

# CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

**ANNUAL REPORT**  
2017-2018

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, 2017 – March 31, 2018. For a description of our theme areas, membership, and partners for this period, please consult Part 1 of the *Annual Report 2017-2018*.

## Acknowledgments

Lina Shoumarova (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, Quebec  
2018

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The total number of grants and contracts awarded to full faculty members is 63.

The estimated total value held by CSLP/CEAP full members only, for the 2017-2018 period (i.e., one year of multi-year grants) is \$2,165,290.

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

### Grants and contracts:

Bishop's University (1); the British Academy and the Economic and Social Research Council Impact Acceleration Award (1); The Campbell Collaboration and the Jacobs Foundation (1); Canadian Foundation for Innovation (CFI) (2); Centre for Ethics and Education (Madison, WI) (1); Concordia University (6); Conseil franco-québécois de coopération universitaire (1); Dawson College (1); Education Endowment Foundation, London (1); Fonds de recherche du Québec, Société et culture (FRQSC) (9); Government of Canada (2); Government of Ontario (1); Gouvernement du Québec (5); International Development Research Centre (IDRC) (1); the Leverhulme Trust, International Network Grant (1); Mitacs Globalink Partnership Award (1); Paragon Testing Inc. (1); PROMPT-Québec, with CAE and National Bank (1); Research Council of Norway - International Partnerships for Excellent Education and Research (INTPART) (1); Social Sciences and Humanities Research Council of Canada (SSHRC) (22); Standards Council of Canada (1); TD Bank Group (1); Université du Québec à Montréal (UQAM) (2).

## FUNDING

### Under Review

**Abrami, P. C., Brodeur, M.,** & and other members of the CSLP. (under review). *ABRACADABRA redesign* (Requested: \$2,500,000). Advancement Office, Concordia University.

**Abrami, P. C., Brodeur, M.,** & and other members of the CSLP. (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 & Ministère de l'Éducation et de l'Enseignement supérieur du Québec.

**Abrami, P. C., Bures, E.,** 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 2* (Requested: \$150,000). Ministère de l'Éducation et de l'enseignement supérieur du Québec - Entente Canada-Québec.

**Abrami, P. C., Bures, E.,** 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 3* (Requested:

- \$250,000). Ministère de l'Éducation et Enseignement supérieur du Québec - Entente Canada-Québec.
- Bures, E.** (under review). *Helping teachers prevent cyberbullying* (Requested: \$78,519). Canadian Internet Registration Authority Community Investment Program.
- Bures, E.** (under review). *Améliorer l'innovation pédagogique en enseignement supérieur en appuyant une pratique réflexive chez les professeurs et les superviseurs universitaires* (Requested: \$137,277). Ministère de l'Éducation et de l'enseignement supérieur du Québec - Entente Canada-Québec relative à l'enseignement dans la langue de la minorité.
- Poissant, H.** (under review). *Amélioration cognitive chez les étudiants en difficulté d'attention, Chaire de recherche* (Requested: \$110 000). Université du Québec à Montréal - Chaire Stratégique.
- Poissant, H.** (under review). *Neuroanatomical and neurofunctional changes associated with meditation in people with or without attention deficit hyperactivity disorder (ADHD)* (Requested: \$140,000). Killam Research Fellowship, Conseil des arts du Canada.
- Poissant, H., Descoteaux, M., El Khoury, B., Mendrek, A., & Whittingstall, K.** (under review). *Efficacité de l'approche de pleine conscience dans l'amélioration de l'attention chez des étudiants* (Requested: \$200 000). Fonds de recherche du Québec, Société et culture - Soutien aux équipes de recherche.
- Poissant, H., Descoteaux, M., Mendrek, A., & Whittingstall, K.** (under review). *Effectiveness of mindfulness-based interventions in Attention Deficit Hyperactivity Disorder (ADHD)* (Requested: US \$100,000). Brain and Behavior Research Foundation - Distinguished Investigator Grant.
- Venkatesh, V.** (under review). *Development, implementation and evaluation of capacity-building initiatives from Project SOMEONE (Social Media Education Every Day) to counter terrorism and violent extremism with Lebanese stakeholders in education, public policy and social service* (Operating: \$1,051,680). Global Affairs Canada.
- Venkatesh, V.** (under review). *Landscape of Hope: Magnifying youth voices in building digital resilience against, and reducing incidents of cyberbullying using a longitudinal multi-stakeholder approach* (Requested: \$7.5 million). Department of Public Safety, Government of Canada.
- Venkatesh, V., Abrami, P. C., Bernard, R. M., Brodeur, M., Bures, E., Canuel, M., Cardoso, W., Castro, J.C., Chapleau, N., Collins, L., Dedic, H., Fichten, C., Furfaro, S., Gauvin, I., Kennedy, S., King, L., Laplante, L., McDonough, K., Pariser, D., Poissant, H., Potvin, P., Riopel, M., Rosenfield, S., Savard, A., Schmid, R.F., Trofimovich, P., & Waddington, D.** (under review). *CSLP research unit recognition* (Requested: \$510,000). Office of the Vice-President, Research & Graduate Studies, Concordia University.
- Wood, E., Abrami, P. C., & Gottardo, A.** (under review). *Early reading support: Translating research into tools for parents* (Requested: \$24,235). Sciences and Humanities Research Council of Canada (SSHRC) - Partnership Engage Grant.

