QC.
- Gosselin, C., **Brodeur, M., & Laplante, L.** (2016, avril). *ABRACADABRA : Zone Parent*. Communication présentée pour la Journée atelier sur la lecture. Institut des sciences cognitives, Université du Québec à Montréal, Montréal, QC.
- Gosselin, C., **Brodeur, M., Laplante, L., & Mercier, J.** (2016, juin). *ABRACADABRA : Une ressource pour l'apprentissage de la lecture*. Communication présentée dans le cadre du 40ème congrès annuel de la Fédération des comités de parents du Québec (FCPQ), Saint-Augustin-de-Desmaures, QC.
- Grimshaw, J., & **Cardoso, W.** (2016, June). *Spaceteam ESL: Fluency development via mobile gaming*. Paper presented at the International Symposium on the Acquisition of Second Language Speech (New Sounds), Denmark: Aarhus.
- Grimshaw, J., **Cardoso, W., & Waddington, D.** (2016, April). *The relationship between oral fluency, speaking anxiety and willingness to communicate in a game-enhanced L2 learning environment*. Paper presented at the Meeting on English Language Teaching (MELT), Montreal, Quebec.
- Grimshaw, J., **Cardoso, W., & Waddington, D.** (2016, April). *Activate space rats! Mobile gaming and L2 pronunciation*. Paper presented at the American Association for Applied Linguistics (AAAL) Conference, Orlando, FL.
- Grimshaw, J., **Cardoso, W., & Waddington, D.** (2016, August). *Can a 'shouting' digital game help learners develop oral fluency in a second language?* Paper presented at the the European Association for Computer-Assisted Language Learning (EUROCALL), Cyprus.
- Havel, A., **Fichten, C., King, L., & Jorgensen, M.** (2017, March). *The road to ICTs is paved with good intentions*. Presentation at the 1st Ed-ICT International Network Symposium, Seattle, Washington.
- Heiman, T., **Fichten, C., Olenik-Shemesh, D., Kaspi-Tsahor, D., King, L., Jorgensen, M., . . . Nguyen, M. N.** (2016, May). *Use of ICTs in Canadian and Israeli higher education: Views of students with and without disabilities*. Paper presented at the 15th Jerusalem Conference in Canadian Studies, Jerusalem, Israel.
- Jackson, S., & **Cardoso, W.** (2016, June). *The acquisition of English /h/: Input frequency and perceptual salience in a corpus study*. Paper presented at the International Symposium on the Acquisition of Second Language Speech (New Sounds), Aarhus, Denmark.
- Jackson, S., & **Cardoso, W.** (2016, June). *Input frequency and perceptual salience in the acquisition of English /h/: a corpus study*. Paper presented at the Meeting on English Language Teaching (MELT), Montreal, QC.

- John, P., & **Cardoso, W.** (2016, June). *The representation of syllable-final consonants in L2 speech*. Paper presented at the Special Session “The dynamics of phonological representations in second language learning” of the International Symposium on the Acquisition of Second Language Speech (New Sounds), Aarhus, Denmark.
- John, P., & **Cardoso, W.** (2016, November). *Situating variation in the lexicon: Evidence from second language phonology*. Paper presented at the New Ways of Analyzing Variation. Simon Fraser University, Vancouver, BC.
- John, P., & **Cardoso, W.** (2017, March). *Understanding L2 phonological variation: the role of the lexicon*. Paper presented at the Georgetown University Roundtable in Languages and Linguistics (GURT 2017): Variable Properties: Their Nature and Acquisition, Washington, D.C.
- John, P., **Cardoso, W.**, Downs, S., & Gazaille, M. (2016, April). *Using text-to-speech in ESL learning*. Invited presentation at the Society for the Promotion of the Teaching of English as a Second Language in Quebec Conference (SPEAQ on Campus event), Montreal, QC.
- Jorgensen, M., **Fichten, C.**, Budd, J., **King, L.**, Havel, A., Marcil, E., . . . Poldma, T. (2016, May). *Les deux côtés de la médaille : La perception des élèves de l’usage que font leurs enseignantes et enseignants des technologies de l’information et de la communication (TIC)*. Communication présentée dans le cadre du 84e congrès de l’Association francophone pour le savoir (Acfas), Montreal, QC.
- Jorgensen, M., **Fichten, C.**, Havel, A., Asuncion, J. V., **King, L.**, Budd, J., . . . Vitouchanskaia, C. (2016, May). *Les étudiants en situation de handicap au niveau postsecondaire : Quels sont leurs besoins, comment se situent-ils sur le plan des études?* Invited speaker at the 84e congrès de l’Association francophone pour le savoir (Acfas), Montreal, QC.
- Jorgensen, M., Havel, A., **Fichten, C.**, **King, L.**, Budd, J., Lussier, A., . . . Schaffer, L. (2016, June). *Doing ordinary things extraordinarily well: Faculty perspectives on excellence in ICT and e-Learning use in colleges*. Paper presented at the 5th Annual SALTISE Conference, Montreal, QC.
- Kennedy, S.** (2016, May). *Do they know what went wrong? English lingua franca users analyse difficulties in understanding*. Paper presented at the annual meeting of the Canadian Association of Applied Linguistics (ACLA), Calgary, AB.
- Kennedy, S.**, & **Trofimovich, P.** (2016, July). *Do they know where the trouble lies? Users of English as a lingua franca analyze communication breakdowns*. Paper presented at the annual meeting of the Association for Language Awareness, Vienna, Austria.
- King, L.**, Jorgensen, M., **Fichten, C.**, Havel, A., Budd, J., Lussier, A., . . . Schaffer, L. (2016, November). *Data driven instructional design: Higher learning student and professor voices*. Paper presented at the 19th Annual Accessing Higher Ground: Accessible Media, Web & Technology Conference, Westminster, Colorado.
- King, L.**, Jorgensen, M., **Fichten, C.**, Havel, A., Lussier, A., Vitouchanskaia, C., . . . Schaffer, L. (2016, June). *Les perspectives des étudiants et des professeurs sur l’excellence dans l’utilisation des TIC et du cyberapprentissage au collégial*. Presentation at the Rencontre de suivi 2, Actions concertées, Persévérance et réussite scolaires, for the Fonds de recherche du Québec – Société et culture (FRQSC) and the Ministère de l’Éducation et de l’Enseignement supérieur (MEES), Quebec, QC.
- King, L.**, Lussier, A., Havel, A., **Fichten, C.**, Jorgensen, M., Budd, J., & Marcil, E. (2016, June). *Joindre l’utile à l’agréable: l’utilisation des résultats de recherche afin d’enrichir l’enseignement au collégial*. Paper presented at the 5th Annual SALTISE Conference, Montreal, QC.

- King, L., Lussier, A., Havel, A., Fichten, C., Jorgensen, M., Budd, J., & Marcil, E.** (2016, May). *Cinquante nuances de la recherche en enseignement : Au service de la création d'un manuel de codage*. Paper presented at the 84e congrès de l'Association francophone pour le savoir (ACFAS), Montreal, QC.
- King, L., Lussier, A., Jorgensen, M., Havel, A., Fichten, C., Vitouchanskaia, C., . . . Schaffer, L.** (2016, June). *Des enseignants inspirants dans leur utilisation des TIC*. Paper presented at the 36th Annual Symposium of the Association Québécoise de Pédagogie Collégiale (AQPC), Quebec, QC.
- Kleathous, A., & Cardoso, W.** (2016, August). *Collaboration through blogging: the development of writing and speaking skills in ESP courses*. Paper presented at the Collaboration Through Blogging: the Development of Writing and Speaking Skills in ESP courses, Cyprus.
- Laplante, L.** (2016, October). *Réussite des premiers apprentissages en lecture et en écriture : est-ce que l'intervention orthopédagogique de palier 2 fait la différence?* Communication présentée dans le cadre du colloque annuel de l'Association des orthopédagogues du Québec, Lévis, QC.
- Laplante, L., & Bédard, M.** (2016, avril). *L'évaluation/identification des troubles d'apprentissage de la lecture/écriture*. Communication présentée dans le cadre du 41e congrès annuel de l'Institut des troubles d'apprentissage, Montréal, QC.
- Laplante, L., Bédard, M., & Mercier, J.** (2016, June). *Cognitive load in the assessment of word reading difficulties in children*. Communication présentée dans le cadre du Symposium Connecting the Educational with the Neuroscience in Educational Neuroscience. XVIIIème congrès international de l'Association mondiale des sciences de l'éducation (AMSE), Eskişehir, Turquie.
- Laplante, L., Brodeur, M., & Mercier, J.** (2016, June). *ABRACADABRA: Challenges of designing the French version of this evidence-based software for early literacy learning*. Paper presented at the the symposium of Digital didactics: From specific content learning domains to technologically-driven learning outcomes, at the 18th Conference of the World Association of Educational Research (WAER-AMSE-AMCE), Eskişehir, Turkey.
- Laplante, L., Mercier, J., Brodeur, M., Lagüe, D., & Bédard, M.** (2016, July). *The impact of a secondary intervention on phonemic awareness, alphabetic knowledge, word identification and word production of at-risk French-speaking children in Kindergarten*. Poster presented at the 23rd Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
- Laplante, L., & Turgeon, J.** (2016, octobre). *Différenciation des paliers d'intervention dans le modèle de la RàI*. Communication présentée dans le cadre du Colloque annuel de l'Association des orthopédagogues du Québec, Lévis, QC.
- Lemay, R., & Gauvin, I.** (2016, aout). *Métalangage employé par de futurs enseignants de français au secondaire*. Communication présentée dans le cadre du 13e colloque de l'Association internationale pour la recherche en didactique du français (AIRDF), Montréal, QC.
- Lemay, R., & Gauvin, I.** (2017, janvier). *Portrait du métalangage employé par de futurs enseignants de français*. Communication présentée dans le cadre du symposium de la recherche du colloque de l'Association québécoise des professeurs de français du Québec (AQPF), Montréal, QC.
- Marcil, E., Fichten, C., & Havel, A.** (2016, June). *The do's and don'ts of PowerPoints: The universal design perspective*. Paper presented at the 5th Annual SALTISE Conference, Montreal, QC.

- Marcil, E., **Fichten, C., King, L., & Havel, A.** (2016, June). *Do's and don'ts of PowerPoints: Universal design perspective*. Paper presented at the 5th Annual SALTISE Conference, Montreal, QC.
- Marcil, E., **King, L., Havel, A., Fichten, C., Jorgensen, M., Asuncion, J. V., . . . Vitouchanskaia, C.** (2016, May). *Dans les mots de Dédé Fortin : « Bonyeu donne moé une job »*. Communication présentée dans le cadre du 84e congrès de l'Association francophone pour le savoir (Acfas), Montreal, QC.
- Marcil, E., **King, L., Havel, A., Fichten, C., Jorgensen, M., Asuncion, J. V., . . . Vitouchanskaia, C.** (2016, May). *Keeping up with employment: Perspective of recent post-secondary graduates with disabilities*. Paper presented at the 18th Rehabilitation Research Colloquium, McGill University, Montreal, QC.
- Marcil, E., **King, L., Havel, A., Fichten, C., Jorgensen, M., Asuncion, J. V., . . . Vitouchanskaia, C.** (2016, May). *La guerre des conseils : Le réveil de l'emploi*. Invited speaker at the 84e Congrès de l'Association francophone pour le savoir (Acfas), Montreal, QC.
- McDonough, K.** (2016, April). *Using tasks in EFL classrooms: Identifying challenges and overcoming them*. Invited speaker at the Second Language Teaching Symposium, Andres Bello University, Chile.
- McDonough, K.** (2016, July). *Applying insights from psycholinguistics to L2 teaching: Using structural priming tasks in L2 classrooms*. Invited speaker at the The Korea Association of Teachers of English (KATE) annual international TESOL conference, Seoul, Korea.
- McDonough, K., & Crawford, W.** (2016, May). *Comparing Thai university students' collaborative and individual writing*. Paper presented at the Annual Conference of the Canadian Association of Applied Linguistics (CAAL), Calgary, AB.
- McDonough, K., & Trofimovich, P.** (2016, September). *Interaction and L2 English speakers' morphosyntactic pattern learning*. Paper presented at the the 35th Second Language Research Forum (SLRF), New York, NY.
- Mercier, J.** (2016, June). *The pedagogy underlying P.I.A. NOVA, a software to foster innovation in teaching*. Paper presented at the the symposium Digital didactics: from specific content learning domains to technologically-driven learning outcomes, at the 18th Conference of the World Association of Educational Research (WAER-AMSE-AMCE), Eskisehir, Turquie.
- Mercier, J.** (2016, September). *Educational neuroscience and ICT: Interpreting psychophysiological measures of affect and cognition in ICT-based learning settings*. Keynote address at the the 10th Pan-Hellenic and International Conference "ICT in Education" (HICICTE), Ioannina, Greece.
- Mercier, J., & Bédard, M.** (2016, mai). *Les neurosciences dans la salle de classe : pourquoi et à quelles conditions?* Paper presented at the 84e congrès de l'Association francophone pour le savoir - l'ACFAS, Montreal, QC.
- Mercier, J., Laplante, L., & Bédard, M.** (2016, avril). *Cognition, cerveau, et troubles d'apprentissage*. Symposium au 41e congrès annuel de l'ITA (Institut des troubles d'apprentissage), Montreal, QC.
- Mercier, J., & Mikropoulos, T. A.** (2016, May). *Why online measures of learning are critical for the future of educational neuroscience*. Paper presented at the symposium Connecting the educational with the neuroscience in educational neuroscience: Interpreting online psychophysiological measures to uncover the dynamics of affect and cognition in realistic learning settings, at the 18th Conference of the World Association of Educational Research (WAER-AMSE-AMCE), Eskisehir, Turquie.

- Mercier, J.,** Mikropoulos, T. A., & **Charland, P.** (2016, May). *Connecting the educational with the neuroscience in educational neuroscience: Interpreting online psychophysiological measures to uncover the dynamics of affect and cognition in realistic learning settings.* Symposium organized at the 18th Conference of the World Association of Educational Research (WAER-AMSE-AMCE), Eskisehir, Turquie.
- Mercier, J.,** & Shaikh, K. (2016, mai). *Neurosciences éducationnelles : enjeux, opportunités et défis.* Colloque au 84e congrès de l'Association francophone pour le savoir (ACFAS), Montreal, QC.
- Mericer, J.** (2016, June). *The pedagogy underlying P.I.A. NOVA, a software to foster innovation in teaching.* Paper presented at the symposium Digital didactics: from specific content learning domains to technologically-driven learning outcomes, at the 18th Conference of the World Association of educational Research (WAER-AMSE-AMCE), Eskisehir, Turquie.
- Mericer, J.** (2016, September). *TBA.* Keynote address presented at the HICICTE 2016, the 10th Pan-Hellenic and International Conference "ICT in Education", Ioannina, Greece.
- Moussally, S., & **Cardoso, W.** (2016, April). *Input and output practice with a speaking robot: Learners' perceptions.* Paper presented at the Meeting on English Language Teaching (MELT), Montreal, QC.
- Moussally, S., & **Cardoso, W.** (2016, August). *Are commercial 'personal robots' ready for language learning? Focus on second language speech.* Paper presented at the European Association for Computer-Assisted Language Learning (EUROCALL), Cyprus.
- Pickup, D., Wade, A., Borokhovski, E., Bernard, R. M., Abrami, P. C., Schmid, R. F., & Tamim, R.** (2016, April). *Systematic searching in the social sciences: Results from two meta-analyses.* Paper presented at the American Educational Research Association (AERA): Meta-analysis and systematic review SIG annual meeting, Washington, DC.
- Poissant, H.,** Raïche, G., Whittingstall, K., Descoteaux, M., & Mendrek, A. (2017, March). *Attention Deficit Hyperactivity Disorder (ADHD) and mind-body alternative treatments: protocol for a meta-analysis and preliminary data.* Paper presented at the 2nd International Conference on Educational Neuroscience, Abu Dhabi, Emirats Arabe Uni.
- Poissant, H.,** Rapin, L., & Mendrek, A. (2016, April). *Sex-specific differences in behavioral and neural correlates of forethought in youth with ADHD.* Paper presented at the Cognitive Neuroscience Society, New-York, NY.
- Poissant, H.,** Rapin, L., & Mendrek, A. (2016, September). *An fMRI study of sex-specific differences in neuronal correlates in boys and girls with ADHD during a prospective memory task.* Paper presented at the International School of Neuroscience "Sir John Eccles": Early experience and sensitive periods in development, Erice, Sicile.
- Poldma, T., Kehayia, E., Swaine, B., Labbé, D., Ahmed, S., Le Dorze, G., Shikako-Thomas, K., Kairy, D., Mazer, B., **Fichten, C.,** Fung, J., Lamontagne, A., Archambault, P., Eshan, A., De Repentigny Roberge, & Herbane, H. (2016, May). *Innovation ouverte et le laboratoire vivant RehabMALL.* Communication présentée dans le cadre du 84e Congrès de l'Association francophone pour le savoir (ACFAS), Montreal, QC.
- Potvin, P.** (2016, June). *Reconciling conceptual change with recent findings in neuroimaging and mental chronometry.* Keynote at the 10th International Conference on Conceptual Change (EARLI-SIG3), Florina, Greece.
- Potvin, P.** (2016, June). *"The coexistence of intuitive and scientific understandings: Implications for basic research in cognitive science and for science and mathematics education".* Symposium at the 10th International Conference on Conceptual Change (EARLI-SIG3), Florina, Greece.