## Newly Awarded

- Abrami, P.C.** (2018-2024). *ABRACADABRA: Testing an online and a paper based version of a balanced approach to reading* (Requested: 118,795.05 GBP; CSLP's portion: 37,675 GBP). Education Endowment Foundation, London, UK.
- Abrami, P. C., Arshad-Ayaz, A., Brodeur, M., Cardoso, W., Chapleau, N., Cheung, A., Dedic, H., Gottardo, A., Inyega, J., Laplante, L., Mak, B., Mercier, J., Naseem, A., Rosenfield, S., Siegel, L., Venkatesh, V., Waddington, D., & Wood, E.** (2017-2024). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa* (Operating: \$2,500,000). Social Sciences and Humanities Research Council of Canada (SSHRC) - Partnership Grant.
- Abrami, P. C., Arshad-Ayaz, A., Brodeur, M., Cardoso, W., Chapleau, N., Cheung, A., Dedic, H., Gottardo, A., Inyega, J., Laplante, L., Mak, B., Mercier, J., Naseem, A., Rosenfield, S., Siegel, L., Venkatesh, V., Waddington, D., & Wood, E.** (2017-2024). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa* (Operating: \$262,805). Canadian Foundation for Innovation (CFI).
- Chapleau, N., Brodeur, M., Charland, P., Laplante, L., & Toh, A.** (2017-2018). *Soutenir la réussite des premiers apprentissages en lecture et en écriture avec ABRACADABRA* (Operating: \$7,000). Ministère des Relations internationales et de la Francophonie - Coopération Québec-Côte d'Ivoire.
- Charland, P., Mercier, J., Riopel, M., Potvin, P., Léger, P.-M., & Masson, S.** (2017-2020). *Effets déclarés et mesurés de la contextualisation des problèmes en sciences chez les filles et les garçons - Une approche psychophysiological* (Operating: \$155,044). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.
- Collin, S., Schneider, E., Ntebutse, J. G., Venkatesh, V., Larouche, M.-C., Muller, C., Olivier, C., & Guichon, N.** (2017-2019). *Partenariat stratégique francophone sur une approche sociocritique du numérique en éducation* (Operating: 44,300 Euros). Conseil franco-québécois de coopération universitaire.
- Collins, L., & Marsden, E.** (2017-2018). *Open accessible summaries of research in language studies OASIS* (Operating: 41,550 GBP). The British Academy and The Economic and Social Research Council Impact Acceleration Award.
- Fichten, C.** (2017-2018). *The myth and reality of PowerPoint notes online* (Operating: \$17,200). Dawson College - Soutien à la réussite scolaire des étudiants ayant des besoins particuliers.
- Grégoire, Y., Venkatesh, V., Hassan, G., & Sénécal, S.** (2017-2020). *Using social marketing to prevent young Westerners' violent radicalization* (Operating: \$144,900). Social Sciences and Humanities Research Council (SSHRC) - Insight Grant.
- Liakin, D., Cardoso, W., & Liakina, N.** (2018-2021). *L'utilisation de la technologie mobile dans l'enseignement de la prononciation en langue seconde* (Operating: \$54,969). Social Sciences and Humanities Research Council of Canada (SSHRC) - Standard Research Grant.
- Maxwell, B., McDonough, K., & Waddington, D. I.** (2018-2020). *Understanding teacher curricular free expression in the United States and Canada: Limits and possibilities* (Operating: US\$40,000). Centre for Ethics and Education, Madison, WI.

- McDonough, K., & Ammar, A.** (2017-2020). *Using collaborative tasks to promote the development of L2 French writing* (Operating: \$149,837). Fonds de recherche du Québec, Société et culture (FRQSC) - Action concertée.
- McDonough, K., & Payant, C.** (2017-2018). *The effect of planning on English L2 speakers' integrated writing CAEL test performance* (Operating: \$29,399). Paragon Testing Inc.
- Potvin, P., Kozanitis, A., Riopel, M., Bélanger, M., Charland, P., Chastenay, P., Cyr, S., & Masson, S.** (2018-2022). *Processus cognitifs, affectifs et cérébraux, et dispositifs technologiques impliqués dans l'éducation aux sciences et à la technologie (S&T) des élèves et du grand public : enseignement et médiation* (Operating: \$323,695). Fonds de recherche du Québec, Société et culture - Équipe de recherche (Renouvellement).
- Savard, A.** (2018-2019). *A Professional Learning Community of Coaches (PLCC): Supporting science teaching in Chinese international education* (Operating: \$30,000). Mitacs Globalink Partnership Award - Abroad.
- Sénécal, S., Charland, P., & Léger, P.-M.** (2018-2021). *Valorisation des données neurophysiologiques dans l'apprentissage des systèmes d'informations aéronautique et bancaire* (Operating: \$400,000). PROMPT-Québec, with CAE and National Bank.
- Simon, L., Cohendet, P., Venkatesh, V., Lacasse, S., Mahy, I., Lalonde, J., Germain, O., Bérubé, J., Dubois, J., Bisailon, J.-R.** (2017-2020). *Entrepreneuriat culturel et création face aux défis et possibilités du numérique : une approche ancrée de l'analyse des pratiques exemplaires et des reconfigurations des chaînes de valeur au Québec* (Operating: \$168,383). Fonds de recherche du Québec, Société et culture (FRQSC) - Actions concertées.
- Venkatesh, V.** (2017). *Youth radicalization in Ontario* (Operating: \$50,000). Research contract with the Government of Ontario.
- Venkatesh, V., Morin, D., & Hassan, G.** (2017-2021). *UNESCO Global Chair in Prevention of Radicalisation and Violent Extremism* (Operating: \$400,000). Infrastructure funding, Gouvernement du Québec.

## Existing

- Abrami, P. C.,** Concordia University, & David O'Brien Centre for Sustainable Enterprise. (2016-2021). *Help support sustainability and child literacy* (Operating: \$600,000; CSLP's portion: \$300,000). TD Bank Group.
- Abrami, P. C., Bernard, R., Schmid, R. F., & Wade, A.** (2016-2018). *A meta-analysis of technology-delivered early reading programs (Grades K-3)* (Operating: \$59,400). The Campbell Collaboration and the Jacobs Foundation.
- Abrami, P. C., Bures, E., Cassidy, R., Chochol, C., De Grace, N., Gunning, P., Hernandez-Gonzalez, T., & Venkatesh, V.** (2017-2018). *Portfolio électronique réflexif pour l'apprentissage des élèves (PERLE) au postsecondaire* (Operating: \$116,864). Ministère de l'Éducation et de l'Enseignement supérieur du Québec - Entente Canada-Québec.
- 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., 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.
- 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.** (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.
- 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) - 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., Laplante, L., & Brodeur, M.** (2016-2019). *Étude exploratoire : un programme d'interventions préventives des premiers apprentissages de l'écrit au préscolaire* (Operating: \$4,375). Fonds de recherche du Québec, Société et culture (FRQSC) - Démarrage.
- Fichten, C., Havel, A., & King, L.** (2017-2018). *New perspectives: Role of stakeholder groups in ensuring accessibility of ICTs to postsecondary students with disabilities* (Operating: \$24,991). Social Sciences and Humanities Research Council of Canada (SSHRC) - Connections Grant.
- Fichten, C., Havel, A., & King, L.** (2017-2018). *Employment of postsecondary graduates with disabilities* (Operating: \$24,969). Social Sciences and Humanities Research Council of Canada (SSHRC) - Engage 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.
- 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.
- Mercier, J., Charland, P., & Saint-Amour, D.** (2013-2018). *NeuroLab* (Operating: \$830,308). Canada Foundation for Innovation (CFI), Leader Opportunity Fund.
- 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.
- Nuemann, H., Leu, S., & McDonough, K.** (2016-2018). *Promoting the use of effective textual appropriation strategies by L2 writers* (Operating: \$63,307). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Development Grant.
- Pittman, K., Venkatesh, V., Pennypacker, C., Ben-Horin, O., Nelson, B. J., Secko, D., Shaikh, K., & Simonelli, A.-L.** (2015-2018). *iSCOPE – integrating Science of Oceans, Physics and Education* (Operating: \$3.9 million Norwegian Krone). Research Council of Norway - International Partnerships for Excellent Education and Research (INTPART).
- Poissant, H.** (2012-2017). *Politique de soutien à la recherche (PSR)* (Operating: \$6,192). Département Éducation et pédagogie, Université du Québec à Montréal.
- Poissant, H., Mendrek, A., Wittgensthal, K., & Descoteaux, M.** (2016-2018). *Équipe des neurosciences de la cognition et de l'attention* (Operating: \$60,192). Fonds de recherche du Québec, Société et Culture - Soutien aux équipes de recherche.
- 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 de la Recherche du Québec, Société et culture (FRQSC) - Soutien aux équipes de recherche.
- Rueb, A., & Cardoso, W.** (2017-2019). *Outils d'apprentissage d'une langue seconde axés sur des jeux pour développer les aptitudes linguistiques* (Operating: \$46,664). L'enseignement dans la langue de la minorité et à l'enseignement des langues secondes, Entente Canada-Québec.
- Savard, A., Jao, L., Zanzanian, L., & Vermette, S.** (2017-2019). *Soutenir les enseignants de mathématiques du secondaire à enseigner l'éducation financière* (Operating: \$50,000). Autorité des marchés financiers - Fond pour l'éducation et la saine gouvernance.
- 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.