- Potvin, P.** (2016, September). *"Science and mathematics education: Possible implications supported by recent neuroeducational studies"*. Symposium at the International Mind, Brain and Education Society Conference, Toronto, ON.
- Potvin, P., & Hasni, A.** (2016, mai). *Une CAP qui s'inspire des résultats de recherche et qui en produit dans le but de favoriser l'intérêt des élèves à l'égard des sciences et de la technologie*. Paper presented at the 84e Congrès de l'Association francophone pour le savoir (ACFAS), Montreal, QC.
- Potvin, P., & Hasni, A.** (2016, November). *Des interventions pédagogiques qui favorisent l'intérêt des élèves pour les sciences et la technologie: résultats obtenus par la CRIJEST dans le cadre du travail en communauté de pratique*. Communication présentée pour Rendez-vous de l'île du Savoir, Montreal, QC.
- Potvin, P., & Hasni, A.** (2017, March). *Les modes d'intervention en enseignement des sciences et de la technologie et leurs effets sur l'apprentissage et l'intérêt des élèves*. Communication présentée dans le cadre du Journée d'échanges sur l'enseignement des sciences et de la technologie aux jeunes - Académie Nationale des Sciences et Techniques du Sénégal (ANSTS) / Société Royale du Canada (SRC), Dakar, Sénégal.
- Rosenfield, S., Couture, E., Dedic, H., Idan, E., Pillay, V., & Fuchs, A.** (2016, November). *Emerging Literacy in Mathematics (ELM)/Orienter la réussite des mathématiques émergents (ORME)*. Paper presented at the Quebec Provincial Association of Teachers (QPAT) Annual Convention, Montreal, QC.
- Rueb, A., & Cardoso, W.** (2016, April). *Prêt à négocier: a competitive digital game to develop language skills and motivation in L2 French*. Paper presented at the American Association for Applied Linguistics (AAAL) conference, Orlando, FL.
- Rueb, A., & Cardoso, W.** (2016, June). *Serious games in the classroom: eeducing foreign language anxiety through role-play*. Paper presented at the Supporting Active Learning & Technological Innovation in Studies of Education (SALTISE) Conference, Montreal, QC.
- Rueb, A., & Cardoso, W.** (2016, May). *Ready to Negotiate: A fun and research-based serious game for ESL, FSL and beyond*. Paper presented at the 3e Colloque International en Education [Sommet de l'iPad et du Numérique en Éducation], Montreal, QC.
- Rueb, A., Cardoso, W., & Grimshaw, J.** (2016, August). *European Association for Computer-Assisted Language Learning (EUROCALL)*. Paper presented at the European Association for Computer-Assisted Language Learning (EUROCALL), Cyprus.
- Ruivivar, J. A., & Collins, L.** (2016, December). *Gotta go! How do native speakers judge ESL speakers' use of informal language?* Paper presented at the Société pour le perfectionnement de l'enseignement de l'anglais, langue seconde au Québec (SPEAQ), Lévis, QC.
- Ruivivar, J. A., & Collins, L.** (2017, March). *Gotta go! The effects of foreign accent on perceptions of nonstandard grammar*. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Portland, OR.
- Saidane, R., Fejzo, A., & Chapleau, N.** (2016, novembre). *Les effets d'une intervention en conscience morphologique sur le développement du vocabulaire transdisciplinaire d'élèves québécois francophones de quatrième année du primaire*. Communication présentée dans le cadre du Colloque annuel pour la promotion de la recherche étudiante du CRIFPE (CAPREC), Quebec, QC.
- Smith, G., Cardoso, W., & Garcia Fuentes, C.** (2016, April). *A multidimensional evaluation of text-to-speech synthesizers: Are they ready for the L2 classroom?* Paper presented at the American Association for Applied Linguistics (AAAL) conference, Orlando, FL.

- St. Laurent, M., & **Venkatesh, V.** (2016, May). *Musciological and narratological inquiries in the Québec black metal scene*. Paper presented at the International Association for the Study of Popular Music – Canadian Chapter Conference, Calgary, AB.
- Strachan, L., & **Trofimovich, P.** (2017, March). *Now you hear it, now you don't: L1 and L2 perception of regular past –ed in naturalistic input*. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Portland, OR.
- Sundberg, R., & **Cardoso, W.** (2016, April). *Using music as enhanced input: A usability study in a mobile-assisted learning environment*. Paper presented at the American Association for Applied Linguistics (AAAL) conference, Orlando, FL.
- Sundberg, R., & **Cardoso, W.** (2016, August). *Aligning out-of-class material with curriculum: tagging grammar in a mobile music application*. Paper presented at the European Association for Computer-Assisted Language Learning (EUROCALL), Cyprus.
- Sundberg, R., & **Cardoso, W.** (2016, June). *Bande à Part: The development of a mobile music app for L2 pronunciation*. Paper presented at the International Symposium on the Acquisition of Second Language Speech (New Sounds), Aarhus, Denmark.
- Sundberg, R., & **Cardoso, W.** (2016, May). *Bande à Part: Building French oral fluency through music*. Paper presented at the Canadian Association of Applied Linguistics (ACLA), Calgary, AB.
- Tamim, R., **Borokhovski, E., Pickup, D., Bernard, R. M., & El Saadi, L.** (2016, April). *Tablets and smart mobile devices for teaching and learning: A systematic review and meta-analysis*. Paper presented at the American Educational Research Association (AERA), Washington, DC.
- Taylor Reid, K., & **Cardoso, W.** (2016, November). *A variationist perspective on the pronunciation of 'the' in English: A TV corpus analysis*. Paper presented at the New Ways of Analyzing Variation. Simon Fraser University, Vancouver, BC.
- Trofimovich, P.** (2016, December). *Second language comprehensibility: Implications for the teaching and learning of pronunciation*. Plenary address at the 10th International Conference on Native and Non-native Accents of English, Łódź, Poland.
- Upitis, R., & **Abrami, P. C.** (2016, April). *Teachers and technology: How independent music teachers use digital music tools*. Paper presented at the 12th International Conference on Mobile Learning, Portugal.
- Upitis, R., & **Abrami, P. C.** (2016, October). *Cadenza: An online tool for transforming music learning*. Paper presented at the 7th ICEEPSY The International Conference on Education and Educational Psychology, Rhodes, Greece.
- Upitis, R., **Abrami, P. C., & Boese, K.** (2016, April). *The use of digital tools by independent music teachers*. Paper presented at the 2th International Conference on Mobile Learning, Vilamoura, Algarve, Portugal.
- Upitis, R., **Abrami, P. C., Brook, J., Varela, W., & Boese, K.** (2016, July). *Student, parent, and teacher perspectives on studio music instruction*. Paper presented at the 26th International Preconference Seminar in Music Education, ISME Commission for Research in Music Education, London, UK.
- Upitis, R., **Abrami, P. C., Brook, J., Varela, W., & Boese, K.** (2016, July). *What do Canadian students, parents, and teachers tell us about music learning?* Poster presented at the ISME World Conference, Glasgow, Scotland.
- Venkatesh, V.** (2016, June). *Strategies to combat the Islamic State's hateful social media rhetoric using social pedagogy*. Invited address at the Global Media Forum, Bonn, Germany.

- Venkatesh, V.** (2016, May). *Terrorism as propaganda: Countering the rhetoric of hate in Islamic State social media feeds*. Invited address at the Montreal Institute of Genocide and Human Rights Studies, Montreal, QC.
- Venkatesh, V.** (2016, November). *SOMEONE – Social Media Education Every Day – Strategies to prevent radicalization leading to violent extremism using principles of critical thinking and information literacy*. Invited address at the the Global Countering Violent Extremism Forum organized by the Digital Mass Atrocity Prevention Laboratory, Montreal, QC.
- Venkatesh, V.** (2016, November). *Social pedagogy to combat extremism*. Invited address at the UNESCO-Québec international conference on the internet and radicalisation of youth, Quebec, QC.
- Venkatesh, V.** (2016, November). *Methodologies to research online hate speech*. Invited address at the Cybersecurity workshop held by Global Diplomacy Lab, Montreal, QC.
- Venkatesh, V.** (2016, October). *Theatrics of hate speech*. Invited address at the Centre for International Comparative Criminology, Montreal, QC.
- Venkatesh, V.** (2017, January). *Theatrics of hate*. Invited addresss at the Psychoanalytic Institute of Northern California at the Desiring Deadness: Psychosocial Necrophilia in Accelerated Times, San Francisco, CA.
- Venkatesh, V.** (2017, March). *Accroître la sensibilisation et la résilience contre la haine en ligne avec la pédagogie sociale*. Invited address at the Centre d'expertise et de formation sur les intégrismes religieux et la radicalisation (CEFIR), Longueuil, QC.
- Venkatesh, V.** (2017, March). *Strategies to counter the proliferation of hate speech through public pedagogy*. Invited address at the St. James Literary Society, Montreal, QC.

### **Training and Instruction**

- Bures, E.** (June, 2016). *Constructivistic approaches to assessment in alignment with student competencies*. Invited workshop presented at the The Study, private school, Montreal, QC.
- Cardoso, W.** (2016, May). *Research and training mobility: The use of learner response system (clickers) in language education*. Five-day workshop presented at the language teachers at the Universidad del Pais Vasco / Euskal Herriko Unibertsitatea. Part of Erasmus+ Grant. [For language teachers].
- Pillay, V.** (2016, November). *FABRA Training*. Online training presented at the school district 47, Powell River, BC.
- Pillay, V.** (2016, October). *ELM Workshop*. Online workshop presented at the Eastern Shores School Board, New Carlisle, Quebec.
- Pillay, V.** (2016, October). *ELM Training*. Training presented at the Commission scolaire des Laurentides, Montreal, QC.
- Pillay, V.** (2016, October). *FABRA Workshop*. Workshop presented at the Lauren Hill Academy, Montreal, QC.
- Pillay, V.** (2016, October). *FABRA Workshop*. Workshop presented at the Lester B. Pearson High School, Montreal, QC.
- Pillay, V.** (2016, September). *FABRA Training*. Workshop presented at the Garage a Musique, Fondation du Dr Julien, Montreal, QC.
- Pillay, V.** (2016, September). *ELM Training*. Online workshop presented at the school district 47, Powell River, BC.
- Pillay, V.** (2017, February). *ABRA & ePEARL Presentation*. Online workshop presented at the CSPI Consultants, Quebec, QC.
- Pillay, V.** (2017, February). *FABRA workshop*. Workshop presented at the JPPS Elementary School, Montreal, QC.

- Pillay, V.** (2017, January). *IS-21 workshop*. Workshop presented at the Centre for the Study of Learning and Performance teacher training, Montreal, QC.
- Wade, A., & WaGioko, M.** (2016, October). *Developing fundamental skills using the Learning Toolkit*. Workshop presented at the Aga Khan Nursery School teachers, Nairobi, Kenya.
- Wade, A., & WaGioko, M.** (2016, October). *Developing fundamental skills using the Learning Toolkit*. Workshop presented at the staff of CEMASTEAs, Karen, Kenya.
- Wade, A., & WaGioko, M.** (2017, January). *Developing fundamental skills using the Learning Toolkit*. Workshop presented at the DubaiCares schools, Kwale, Kenya.
- Wade, A., WaGioko, M., Del Col, N., & Abrami, P. C.** (2016, September). *Developing literacy and numeracy skills using the Learning Toolkit*. Refresher workshop presented at the World Vision schools, Kirindon, Kenya.