- 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 GBP). The Leverhulme Trust, International Network 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.
- Upitis, R., **Abrami, P. C.**, Brook, J., & Elster, A. (2012-2018). *Transforming music education with a web-based portfolio tool* (Operating: \$1,971,500; CSLP's portion: \$553,950). Social Sciences and Humanities Research Council of Canada (SSHRC) - Partnership 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.**, **Bernard, R. M.**, **Brodeur, M.**, **Bures, E.**, **Canuel, M.**, **Cardoso, W.**, **Castro, J.C.**, **Chapleau, N.**, **Collins, L.**, **Dedic, H.**, **Fichten, C.**, **Furfaro, S.**, **Gauvin, I.**, **Kennedy, S.**, **King, L.**, **Laplante, L.**, **McDonough, K.**, **Pariser, D.**, **Poissant, H.**, **Potvin, P.**, **Riopel, M.**, **Rosenfield, S.**, **Savard, A.**, **Schmid, R.F.**, **Trofimovich, P.**, & **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.
- 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.
- Venkatesh, V.**, Thomas, T., **Rabah, J.**, **Urbaniak, K.**, Chang-Kredl, S., **Castro, J. C.**, Wallin, J., Podoshen, J., & Fournier-Sylvester, N. (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: \$396,920). Department of Public Safety and Emergency Preparedness, Government of Canada.

## Internal

- Abrami, P.C.**, Arshad-Ayaz, A., **Brodeur, M.**, **Cardoso, W.**, **Chapleau, N.**, Cheung, A., **Dedic, H.**, Gottardo, A., Inyega, J., **Laplante, L.**, Mak, B., Naseem, A., **Rosenfield, S.**, Siegel, L., **Venkatesh, V.**, **Waddington, D.**, & Wood, E. (2017-2024). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa.* (Operating: \$105,000). Faculty of Arts & Science, Concordia University.
- Abrami, P.C.**, Arshad-Ayaz, A., **Brodeur, M.**, **Cardoso, W.**, **Chapleau, N.**, Cheung, A., **Dedic, H.**, Gottardo, A., Inyega, J., **Laplante, L.**, Mak, B., Naseem, A., **Rosenfield, S.**, Siegel, L., **Venkatesh, V.**, **Waddington, D.**, & Wood, E. (2017-2024). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa.* (Operating: \$175,000). Office of the Vice-President, Research & Graduate Studies, Concordia University.

- Bures, E.** (2017-2018). *Leadership project to support faculty development of teaching portfolios* (Operating: \$2,000). Gordon Educational Leadership Fund, Teaching & Learning Centre, Bishop's University.
- Gauvin, I., Brodeur, M., Chapleau, N., Charland, P., Laplante, L., Masson, S., Mercier, J., Poissant, H., Potvin, P., & Riopel, M.** (2017-2020). *Centre d'études sur l'apprentissage et la performance (CÉAP-UQÀM)* (Operating: \$90,000). Université du Québec à Montréal - Centres institutionnels.
- Venkatesh, V.** (2017-2019). *Voices of former extremists – A documentary and case study project* (Operating: \$76,650). School of Graduate Studies - Horizon Postdoctoral Fellowship, Concordia University.
- Venkatesh, V.** (2018-2022). *UNESCO Chair in Prevention of Radicalization and Violent Extremism* (Operating: \$56,000). Office of the Vice-President, Research & Graduate Studies; Faculty of Arts & Sciences/Faculty of Fine Arts, Concordia University.
- Venkatesh, V., Abrami, P. C., Bernard, R. M., Brodeur, M., Bures, E., Canuel, M., Cardoso, W., Castro, J.C., Chapleau, N., Collins, L., Dedic, H., Fichten, C., Furfaro, S., Gauvin, I., Kennedy, S., King, L., Laplante, L., McDonough, K., Pariser, D., Poissant, H., Potvin, P., Riopel, M., Rosenfield, S., Savard, A., Schmid, R.F., Trofimovich, P., & Waddington, D.** (2011-2018). *CSLP research unit recognition* (Infrastructure: \$565,000). Office of the Vice-President, Research & Graduate Studies, Concordia University.
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## Collective Works

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### Conference Proceedings

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- Brault Foisy, L.-M., **Potvin, P.**, **Riopel, M.**, Allaire-Duquette, G., Nenciovici, L., & Masson, S. (2017, August). Do novices in mechanics show inhibition when they correct their error to provide a scientific answer? In O.E. Finlayson, E. McLoughlin, S. Erduran, & P. Childs (Eds.), *Electronic Proceedings of the ESERA 2017 Conference. Research, practice, and collaboration in science education*. Dublin, Ireland: Dublin City University.
- Bures, E. M., & **Abrami, P. C.** (2018). Electronic portfolios within practicum-based semesters to support reflective practice. *Proceedings of World Conference on e-Learning (eLEARN)*. Las Vegas, NV: Association for the Advancement of Computing in Education (AACE).
- Cardoso, W.**, Rueb, A., & Grimshaw, J. (2017). Can an interactive digital game help French learners improve their pronunciation? In K. Borthwick, L. Bradley, & S. Thouèsny (Eds.), *Proceedings of European Association for Computer-Assisted Language Learning* (pp. 67-73). Dublin: Research-publishing.net.
- Chapleau, N.** (2018, January). Structurer les interventions en littératie pour différencier l’enseignement auprès de l’élève ayant des difficultés d’apprentissage. *Actes du 9e congrès panhellénique et international des professeurs de français*. Athens, Greece.
- Charland, P.**, & Léger, P.-M. (2017, June). NeuroIS and Neuroeducation - A relationship of reciprocity in methodological research developments. *Actes du Congrès de l’association des sciences administratives du Canada*. Montreal, QC.
- Grimshaw, J., **Cardoso, W.**, & **Collins, L.** (2017). Teacher perspectives on the integration of mobile-assisted language learning. In K. Borthwick, L. Bradley, & S. Thouèsny (Eds.), *CALL in a climate of change: adapting to turbulent global conditions – short papers from EUROCALL 2017* (pp. 135-139). Dublin: Research-publishing.net.
- Grimshaw, J., **Cardoso, W.**, & **Waddington, D.** (2017). Anxiety and willingness to communicate in a game-enhanced L2 learning environment: Student perceptions. In J. Demperio, R. Dewart, C. Huckel, M. Soto, B. Starcke, & B. Zuercher (Eds.), *Proceedings of the Meeting on English Language Teaching* (pp. 106-121). Montreal: Université du Québec à Montréal Press.
- Jackson, S., & **Cardoso, W.** (2017). The acquisition of English /h/: Input frequency and perceptual salience in a corpus study. In J. Demperio, R. Dewart, C. Huckel, M. Soto, B. Starcke, & B. Zuercher (Eds.), *Proceedings of the Meeting on English Language Teaching* (pp. 48-58). Montreal: Université du Québec à Montréal Press.
- Lapierre, H. G., & **Charland, P.** (2017). Robotique éducative : développement d’une tâche permettant de favoriser l'apprentissage et l'intérêt en chimie. *Actes du 2e Forum numérique de l'Université du Québec à Montréal*. Montreal, QC.

- Lapierre, H. G., **Charland, P.**, & Skelling-Desmeules, Y. (2017). *Educational robotics: Impact on students' interest and performance during a chemistry laboratory*. In O.E. Finlayson, E. McLoughlin, S. Erduran, & P. Childs (Eds.), *Electronic Proceedings of the ESERA 2017 Conference. Research, practice, and collaboration in science education*. Dublin, Ireland: Dublin City University.
- Mendrek, A., **Poissant, H.**, Whittingstall, K., & Descoteaux, M. (2017). Neuroanatomical and neurofunctional changes associated with mindfulness-based intervention (MBI) in individuals with attention deficit hyperactivity disorder (ADHD): Design and rationale for a randomized controlled trial study protocol [Abstract]. *Xjenza Online - Proceedings of the 6th Mediterranean Neuroscience Society*. St. Julian, Malta.
- Moussalli, S., & **Cardoso, W.** (2017). Can you understand me? Speaking robots and accented speech. In K. Borthwick, L. Bradley, & S. Thouësny (Eds.), *Proceedings of the European Association for Computer-Assisted Language Learning* (pp. 217-222). Dublin: Research-publishing.net.
- Moussally, S., & **Cardoso, W.** (2017). Practicing English with a speaking robot: Learners' perceptions. In J. Demperio, R. Dewart, C. Huckel, M. Soto, B. Starcke, & B. Zuercher (Eds.), *Proceedings of the Meeting on English Language Teaching* (pp. 74-87). Montreal: Université du Québec à Montréal Press.
- Nenciovici, L., Brault Foisy, L.-M., Allaire-Duquette, G., **Potvin, P.**, **Riopel, M.**, & Masson, S. (2017, August). Cognitive mechanisms mobilized by novices to overcome a common misconception in electricity. In O.E. Finlayson, E. McLoughlin, S. Erduran, & P. Childs (Eds.), *Electronic Proceedings of the ESERA 2017 Conference. Research, practice, and collaboration in science education*. Dublin, Ireland: Dublin City University.
- Potvin, P.**, Hasni, A., Belletête, V., & Sy, O. (2017, August). The effects of a professional learning community of in-service secondary school teachers on the interest in science and technology of their students. In O.E. Finlayson, E. McLoughlin, S. Erduran, & P. Childs (Eds.), *Electronic Proceedings of the ESERA 2017 Conference. Research, practice, and collaboration in science education*. Dublin, Ireland: Dublin City University.
- Riopel, M.** (2017). Practice and forgetting curves deduced from scale invariance. *Proceedings of the 9th International Conference on Education and New Learning Technologies* (pp. 4092-4096). Barcelona, Spain.
- Riopel, M.**, Chastenay, P., Fortin-Clément, G., **Potvin, P.**, Masson, S., & **Charland, P.** (2017, July). Using invariance to model practice, forgetting and spacing effect. *Proceedings of the 9th International Conference on Education and New Learning Technologies* (pp. 4334-4341). Barcelona, Spain.
- Riopel, M.**, Chastenay, P., Fortin-Clément, G., **Potvin, P.**, Masson, S., & **Charland, P.** (2017, August). Using invariance to model practice, forgetting, and spacing effect: the constellations' case. In O.E. Finlayson, E. McLoughlin, S. Erduran, & P. Childs (Eds.), *Electronic Proceedings of the ESERA 2017 Conference. Research, practice, and collaboration in science education*. Dublin, Ireland: Dublin City University.
- Savard, A.** (2017). Empowering students in citizenship: Teaching mathematics and learning financial concepts. In A. Chronaki (Ed.), *Proceedings of the 9th International Mathematics Education and Society Conference (MES)* (Vol. 1, pp. 298-301). Volos, Greece.