### Technology-Based Tools and Other Transfer Activities

- Abrami, P.C.** and others (2000) *Learning Toolkit Software*. Retrieved from <http://www.concordia.ca/ltk>
- Brodeur, M., Capuano, F., Bluteau, J., & Dumouchel, M.** (2017, February). *Éducation et passion d'enseigner*. Round table host presented at the Soirée spéciale consacrée à la contribution des enseignantes et des enseignants à la prévention de l'intimidation dans le cadre de la semaine nationale des enseignants, Montréal, QC.
- Budd, J., Fichten, C., Marcil, E., Vo, C., Lussier, A., Havel, A., King, L., . . . Asuncion, J. V.** (2016, June). *When free and inexpensive doesn't mean "cheap": Adaptech Research Network's Free and/or Inexpensive technology database*. Presentation at the Cégep André-Laurendeau's Research and Pedagogical Day, Montreal, QC.
- Chapleau, N.** (2016, décembre). *Les interventions en littérature auprès de l'élève en difficulté d'apprentissage*. Conférencière invitée pour les étudiants du baccalauréat en enseignement au préscolaire et au primaire de l'Université du Québec en Outaouais, Stain-Jérôme, QC.
- Chapleau, N.** (2016, novembre). *Interventions en orthographe lexicale auprès de l'élève dysorthographique* Conférencière invitée pour les intervenants de l'école Vanguard, Montréal, QC.
- Chapleau, N.** (2016, novembre). *Découvrir la structure des mots pour orthographier, une stratégie efficace pour tous les scripteurs*. Conférencière invitée pour les enseignants de l'école Champlain, Montréal, QC.
- Collins, L., Cardoso, W., Enns-Kananen, Manchón, R., Ortega, L., & Vinall, K.** (2016). AAAL Guidelines for publishing in applied linguistics. Retrieved from <http://www.aaal.org/general/custom.asp?page=PublishingGuidelines>
- Fichten, C.** (2016). Theory of planned behavior postsecondary graduation questionnaire. Montreal, QC: Adaptech Research Network. Retrieved from
- Fichten, C., Asuncion, J. V., Nguyen, M. N., Budd, J., Barile, M., & Amsel, R.** (in press). POSITIVES Scale / Échelle POSITIVES. *PsycTESTS*.
- Fichten, C., & Nguyen, M. N.** (2017). *Questionnaire : La théorie du comportement planifié*. Montreal, QC: Adaptech Research Network.
- Gauvin, I., Beaudoin-Bégin, A.-M., & Debois, F.** (2016, novembre). *Perles rares, les futurs enseignants compétents en français?* Conférencière invitée pour Les Rencontres Educere, Faculté des sciences de l'éducation, Université du Québec à Montréal, Montréal, QC.
- Havel, A., & King, L.** (2017, February). Almost everything you wanted to know about psychoeducational assessments. *Bulletin du Centre Montréalais pour les troubles d'apprentissage*.

- Jorgensen, M., **Fichten, C.**, Budd, J., **King, L.**, Havel, A., Marcil, E., Poldma, T. (2016, June). *Les deux côtés de la médaille : la perception des étudiants de l'utilisation que font leurs enseignants des technologies de l'information et de la communication (TIC)*. Presentation at the Journée de la recherche et de la pédagogie, Cégep André-Laurendeau, Montreal, QC.
- Jorgensen, M., Marcil, E., Budd, J., Havel, A., **King, L.**, & Lussier, A. (2016). *CT and college professor interviews - Coding manual*. Montreal, QC: Adaptech Research Network.
- Jorgensen, M., Marcil, E., Havel, A., Lussier, A., Schaffer, L., & **King, L.** (2016). *Successful job search strategies of graduates with disabilities: Coding manual*. Montreal, QC: Adaptech Research Network.
- King, L., Fichten, C.**, Havel, A., Jorgensen, M., Vo, C., Marcil, E., & Budd, J. (2016, June). Hidden treasures: Free and inexpensive information and communication technologies for college students. *Profweb*. Retrieved from <http://www.profweb.ca/en/publications/articles/hidden-treasures-free-and-inexpensive-information-and-communication-technologies-for-college-students>
- King, L.**, Jorgensen, M., Lussier, A., **Fichten, C.**, Havel, A., Budd, J., . . . Marcil, E. (2016, September). *Les perspectives des étudiants et des professeurs sur l'excellence dans l'utilisation des TIC et du cyberapprentissage au collégial*. Présentation lors du 2e rendez-vous d'équipe pour l'étude sur le cyberapprentissage et l'utilisation des technologies informatiques par les professeurs au collégial, Montreal, QC.
- Laplante, L.** (2016, décembre). *Effet du modèle à 3 paliers sur la réussite des premiers apprentissages en lecture et en écriture d'élèves de maternelle et de 1re année scolarisés en français issus de milieux défavorisés*. Présentation lors de l'activité de transfert de l'Action concertée Programme de recherche sur l'écriture s'adressant aux partenaires du milieu de l'éducation, Montréal, QC.
- Laplante, L.** (2017, janvier). *Réussite des premiers apprentissages en lecture et en écriture. Est-ce que l'intervention orthopédagogique fait la différence ?* Présentation dans le cadre d'une journée de formation s'adressant aux orthopédagogues de la Commission scolaire des Affluents, St-Jérôme, QC.
- Laplante, L.** (2017, mars). *Effet du modèle à 3 paliers sur la réussite des premiers apprentissages en lecture et en écriture d'élèves de maternelle et de 1re année scolarisés en français*. Présentation des résultats de recherche presented at the personnel enseignant de l'école Cœur-Immaculé-de-Marie de la Commission scolaire de Montréal, Montréal, QC.
- Liakin, D., **Cardoso, W.**, & **Waddington, D.** (2017). *Astronaute FLS: A mobile interactive team-building shouting game for learning French vocabulary and pronunciation* [Online game (under construction)]. Retrieved from <http://astronautefls.ca>.
- Lussier, A., **King, L., Fichten, C.**, Jorgensen, M., Havel, A., Marcil, E., . . . Schaffer, L. (2016, June). *Apreniendo de los mejores / Apprendre des meilleurs*. Presentation at the Journée de la recherche et de la pédagogie, Cégep André-Laurendeau, Montreal, QC.
- Marcil, E., & **Fichten, C.** (2016, October). *Doing it right: PowerPoints from a universal design perspective*. Presentation at the Dawson College Pedagogical Day, Montreal, QC.
- Marcil, E., **King, L.**, Havel, A., **Fichten, C.**, & Jorgensen, M. (2016). Work it out: Employment and postsecondary graduates with disabilities. *Communiqué*, 17(2), 22-23.
- Rueb, A., & **Cardoso, W.** (2016). *Prêt à négocier [Ready to negotiate: an interactive negotiating game for learners of French as a foreign/second language]*. Retrieved from <http://affordancestudio.com/fr/?portfolio=pret-a-negocier>.
- Trofimovich, P.** (2017, February). *Second language comprehensibility*. Public lecture at the Graduate College of Education, Temple University Japan, Tokyo, Japan.

- Trofimovich, P.** (2017, January). *Second language comprehensibility: Exploring the construct*. Invited talk at the University of Ottawa, Ottawa, ON.
- Vo, C., Budd, J., Marcil, E., **Fichten, C.**, Jorgensen, M., & Havel, A. (2016, August). *Below the surface: Built-in features of Windows 10*. Presentation at the Summer Student Research Expo at Dawson College, Montreal, QC.
- Vo, C., Marcil, E., Jorgensen, M., & **Fichten, C.** (2016). Registering for access services in college: A focus on immigrant students with disabilities. *Inspirations*, 8(2), 30.
- Waddington, D., & Cardoso, W.** (2015-present). *Spaceteam ESL: A mobile interactive team-building shouting game*. Retrieved from <http://spaceteamesl.ca>.

## Artistic Performances

- Peersen, I., Fullemann, S., **Venkatesh, V.**, Hall, D., & **Urbaniak, K.** (2016, December 9-10). *Grimposium, Noisy and By Norse present New York By Norse*. Curation of musical performances by Enslaved accompanied by film projections by David Hall; film screening by Vivek Venkatesh and David Hall; panel discussions with Ivar Peersen, Kjetil Grutle, David Hall and Vivek Venkatesh, New York City, NY.
- Venkatesh, V.**, Hall, D., (co-producers, co-writers, & co-cinematographers). (2016-2017). *Blekkmetal*. New York, NY; Montreal, QC; Edmonton, AB; Bogota, Columbia; Philadelphia, PA; Little Rock, Aransas; Toronto, Ontario, Victoria, BC: Co-produced by Wallin, J.J. & Chapman, O. Executive Producers: Peersen, I., Wise-Hansen, J., Rosseland, K. Retrieved from <http://grimposium.com/blekkmetal>
- Venkatesh, V.**, Hall, D., (co-producers, co-writers, co-directors, & co-cinematographers). (2016 December). *Enslaved 25: The early years*. New York City, NY: Grimposium and Uneasy Sleeper: Canada. Executive Producers: Peersen, I., Grutle, K. Retrieved from <http://grimposium.com/new-york-by-norse/>
- Venkatesh, V.**, Hall, D., Rotenberg, T., & **Urbaniak, K.** (2016, April 14). *Grimposium and made in New York Media Centre present: Blekkmetal – Bardspec – Echoscope – Grimposium 360*. Curation of film screenings and musical performances by David Hall, Vivek Venkatesh, Jason Wallin, Owen Chapman, and Ivar Peersen, New York City, NY.
- Venkatesh, V.**, Hall, D., & **Urbaniak, K.** (2016, July 2-3). *Grimposium presents The Norwegian Invasion*. Curation of musical performances by Ivar Peersen, Leticia Trandafir, Steve Austin and Vivek Venkatesh; film screening by David Hall and Vivek Venkatesh; panel discussions with Kevin Tierney, Aisling Chin-Yee, David Hall, Jannicke Wiese-Hansen, Kirsti Rosseland, Simon Fullemann, Ivar Peersen, Kjetil Grutle and Vivek Venkatesh, Montreal, QC.
- Venkatesh, V.**, Mudrian, A., & **Urbaniak, K.** (2016, April 16). *Decibel Magazine and Grimposium present: Choosing Death Fest*. Curation of musical performances by Dying Fetus, Nails, Misery Index, Deceased, Horrendous, Magrudergrind, Taphos Nomos; panel discussions with Jason Netherton, Mark Kloeppe, Jeff Podoshen, Jason Wallin, David Hall, JR Hayes, Ian Christie, Albert Mudrian; and film screening by Felipe Belalcazar, Philadelphia, PA.
- Venkatesh, V., & Urbaniak, K.** (2016, August 4-5). *Grimposium presents Doomed to Death*. Curation of musical performances by Misery Index, Vastum, Vengeful and Cardinal Wyrms; film screening by Felipe Belalcazar; panel discussions with Scott Carlson, Matt Olivo, Jason Netherton, Mark Kloeppe, Michael Berberian, Janick Langlais, Michelle Ayoub; workshops with Marie-Hélène Landry, Sébastien Croteau. Montreal, QC.
- Venkatesh, V., & Urbaniak, K.** (2017, February 1-3). *Desiring deadness*. Curation of musical performances by Acephalix, Necrot, Phrenelith, Ulthar; panel sessions with Vivek

Venkatesh, Leila Abdul- Rauf, Daniel Butler and Stephen Hartman, San Francisco and Oakland, CA.

**Venkatesh, V., & Urbaniak, K.** (2017, May 9). #paysagedelahaine #landscapeofhate. Curation of musical performances by anabesine, softcoresoft, Owen Chapman, Vivek Venkatesh, Filip Ivanovic and Paul Williams panel session with Cécile Rousseau, David Morin and Nicole Fournier-Sylvester. Co-produced by Social Sciences and Humanities Research Council., Montreal, QC.

## Students

### Post Doctorate

Abashidze, D. (in progress). *Joint attention in second language learning*. Post-doctoral fellow, supervised by **K. McDonough**, co-supervised by **P. Trofimovich**.

Rabah, J. (in progress). *An interdisciplinary approach to investigating innovative online and blended pedagogical practices*. Post Doctoral Fellow, supervised by **V. Venkatesh**.

Qu, C. (2016, June). *The acquisition of the Mandarin tonal system by English and French speakers: A multidimensional approach*. Post Doctorate, supervised by **W. Cardoso**.

Silveira, R. (in progress). *Second language (L2) acquisition of production and perception of English word-final consonants by Brazilian Portuguese native speakers*. Post Doctorate, supervised by **W. Cardoso**.

### Ph.D. Supervision

Akbari, E. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **J. C. Castro**.

Appel, R. (in progress). *Corpus approaches to issues in second language acquisition: Three studies*. Doctoral dissertation, supervised by **K. McDonough**, co-supervised by **P. Trofimovich**.

Arvais, O. (in progress). *Étude multicas des pratiques d'enseignement/apprentissage dans les camps de réfugiés sud-soudanais et somaliens des régions de Dollo Ado et Gambela en Éthiopie*. Doctoral dissertation, supervised by **P. Charland**.

Barcomb, M. (in progress). *Video interactions and the acquisition of L2 pronunciation*. Doctoral dissertation, supervised by **W. Cardoso**.

Bédard, M. (in progress). *Description de la contribution des interventions orthopédagogiques à l'identification de la dyslexie, par l'observation de l'activité cérébrale des élèves « résistants à l'intervention »*. Doctoral dissertation, supervised by **L. Laplante**, co-supervised by **J. Mercier**.

Bélangier, C. (in progress). *Étude collaborative pour l'apprentissage dans un musée de sciences*. Doctoral dissertation, supervised by, co-supervised by **P. Charland**.

Bergeron, A. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Trofimovich**.

Borquez Schwarzbeck, M. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **J.C. Castro**.

Brault-Foisy, L.-M. (in progress). *Étude du rôle du recyclage neuronal dans l'apprentissage de l'identification des mots écrits*. Doctoral dissertation, co-supervised by **M. Riopel**.

Brouillette, N. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Potvin**.

Bryuère, M.-H. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Potvin**.

Buss, L. (in progress). *Incidental learning, perception, and teacher training in L2 pronunciation*. Doctoral dissertation, supervised by **S. Kennedy**.

- Collard-Fortin, U. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by D. Gauthier, co-supervised by **P. Potvin**.
- Dao, V. (in progress). *Learner engagement in tasks during peer interaction: Identifying the effect of interlocutor proficiency and task type*. Doctoral dissertation, supervised by **K. McDonough**.
- Das, S. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **V. Venkatesh**.
- de Souza, A. M. (in progress). *La pertinence de la coda miroir en tant qu'objet phonologique*. Doctoral dissertation, supervised by H. Newell, co-supervised by **W. Cardoso**.
- Dion, J.-S. (in progress). *Impact de la théorie implicite de l'intelligence des futurs enseignants sur leurs capacités cérébrales d'autorégulation*. Doctoral dissertation, co-supervised by **P. Charland**.
- Etheridge, J. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **J.C. Castro**.
- Fournier-Sylvester. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **V. Venkatesh**.
- Friere, M. (in progress). *Topic not yet defined*. Doctoral dissertation, co-supervised by **J.C. Castro**.
- Gillespie, J. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **J. C. Castro**.
- Godin, M.-P. (in progress). *Étude des difficultés en orthographe lexicale chez les élèves dysphasiques et ceux ayant un TDA/H : une fenêtre sur la contribution des habiletés langagières et des fonctions exécutives*. Doctoral dissertation, co-supervised by **N. Chapleau**.
- Greer, G. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **J.C. Castro**.
- Grenier, P. (in progress). *Éducation parentales dans les familles avec des enfants présentant un trouble déficitaire de l'attention/hyperactivité*. Doctoral dissertation, supervised by **H. Poissant**.
- Grimshaw, J. (in progress). *Speech technologies in second/foreign language learning*. Doctoral dissertation, supervised by **W. Cardoso**, co-supervised by **L. Collins**.
- Han, Y. (in progress). *Individual differences and second language learning*. Doctoral dissertation, supervised by **K. McDonough**.
- Jackson, S. (in progress). *The problem with English /h/: its perception, production and pedagogy (Temporary)*. Doctoral dissertation, supervised by **W. Cardoso**.
- Kurtz dos Santos Buss, L. (in progress). *The cognitions and professional development of pre-service and in-service teachers with respect to second language pronunciation*. Doctoral dissertation, supervised by **S. Kennedy**, co-supervised by **P. Trofimovich**.
- Lalonde, M. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **J. C. Castro**.
- Lesage, M. (in progress). *Évaluation agrégée dans un cours à distance*. Doctoral dissertation, co-supervised by **M. Riopel**.
- Manuel, D. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **A. Savard**.
- Marec, C.-É. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Potvin**.
- Moussally, S. (in progress). *The use of personal assistants (speaking robots) in second/foreign language learning*. Doctoral dissertation, supervised by **W. Cardoso**, co-supervised by **b.**
- Narayana, M. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **V. Venkatesh**, co-supervised by S. Shaw.
- Nicolae, I. (in progress). *Learning second language formulaic sequences in a mobile environment*. Doctoral dissertation, supervised by **W. Cardoso**.



- Oba, T. (in progress). *Form-focused practice and corrective feedback in EFL classrooms: The role of analytical ability and working memory*. Doctoral dissertation, supervised by **K. McDonough**.
- Parpinelli, D. (in progress). *Conception d'un outil pour favoriser la diction lyrique du portugais brésilien des chanteurs non brésiliens*. Doctoral dissertation, supervised by I. Héroux, co-supervised by **W. Cardoso**.
- Poljak, L. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Trofimovich**.
- Pronovost, M. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **M. Riopel**, co-supervised by **P. Potvin**.
- Rizzo, D. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **C. Fichten**.
- 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 **N. Chapleau**.
- Skelling-Desmeules, Y. (in progress). *Étude neurophysiologique de la performance d'apprenants dans un jeu sérieux pour apprendre la physique*. Doctoral dissertation, supervised by **P. Charland**.
- Sparkes, C. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **R.M. Bernard**.
- Sundberg, R. (in progress). *The effects of music on the acquisition of a second language in a mobile environment (preliminary)*. Doctoral dissertation, supervised by **W. Cardoso**.
- Sy, O. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Potvin**.
- Thibault, F. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Potvin**.
- Valdovinos Rodriguez, S. E. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **J. C. Castro**.
- Valerie, 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**.
- Varela, W. (in progress). *Student, teacher and parent responses to studio music education and the uses of technology for learning to play a musical instrument*. Doctoral dissertation, supervised by **P.C. Abrami**.
- Zaare, M. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **V. Venkatesh**.
- Zuberi, A. (in progress). *Sociology of educational technology*. Doctoral dissertation, supervised by **V. Venkatesh**, co-supervised by M.A. Nasseem.

### Dissertations Defended

- Alexander, K. (2016, September). *Video games and interactivity: The semiotics of multimedia in instructional design*. Doctoral dissertation, supervised by **V. Venkatesh**.
- Kazarloga, V. (2016, June). *The attitudes of ESL students towards nonnative varieties of English in the context of Montreal: An exploratory study*. Doctoral dissertation, supervised by M. Steinbach, co-supervised by **W. Cardoso**.
- McMaster, S. (2016, October). *Crowdsourcing global culture: Visual representation in the age of information*. Doctoral dissertation, supervised by **J.C. Castro**.
- Rabah, J. (2016, September). *Gender and technology: A meta analysis*. Doctoral dissertation, supervised by **D. Waddington**, co-supervised by **V. Venkatesh**.