- Savard, A.** (2017). Doing research with teachers: Ethical considerations that shaped the researcher stance. In A. Chronaki (Ed.), *Proceedings of the 9th International Mathematics Education and Society Conference (MES)* (pp. 333-337). Volos, Greece.
- Skelling, Y., Lapierre, H. G., & **Charland, P.** (2017). MOOC : Enjeux actuels et futurs. *Actes du 2e Forum numérique de l'Université du Québec à Montréal*. Montreal, QC.
- Sy, O., **Potvin, P.**, & Vinatier, I. (2017, August). The effect of teaching practices on the interest of Senegalese middle school students towards science and technology. In O.E. Finlayson, E. McLoughlin, S. Erduran, & P. Childs (Eds.), *Electronic Proceedings of the ESERA 2017 Conference. Research, practice, and collaboration in science education*. Dublin, Ireland: Dublin City University.
- Upitis, R., Boese, K., & **Abrami, P. C.** (2017, October). Student experiences with a digital tool for music practicing and learning. *Proceedings of the 8th International Conference on Education and Educational Psychology (ICEEPSY)*. Porto, Portugal.
- Waddington, D. I.** (2018). Wrong place, wrong time: The Ignorant Schoolmaster comes to America. *Philosophy of Education Society Yearbook Conference Proceedings*. Retrieved from: <https://www.philosophyofeducation.org/publications>

### Other Publications and Reports

- Brodeur, M.**, Dagenais, C., Desrochers, A., Gagné, A., Gascon, H., Guay, F., . . . Vitaro, F. (2017). *Offrir la meilleure éducation possible : une responsabilité intergénérationnelle, une obligation collective. Mémoire déposé le 15 novembre 2017 dans le cadre de la consultation relative à la création d'un Institut national d'excellence en éducation*. [Unpublished report]. Groupe de travail sur la création d'un institut national d'excellence en éducation.
- Brodeur, M.**, Lefebvre, M., Otero, D., Lorite, A., Prud'homme, J., Gosselin, V., . . . Tremblay, S. (2017). *Éducation inclusive : une responsabilité collective, une occasion socioéducative pour l'UQAM. Rapport du Groupe de travail sur l'éducation inclusive à l'UQAM*. Document adopté par la Commission des études de l'Université du Québec à Montréal.
- Meunier, A., **Charland, P.**, Bélanger, C., Bolduc, A., Lapierre, H. G., & Skelling-Desmeules, Y. (2017). *Éclairs de science : Effets sur les pratiques d'enseignement en science et technologie au primaire*. [Research Report]. Montreal, QC: L'île du savoir, Concertation Montréal et Université du Québec à Montréal.
- Orey, M., Branch, R. M., & Maribe, R. (Eds.). (2017). *Adaptech Research Network: Organizations and Associations in the US and Canada* [description of the Adaptech Research Network, co-directed by **C. Fichten**]. In *Educational Media & Technology Yearbook* (Vol. 40). New York: Springer International Publishing.
- Pariser, D.** (2017). Review of the book *Childhood work of artists*, by A. Gordon. *Studies in Art Education*, 58(2), 159-161.