### M.A. & BA Thesis/Internship Supervision

- Allaw, E. (in progress). *The effect of the SSARC model of task sequencing on L2 written production*. MA thesis, supervised by **K. McDonough**.

- Aloraini, N. (in progress). *Social media in language learning: Perceptions of Saudi students*. MA thesis, supervised by **W. Cardoso**.
- Alves, T. B. (in progress). *Music style and L2 phonological acquisition: Music as input and frequency effects*. MA thesis, supervised by **W. Cardoso**.
- Aubertin, P. (in progress). *Rapport à la norme de futurs enseignants de français du secondaire*. MA thesis, co-supervised by **I. Gauvin**.
- Avoine, E. (in progress). *Études de l'influence du parcours migratoire sur la réussite d'élèves réfugiés arrivés récemment au Québec*. MA thesis, supervised by **P. Charland**.
- Ayotte-Beaudet, J.-P. (in progress). *L'effet de l'éducation dans l'environnement sur l'intérêt des élèves*. Doctoral dissertation, supervised by **P. Potvin**.
- Beaupré-Boivin, K. (in progress). *Utilisation technologique pour l'enseignement de l'orthographe lexicale auprès des élèves en difficulté d'apprentissage*. MA thesis, supervised by **N. Chapleau**.
- Béland, S. (in progress). *Enseignement de l'orthographe lexicale au premier cycle du primaire*. MA thesis, supervised by **N. Chapleau**.
- Bélanger, V. (in progress). *Topic not yet defined*. MA thesis, supervised by **I. Gauvin**.
- Berretta, G. (in progress). *Topic not yet defined*. MA thesis, supervised by **D. Pariser**.
- Boissard, B. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Potvin**.
- Bolduc, A. (in progress). *Étude neurophysiologique de l'influence de la nature des contextes en résolution de problème en chimie et physique*. MA thesis, supervised by **P. Charland**.
- Carvalho, J. (in progress). *The phonology of Brazilian Portuguese English*. MA thesis, co-supervised by **W. Cardoso**.
- Cerreta, S. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Trofimovich**.
- Chojczak, D. (in progress). *Vygotsky and the zone of proximal development*. MA thesis, supervised by **W. Cardoso**.
- Clark, J. (in progress). *Teaching L2 vocabulary with student - and teacher-generated gestures: A classroom perspective*. MA thesis, supervised by **P. Trofimovich**.
- Croteau, D. (in progress). *Revue synthèse de la nutrition en lien avec les jeunes ayant un TDAH*. MA thesis, supervised by **H. Poissant**.
- Cymbalist, G. (in progress). *Topic not yet defined*. MA non-thesis, supervised by **D. Waddington**.
- Davies, D. (in progress). *Teacher training and communities of practice*. MA thesis, supervised by **V. Venkatesh**.
- Deutsch, M. (in progress). *Teaching computational thinking*. MA thesis, supervised by **A. Savard**.
- Di Fiore, M.-L. (in progress). *Étude du poids relatif des compétences langagières pour prédire la réussite en sciences*. MA thesis, supervised by **P. Charland**.
- Duchamp, J. (in progress). *Topic not yet defined*. MA thesis, supervised by **D. Pariser**.
- Dufour, D. (in progress). *Data driven learning of second language grammar*. MA thesis, supervised by **L. Collins**.
- Durocher, E. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Potvin**.
- Elbling, D. (in progress). *Topic not yet defined*. MA non-thesis, supervised by **D. Waddington**.
- Forget, B. (in progress). *Topic not yet defined*. MA thesis, supervised by **J.C. Castro**.
- Gadbois, I. (in progress). *Topic not yet defined*. MA thesis, co-supervised by **J. Mercier**.
- Galindo Ochoa, J. (in progress). *The effect of task repetition on L2 speakers' intelligibility*. MA thesis, supervised by **K. McDonough**.
- Gibeau, D. (in progress). *Topic not yet defined*. MA thesis, supervised by **J. Mercier**.
- Girard, C. (in progress). *Analyse de l'autorégulation en continu des gestes pédagogiques posés par les orthopédagogues en fonction des réponses des élèves de Ire année du 1er cycle*. MA thesis, co-supervised by **N. Chapleau**.

Girard, C. (in progress). *Topic not yet defined*. MA thesis, supervised by **J. Mercier**.

Grant, B. (in progress). *Topic not yet defined*. MA non-thesis, supervised by **D. Waddington**.

Hendry, C. (in progress). *The effects of instruction on the L2 acquisition of Mandarin tones*. MA thesis, supervised by **W. Cardoso**.

Hoteit, R. (in progress). *Topic not yet defined*. MA thesis, supervised by **D. Pariser**.

Hunt, E. (in progress). *Topic not yet defined*. MA thesis, supervised by **D. Waddington**.

Lagüe, D. (in progress). *Évaluation de la contribution de la boucle orthographique et de la conscience phonologique aux difficultés d'apprentissage de l'orthographe lexicale*. MA thesis, supervised by **L. Laplante**.

Landriau, A. (in progress). *Topic not yet defined*. MA thesis, supervised by **I. Gauvin**.

Lapierre, C. (in progress). *Topic not yet defined*. MA thesis, supervised by **L. Collins**.

Lapierre, H. G. (in progress). *Conception et mise à l'essai d'une formation à distance portant sur la robotique destinée aux enseignants de science et technologie au secondaire*. MA thesis, supervised by **P. Charland**.

Larose, M. (in progress). *Imagerie cérébrale en éducation scientifique*. MA thesis, co-supervised by **M. Riopel**.

Lee, S. (in progress). *Topic not yet defined*. MA thesis, supervised by **J.C. Castro**.

Lefevre, K. (in progress). *Topic not yet defined*. MA thesis, supervised by **D. Pariser**.

Lemay, R. (in progress). *Topic not yet defined*. MA thesis, supervised by **I. Gauvin**.

Lesage, R. (in progress). *Toward a developmentally mediated syllabus*. MA thesis, supervised by **W. Cardoso**.

Maillet, D. (in progress). *Effet d'une intervention pédagogique sur le vocabulaire et la production de mots écrits d'élèves allophones de niveau secondaire*. MA thesis, supervised by **N. Chapleau**.

Malenfant-Robichaud, G. (in progress). *Topic not yet defined*. MA thesis, supervised by S. Masson, co-supervised by **P. Potvin**.

Martin, P. (in progress). *Étude des interactions de dyades d'apprenants dans un environnement numérique d'apprentissage*. MA thesis, supervised by **P. Charland**.

Massé, C. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Potvin**.

Mathieu, J. (in progress). *Topic not yet defined*. MA thesis, supervised by **L. Laplante**.

Mazouni, S. (in progress). *Le désintérêt des cégépiens admis en programmes techniques pour les sciences et la technologie*. MA thesis, supervised by **P. Potvin**.

Menard, G. (in progress). *Pratiques pédagogiques et réussites des élèves en éducation technologique*. MA thesis, co-supervised by **P. Charland**.

Ménard, G. (in progress). *Éducation technologique au secondaire*. MA thesis, supervised by **M. Riopel**.

Moore, A. (in progress). *Topic not yet defined*. MA thesis, supervised by **J.C. Castro**.

Moore, G. (in progress). *Topic not yet defined*. MA non-thesis, supervised by **D. Waddington**.

Nolan, J. (in progress). *Les traitements corps-esprit chez les enfants avec un TDAH*. MA thesis, supervised by **H. Poissant**.

Noori, S. (in progress). *The perception of sC onset clusters by Farsi ESL learners*. MA thesis, supervised by **W. Cardoso**.

Parenteau, J. (in progress). *Topic not yet defined*. MA thesis, supervised by **D. Pariser**.

Roger, H. (in progress). *Conceptions du trouble de l'autisme par les enseignants*. MA thesis, supervised by **H. Poissant**.

Ruivivar, J. A. (in progress). *Spoken grammar and second language learning*. MA thesis, supervised by **L. Collins**.

Ryan, J. (in progress). *Topic not yet defined*. MA non-thesis, supervised by **D. Waddington**.

- Saint-Amand, J. (in progress). *Savoirs grammaticaux et didactiques d'enseignants accompagnant des stagiaires* MA thesis, supervised by **I. Gauvin**.
- Sheepy, E. (in progress). *Get water!: Exploring the adult player's experience of a mobile game for change*. MA thesis, supervised by **V. Venkatesh**.
- Shouma, A. (in progress). *Tablets in foreign language learning: Learners' and teachers' perceptions*. MA thesis, supervised by **W. Cardoso**.
- Smith, G. (in progress). *The timing of comprehension and production practice*. MA thesis, supervised by **L. Collins**.
- Strachan, L. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Trofimovich**.
- Taylor Reid, K. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Trofimovich**.
- Tremblay, C. (in progress). *Évaluation des processus spécifiques et non spécifiques de lecture-écriture chez des élèves du 1er cycle du secondaire fréquentant une institution privée*. MA thesis, supervised by **L. Laplante**.
- Warnholtz, M. (in progress). *Dual language immersion in high school: The impact on L1 and L2 achievement*. MA thesis, supervised by **E. Bures**.
- Yee, J. (in progress). *Topic not yet defined*. MA thesis, supervised by **D. Waddington**.

### **MA Theses Defended and Internships Completed**

- Bruyère, M.-H. (2016, May). *Topic not yet defined*. MA thesis, supervised by P. Potvin, co-supervised by **J. Mercier**.
- Chung, R. (2016, June). *Production and perception of L2 French passe compose and imparfait*. MA thesis, supervised by **L. Collins**, co-supervised by **W. Cardoso**.
- Da Silva Matos, J. (2016, December). *Interventions auprès d'élèves de la 4e année du primaire favorisant les interactions entre le texte et le lecteur*. MA thesis, supervised by **N. Chapleau**.
- Dault, C. (2016, December). *Cross-linguistic pedagogy in French L2*. MA thesis, supervised by **L. Collins**.
- Esshassah, F. (2016, June). *The Effects of computer-enhanced reading aloud on the production of /p/ and /ε/ in Arabic-English Interlanguage*. MA thesis, supervised by **W. Cardoso**.
- Grimshaw, J. (2016, August). *Activate space rats! Mobile gaming and L2 pronunciation*. Masters thesis, supervised by **W. Cardoso**.
- Lecours, V. (2017, January). *Élaboration d'un modèle prédisant la difficulté de tâches impliquant des fractions pour les élèves du primaire*. MA thesis, supervised by **M. Riopel**.
- Moreno, L. (2016, June). *Talking about images possible conversations in art education*. MA thesis, supervised by **J.C. Castro**.
- Viens, M.-P. (2016, June). *Voyage humanitaire scolaire et enseignement des arts : La photographie comme outil d'intégration et d'échange culturel*. MA thesis, supervised by **J.C. Castro**.

### **Research Assistants**

These are students who are not supervised by CSLP members but were hired as research assistants.

- Chung, R. *PhD student*. Employed by **L. Collins**.
- Falcone, A. *BA student*. Employed by **P. C. Abrami**.
- Grimshaw, J. *PhD student*. Employed by **L. Collins & W. Cardoso**.

Lagüe, D. *MA student*. Employed by **L. Laplante**.  
Rogers, H. *MA student*. Employed by **P. C. Abrami**.  
Ruivivar, J. A. *MA student*. Employed by **L. Collins & W. Cardoso**.  
Strachan, L. *PhD student*. Employed by **W. Cardoso**.  
Sundberg, R. *PhD student*. Employed by **W. Cardoso**.  
Wlodarczyk, V. *MA student*. Employed by **P. C. Abrami**.

### **Thesis Examination Committee**

**Brodeur, M.** (current). Thesis committee member. *Boily, Élizabéth (en cours). Étude des rôles de l'enseignant, de l'orthopédagogue et de leur collaboration en contexte d'implantation du Modèle de réponse à l'intervention en lecture au primaire. Directrice de thèse : Pascale Thériault. Co-directrice : Chantal Ouellet. Présidente du Comité du jury pour la thèse doctorat. Université du Québec à Montréal; Marion, Caroline (en cours). Transfert des connaissances issues de la recherche en éducation : proposition d'un modèle fondé sur la prise en compte des utilisateurs. Directrice : Nathalie Houlfort. Co-directrice de thèse: Marie-Hélène Guay. Présidente du Comité du jury pour la thèse doctorat. Université du Québec à Montréal.; Gareau, Maryse (en cours). Le déploiement de la pratique réflexive chez des étudiants finissants en enseignement en adaptation scolaire et sociale. Directrice de thèse: France Dubé. Co-directeur : Frédéric Legault. Présidente du Comité du jury pour la thèse doctorat. Université du Québec à Montréal.; Guay, Marie-Hélène (en cours). Enseignement de la compréhension en lecture aux lecteurs débutants de milieu défavorisé. Effet différentiel de l'enseignement du vocabulaire et d'une stratégie de lecture. Directeur : Éric Dion. Université du Québec à Montréal.; Viriot-Goeldel, Caroline (2017, juin). Aider l'apprenti-lecteur en difficulté. Analyse du cas français à la lumière de la Réponse à l'intervention. Directeur : Jacques Crinon. Membre du jury pour l'habilitation à diriger des recherches (HDR). Université Paris 8, France.; LeBlanc, Alexandra (2016). Quelles sont les habiletés qui prédisent le mieux la lecture chez les jeunes enfants de maternelle, première et deuxième années? Directeur : Jacques Richard. Université de Moncton.*

**Cardoso, W.** (current). Thesis committee member. *PhD thesis) Larissa Buss; Concordia University. Title: TBA. Supervisor: Sarita Kennedy; (PhD) Rhonda Chung; Concordia University. Title: TBA. Supervisor: Laura Collins;(PhD) David Price; Concordia University. Title: TBA. Supervisor: Saul Carliner; (PhD) Fernanda Soler-Urzuá; McGill University. Title: TBA. Supervisor: Mela Sankar; (PhD) Lauren Strachan Hird-Rutter; Concordia University. Title: TBD. Supervisor: Laura Collins; (PhD) Kym Taylor; Concordia University. Title: TBA. Supervisor: Pavel Trofimovich; (PhD) Masoumeh Zaare; Concordia University. Title: TBA. Supervisor: Vivek Venkatesh; (MA) Cynthia Lapierre; Concordia University. Title: The role of first language influence in the learning of a second language grammar: The case of his/her in English. Supervisor: Laura Collins; (MA) Carolane Doyon; Université du Québec à Montreal. Title: La perception et l'imitation de la prosodie du français par des locuteurs natifs de l'anglais. Supervisor: Daphnée Simard and Lucie Ménard; (MA) Kym Taylor; Concordia University. Title: The Kindergarten Effect: Exploring a New Community of Practice and Its Influence on Willingness to Communicate in an L2. Supervisor: Pavel Trofimovich; (MA) Lauren Strachan Hird-Rutter; Concordia University. Title: Now you hear it, now you don't: L1 and L2 perception of regular past –ed in naturalistic input. Supervisor: Pavel Trofimovich; (MA) Mathieu Rolland, Études françaises, Concordia University. Title: L'embargo Mishima : Une traduction relayée et ses paradoxes. Supervisor: Pier-Pascale Boulanger; (MA) Suzanne Cerreta; Concordia*

University. Title: *Engaging the Senses: A New Approach to L2 Pronunciation for Actors*. Supervisor: Pavel Trofimovich.

**Castro, J. C.** (current). Thesis committee member. *Kristopher Alexander PhD Dissertation (Vivek-Supervisor)*.

**Collins, L.** (Current). Thesis committee member. PhD: *Lauren Strachan Hird-Rutter; Michael Barcomb; Ross Sundberg; Audrey Dahl (Chair of committee) ALPH@-LAB: Laboratoire de partage des savoirs; MA: Tiago Bione, An evaluation of text-to-speech synthesizers for the foreign language classroom; Lauren Strachan Hird-Rutter, Now you hear it, now you don't: L1 and L2 perception of regular past –ed in naturalistic input*

**Trofimovich, P.** (current). Thesis committee member. *Susan Jackson, PhD in Education, Concordia University. Thesis supervisor: Walcir Cardoso; Ross Sundberg, PhD in Education, Concordia University. Thesis supervisor: Walcir Cardoso; Van Phung Dao, PhD in Education, Concordia University. Thesis supervisor: Kim McDonough; Yeji Han, PhD in Education, Concordia University. Thesis supervisor: Kim McDonough; Larissa Buss, PhD in Education, Concordia University. Thesis supervisor: Sara Kennedy; Juliane Bertrand, Linguistique et didactique, Université du Québec à Montréal. Thesis supervisors: Lori Morris and Lucie Ménard.*

### Professional Activities

**Abrami, P. C.** (current). Member. *Society for Research Synthesis Methodology; International Campbell Collaboration; American Educational Research Association; American Psychological Association; Canadian Psychological Association.*

**Abrami, P. C.** (current). Consultant. *English Montreal School Board Balanced Literacy Initiative.*

**Borokhovski, E.** (current). Editorial Board member. *Российский Психологический Журнал [Russian Psychological Journal]*

**Borokhovski, E.** (current). Board of Review Editors member. *Frontiers in Psychology Journal [Quantitative Psychology and Measurement]*

**Borokhovski, E.** (current). Reviewer. *British Journal of Educational Technology (BJET), Computers & Education (CAE), Journal of Distance Education (Australia), Journal of Online Learning and Teaching*

**Brodeur, M.** (2016, avril). Panel member. *L'apport de la musique dans la réussite scolaire. Transmettre le goût de la musique. Commission scolaire de Montréal. Montréal : Université de Montréal.*

**Brodeur, M.** (current). Member. *Conseil d'administration de Centraide du Grand Montréal ; Conseil général de l'Association canadienne d'éducation ; Conseil d'administration de la Fondation pour l'alphabétisation ; Conseil d'administration du Centre de Psycho-Éducation du Québec ; Association des doyens, doyennes et directeurs, directrices pour l'étude et la recherche en éducation au Québec (ADEREQ) ; Association canadienne des doyens et doyennes d'éducation (ACDE) ; Association francophone pour le savoir (ACFAS); Professeure-chercheuse collaboratrice au Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE-UQ); - Institut des troubles d'apprentissage (ITA); - L'Association des orthopédagogues du Québec (L'ADOQ).*

**Brodeur, M.** (current). Evaluation committee member. *Pour l'Agence Nationale de la Recherche (ANR), Paris; l'Institut Carnot de l'Éducation, Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la recherche, République française; l'ESPE (École Supérieure du Professorat et de l'Éducation) de l'Académie de Créteil (France).*

**Brodeur, M.** (current). Co-instigatrice, membre du Comité d'animation et membre du Comité scientifique. *Réseau québécois de recherche et de transfert en littératie. Centre de transfert*

*pour la réussite éducative du Québec. <http://www.ctreq.qc.ca/realisation/reseau-quebecois-sur-la-litteratie/>*