## Manuscripts

- Barcomb, M., & **Cardoso, W.** Rock or Lock? Gamifying an online course management system for pronunciation instruction: Focus on English /r/ and /l/. [Manuscript submitted for publication]. *CALICO Journal*.
- Bellavance, E., & **Venkatesh, V.** Dire Dieu par la musique dans la propagande guerrière d’hier à aujourd’hui : le cas de l’Empire assyrien et de Daech. [Manuscript accepted for publication]. *Théologiques*, Special issue “Dire et maudire dieu par la musique,” guest editors: E. Bellavance & V. Venkatesh.
- Bione, T., & **Cardoso, W.** Synthetic voices in the foreign language context. [Manuscript submitted for publication]. *Language Learning & Technology*.
- Castro, J. C.** *Mobile media in and outside of the art classroom: Attending to identity, spatiality, movement and materiality*. [Book manuscript in preparation].
- Chapleau, N.** Interventions to support the development of spelling knowledge and strategies for children with dyslexia. [Manuscript submitted for publication]. *Journal of Learning Disabilities*.
- Chapleau, N.**, Godin, M.-P., **Brodeur, M.**, & Grimard, E. 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*.
- Chung, R., & **Cardoso, W.** (2018). Can Anglophone French learners aurally distinguish between the passé composé and imparfait? [Manuscript accepted for publication]. *Canadian Journal of Applied Linguistics*.
- Dao, P., & **Kennedy, S.** Exploring L2 structural convergence in peer task-based interaction. [Manuscript submitted for publication]. *University of Sydney Papers in TESOL*.
- Fichten, C. S.**, Jorgensen, M., Asuncion, J., Havel, A., **King, L.**, Budd, J., . . . Amsel, R. In an ideal world - instructional uses of information and communication technologies: A comparison of Canadian college students and “excellent” professors. [Manuscript submitted for publication]. *Journal of Information Technology Education: Research*.
- Fichten, C. S.**, Jorgensen, M., Asuncion, J., Havel, A., **King, L.**, Budd, J., . . . Amsel, R. In an ideal world - instructional uses of information and communication technologies: A comparison of Canadian college students and “excellent” professors. [Manuscript submitted for publication]. *International Journal of Educational Technology in Higher Education*.
- Girard, C., **Mercier, J.**, & **Chapleau, N.** 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.** Phonographic spelling errors in development language disorder: Insights from executive functions. [Manuscript accepted for publication]. *Neuroeducation Journal*.
- Godin, M.-P., Gagné, A., & **Chapleau, N.** Spelling acquisition in French children with specific language impairment: An analysis of spelling error patterns. [Manuscript accepted for publication]. *Child Language Teaching and Therapy*.
- Godin, M.-P., Gagné, A., & **Chapleau, N.** La production de graphies dérivables et les habiletés en conscience morphologique d’élèves dysphasiques. [Manuscript submitted for publication]. *Approche neuropsychologique des apprentissages chez l’enfant*.

- Hendry, C., & **Cardoso, W.** Effects of instruction on the early acquisition of Mandarin tones. [Manuscript submitted for publication]. *Second Language Research*.
- Kartchava, E., Gatbonton, E., **Trofimovich, P.**, & Ammar, A. Corrective feedback: Pre-service English as a second language teachers' beliefs and practices. [Manuscript submitted for publication]. *Language Teaching Research*.
- Kennedy, S.** Difficulties understanding L2 speech due to discourse- versus word-level elements. [Manuscript in preparation]. *Journal of Second Language Pronunciation*.
- Maxwell, B., **McDonough, K.**, & **Waddington, D. I.** Academic freedom in primary and secondary school teaching. [Manuscript submitted for publication]. *Theory and Research in Education*.
- McDonough, K.**, **Trofimovich, P.**, Dao, P., & Abashidze, D. Eye gaze and L2 speakers' responses to recasts: A systematic replication study of McDonough, Crowther, Kielstra, and Trofimovich (2015). [Manuscript submitted for publication]. *Language Teaching*.
- Nelson, B., **Venkatesh, V.**, & Wallin, J. (2017). Necrophilic empathy: An urgent reading of Miguel de Cervantes' *La Numancia*. [Manuscript accepted for publication]. *Hispanic Issues*.
- Poissant, H.** Fondements des problématiques en apprentissage : Une histoire illustrée de la connaissance. [Book manuscript in preparation]. *Presses universitaires de France*.
- Poissant, H.**, El Khoury, B., & Mendrek, A. Is mindfulness a promising healthcare application in adults with attention deficit and hyperactivity disorders? A systematic review. [Manuscript submitted for publication].
- Poissant, H.**, El Khoury, B., Mendrek, A., Nolan, J., & Talbot, N. Effectiveness of mindfulness-based interventions for attention deficit hyperactivity disorder (ADHD): protocol for a meta-analysis and preliminary data. [Manuscript submitted for publication]. *Frontiers in Human Neuroscience*.
- Riopel, M.**, Nenciovici, L., **Potvin, P.**, Chastenay, P., **Charland, P.**, Blanchette Sarrasin, J., & Masson, S. Effectiveness of serious games on science learning achievement in comparison with more conventional instruction: an overview and a meta-analysis. [Manuscript submitted for publication]. *Studies in Science Education*.
- Savard, A.** Enseigner les probabilités et développer une pensée critique envers les jeux de hasard et d'argent : Itinéraire didactique d'une enseignante/chercheure en classe de 4<sup>ème</sup> année. [Manuscript submitted for publication]. Quebec City: Presses de l'Université du Québec.
- Strachan, L., **Kennedy, S.**, & **Trofimovich, P.** Awareness of comprehensible second language speech: Examining task repetition and self-assessment. [Manuscript submitted for publication]. *Journal of Second Language Pronunciation*.
- Tamim, R., **Borokhovski, E.**, **Bernard, R. M.**, **Schmid, R. F.**, & **Abrami, P. C.** (2017). A meta-analysis methodological quality instrument (MMQI) for the social sciences: Design, development, and testing. [Manuscript submitted for publication]. *Educational Research Review*.
- Tamim, R. M., **Borokhovski, E.**, **Bernard, R. M.**, **Schmid, R. S.**, & **Abrami, P. C.** (2017). An investigation of meta-analysis methods in the large and expanding literature of educational technology. [Manuscript submitted for publication]. *Computers & Education*.
- Taylor Reid, K., **Trofimovich, P.**, & O'Brien, M. Social attitudes and speech ratings: Effects of positive and negative bias on listeners' judgements of second language speech. [Manuscript submitted for publication]. *Studies in Second Language Acquisition*.