- Bures, E.** (current). Member. *Centre de Transfer pour la Réussite Éducative du Québec (CTREQ) executive board.*
- Cardoso, W.** (current). President. *Canadian Modern Language Review.*
- Cardoso, W.** (current). Member. *Think Tank Committee on University Teaching, Concordia University; American Association of Applied Linguistics Publishing Task Force.*
- Cardoso, W.** (current). Linguistic Consultant. *Lexicon Branding Inc. (California, USA) and Linguistic Analytics (California, USA)*
- Cardoso, W.** (current). Founder and co-editor *Concordia Papers in Applied Linguistics (COPAL).*
- Cardoso, W.** (current). Editorial Board Member. *Applied Psycholinguistics Journal; Theory and Practice in Language Studies Journal.*
- Cardoso, W.** (current). Reviewer. *Second Language Learning, Language Learning and Technology, Computer Assisted Language Learning, Generative Approaches to Language Acquisition Proceedings, Journal of Second Language Pronunciation, Journal of Psycholinguistics, Canadian Modern Language Review.*
- Cardoso, W.** (current). Abstract reviewer. *Generative Approaches to Second Language Acquisition, Linguistic Symposium on Romance Languages, Canadian Association of Applied Linguistics, American Association for Applied Linguistics, New Sounds.*
- Cardoso, W.** (current). Consultant. *Cégep@distance, to implement a Moodle-based distance learning environment in the Cégep system in Montreal.*
- Cardoso, W.** (current). Consultant/Advisor *Vice-Provost, Teaching and Learning (Cathy Bolton) on the implementation of online language courses at Concordia.*
- Cardoso, W.** (current). Faculty member. *Tribunal Hearing Pool; Office of the Vice-President, Institutional Relations and Secretary General.*
- Castro, J. C.** (current). Associate Chair. *National Art Education Association Research Commission. National Art Education Association.*
- Castro, J. C.** (current). Media review editor. *Studies in Art Education.*
- Castro, J. C.** (current). Member. *Council for Policy Studies in Art Education. National Art Education Association.*
- Castro, J. C.** (current). Reviewer and editorial board member. *Visual Art Research.*
- Collins, L.** (current). Editorial Board Member. *Modern Language Journal & Annual Review of Applied Linguistics.*
- Collins, L.** (current). Second vice-president. *American Association for Applied Linguistics.*
- Collins, L.** (current). Reviewer. *Tense, Aspect and Modality Conference; Association of Language Awareness Conference; American Association for Applied Linguistics Conference; Several scholarly journals.*
- Fichten, C.** (2016-2017). Member. *Advisory Board of the National Center for College Students with Disabilities (NCCSD) at AHEAD in the United States.*
- Fichten, C.** (current). External examiner. *PH.D. thesis - Psychology - Ryerson University.*
- Gauvin, I.** (2016). Coordonnatrice du comité scientifique. *Colloque AIRDF, Montréal, UQAM.*
- Gauvin, I.** (current). Member. *Association québécoise des professeurs de français (AQPF); Association francophone pour le savoir (ACFAS); Association canadienne de linguistique appliquée (ACLA); Association internationale pour la recherche en didactique du français (AIRDF); Réseau universitaire des services d'aide en français (RUSAF).*
- Kennedy, S.** (current). Member editorial advisory board. *Canadian Journal of Applied Linguistics; Journal of Second Language Pronunciation; TESL Canada Journal.*

- Kennedy, S.** (current). Reviewer. *Concordia University Working Papers in Applied Linguistics; System; Applied Linguistics; Canadian Modern Language Review; Exceptionality Education International; Journal of Second Language Pronunciation; Language Assessment Quarterly; Encyclopedia of Applied Linguistics; Conference of the Association for Language Awareness; Canadian Association of Applied Linguistics; International Symposium on the Acquisition of Second Language Speech; International Symposium on Bilingualism.*
- Kennedy, S.** (current). Member at large. *Canadian Association of Applied Linguistics.*
- King, L.** (current). Member. *Comité de recherche du Cégep André-Laurendeau; Centre de recherche pour l'inclusion scolaire et professionnelle des étudiants en situation de handicap (CRISPESH), un Centre collégial de transfert de technologie dans le domaine des pratiques sociales novatrices (CCTT-PSN); Comité de rédaction pour la revue Pédagogie collégiale; Comité des aides technologiques du Cégep du Vieux-Montréal.*
- King, L.** (current). Coordinatrice. *2e Ed-ICT International Network Symposium, Montreal, Quebec.*
- Lysenko, L.** (current). Reviewer. *Computers and Education, Journal of Education and Information Technologies, Research Synthesis Methods, 2016 AERA annual meeting (Research Utilization Special Interest Group, SIG 100).*
- Lysenko, L.** (current). Consultant. *English Montreal School Board. Balanced Literacy Initiative*
- McDonough, K.** (current). Reviewer. *Studies in Second Language Acquisition; Modern Language Journal; TESOL Quarterly; Language Learning; Language Teaching Research; System; Language Teaching; Canadian Modern Language Review; Applied Psycholinguistics; Canadian Journal of Applied Linguistics; Annual Review of Applied Linguistics; Australian Review of Applied Linguistics; rEFlections; Journal of Second Language Writing; Pedagogies; Language Learning and Technology; Journal of Applied Spanish Linguistics; Applied Psycholinguistics; English Department, University of Kelaniya, Sri Lanka; Promotion dossier, Linguistics Department, Michigan State University; Language Learning Small Grants program.*
- McDonough, K.** (current). Organization of international conferences. *American Association for Applied Linguistics annual conference, Second Language Research Forum annual conference, Task-based Language Teaching biannual conference, European Second Language Acquisition annual conference, Georgetown University Roundtable.*
- Poissant, H.** (current). Member. *Comité scientifique Colloque International : « La neuropsychologie : États et Perspectives », Université Saad Dahleb-Blida, Algérie; l'Institut Santé et Société; l'Institut des Sciences Cognitives; comité scientifique de l'Institut des Sciences Cognitives*
- Schmid, R.F.** (current). Board member. *National Consortium for Instruction and Cognition.*
- Schmid, R. F.** (current). Member. *American Psychological Association; American Educational Research Association; National Consortium for Instruction and Cognition; Association for Media and Technology in Education in Canada.*
- Schmid, R. F.** (current). Editorial board member. *Canadian Journal of Learning and Technology; International Journal of Instructional Media; Educational Technology Research and Development; Teaching, Instruction, Cognition and Learning Journal*
- Schmid, R. F.** (current). Editorial reviewer. *Canadian Journal of Educational Communication.*
- Schmid, R. F.** (current). Reviewer. *Educational Technology Research and Development.*
- Trofimovich, P.** (current). Member. *Canadian Association of Applied Linguistics (CAAL/ACLA); American Association for Applied Linguistics (AAAL); European Second Language Association (EuroSLA); Société pour la promotion de l'enseignement de l'anglais au Québec (SPEAQ).*



- Trofimovich, P.** (current). Editor. *Language Learning*.
- Trofimovich, P.** (current). Editorial board member. *Journal of Second Language Pronunciation; Language Learning and Technology*
- Trofimovich, P.** (current). Associate member. *Centre for Applied Research and Outreach in Language Education, University of Greenwich, UK.*
- Trofimovich, P.** (current). Reviewer. *Canadian Foundation for Innovation (CFI) John R. Evans Leaders Fund; British Academy; Leverhulme Trust (the UK); Social Sciences and Humanities Research Council of Canada (SSHRC).*
- Venkatesh, V.** (current). Chair. *Review Panel - Social Sciences and Humanities Research Council – Insight Development Grant*
- Venkatesh, V.** (current). Member. *Review Panel – Social Sciences and Humanities Research Council – Insight Development Grant*
- Venkatesh, V.** (current). Treasurer. *Board of Directors, Association for Canadian Studies.*
- Venkatesh, V.** (current). Founding member & international board member. *International Forum for Certification of Educational Services (IFCES).*
- Venkatesh, V.** (current). Member. *Standards Council of Canada - Canadian Advisory Committee for Technical Committee 232 - Learning Services for Non-Formal Education and Training - International Organization of Standardisation.*
- Venkatesh, V.** (current). Editorial board member. *Revue internationale des technologies en pédagogie universitaire; Revue de recherche en éducation; Contemporary Issues in Technology and Teacher Education - Current Practices; Metacognition & Learning; Instructional Science.*
- Wade, A.** (current). Associate editor. *Research Synthesis & Methods.*
- Wade, A.** (current). Treasurer. *Quebec Library Association/L'Association des bibliothécaires du Québec*
- Wade, A.** (current). Executive member. *Quebec Library Association/L'Association des bibliothécaires du Québec*
- Wade, A.** (current). Reviewer. *Max Bell Foundation.*
- Wade, A.** (current). Board member. *Quebec Library Association/L'Association des bibliothécaires du Québec.*
- Wade, A.** (current). IRMG liaison. *Campbell Collaboration.*
- Wade, A.** (current). Consultant. *English Montreal School Board. Balanced Literacy Initiative.*

## CSLP in the News

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## **Awards**

Abashidze, D. (2017-2019). *Joint attention in second language learning* (Operating: \$76,000).  
Concordia University: Horizon post-doctoral fellowship.

**Fichten, C.** (2016, October). Prix Acfas Denise-Barbeau 2016 pour la recherche au collégial'.  
*l'Association francophone pour le savoir (ACFAS)*.

**King, L.** (2016, October). Staff recognition award. *Cégep André-Laurendeau*.

**Wade, A.** (2016, May). Anne Galler Award for outstanding library service. *l'Association des bibliothécaires du Québec - Quebec Library Association (ABQLA)*.



## CONCORDIA.CA/CSLP

CSLP, Concordia University

1455 De Maisonneuve Blvd. W., GA-1.210

Montréal, Québec, Canada H3G 1M8

*The main office of the CSLP is located in the Grey Nuns Annex, 1211 St. Mathieu. Built in 1869 by the architect Victor Bourgeau, the two beautiful and historic buildings-- la Maison mère des Soeurs-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, or from the Faubourg. Come visit us any time!*

The CSLP also has a satellite office at UQAM, Local N-3820, 1205 Saint-Denis St.