- Trofimovich, P., McDonough, K., Dao, P., & Abashidze, D.** The effect of social factors on English L2 speakers' comprehension of narratives and responses to recasts. [Manuscript submitted for publication]. *Applied Linguistics*.
- Trofimovich, P., & Turuševa, L.** Language attitudes: Examining listener perceptions of Latvian-Russian bilinguals. [Manuscript submitted for publication]. *Journal of Language, Identity, and Education*.
- Upitis, R., Boese, K., & **Abrami, P. C.** (2017). Student experiences with a digital tool for music practicing and learning. [Manuscript submitted for publication]. *Proceedings of the 8th International Conference on Education and Educational Psychology (ICEEPSY), Porto, Portugal*.
- Venkatesh, V.,** Podoshen, J., Wallin, J., Rabah, J., & Glass, D. Promoting extreme violence: Visual and narrative analysis of select ultraviolent terror propaganda videos produced by the Islamic State of Iraq and Syria (ISIS) in 2015 and 2016. [Manuscript submitted for publication]. *Terrorism and Political Violence*.
- Vermette, S., & **Savard, A.** Necessary knowledge for teaching statistics: example of the concept of variability. [Manuscript submitted for publication]. *The Teaching and Learning of Statistics*, Springer, New York.
- Waddington, D. I.** Speed and disappearance: What kinds of engagement do video games promote? [Manuscript submitted for publication]. *Philosophical Inquiry in Education*.

## CONFERENCE PRESENTATIONS AND SEMINARS

- Abashidze, D., **Trofimovich, P., McDonough, K., & Mercer, J.** (2018, March). *Visual context effects during bilingual language processing: Evidence from eye-tracking*. Paper presented at the Conference on Human Sentence Processing (CUNY), Davis, CA.
- Abrami, P. C., Wade, A., Lysenko, L., Warwick, E.,** Maina, W., Kiforo, E., Afwande, J., Marsh, J. (July, 2017). *Improving literacy and numeracy in Kenyan schools: Initial SESEA results*. Paper presented at the Early Childhood Development and Systems Strengthening: Challenges and Opportunities, AKDN Conference, Victoria Serena Resort, Entebbe, Uganda.
- Ayotte-Beaudet, J.-P., & **Potvin, P.** (2017). *Développer la culture scientifique des élèves dehors, à proximité de l'école*. Paper presented at the 85e Congrès de l'ACFAS, Montreal, QC.
- Ayotte-Beaudet, J.-P., & **Potvin, P.** (2017, August). *Factors influencing high school students' interest during outdoor science lessons*. Paper presented at the European Science Education Research Association Conference (ESERA-17), Dublin, Ireland.
- Barcomb, M., & **Cardoso, W.** (2017). *I'm not good at using computers! A case study about implementing gamified materials in Japanese EFL courses: Teachers' perspectives*. Paper presented at the American Association for Applied Linguistics (AAAL) Conference, Portland, OR.
- Beaulne, G., & **Gauvin, I.** (2017, May). *Exemple d'une méthodologie pour décrire l'effet d'un enseignement sur les performances des élèves*. Invited speaker at the Journée d'étude de



- l'Association internationale de recherche en didactique du français (AIRDF), Trois-Rivières, QC.
- Bédard, M., **Laplante, L.**, & **Mercier, J.** (2017, October). *Comment évaluer et intervenir auprès des lecteurs-compensateurs ?* Paper presented at the 27e Colloque de l'ADOQ (Association des orthopédagogues du Québec), Laval, QC.
- Bélangier, V., & **Gauvin, I.** (2017, January). *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), Montreal, QC.
- Bernard, R. M.** (2017, April). *What meta-analyses say about the effectiveness of distance education, online learning and blended learning.* Invited presentation and panel discussion at the Online Learning Consortium (OLC) conference, New Orleans, LA.
- Bernard, R. M.**, & **Borokhovski, E.** (2017, October). *Basics of statistical analyses for research in education.* Seminar for the faculty and students of College of Education at the Zayed University, Dubai, United Arab Emirates.
- Bione, T., Grimshaw, J., & **Cardoso, W.** (2017, August). *An evaluation of text-to-speech synthesizers as pedagogical tools for pronunciation instruction: The "foreign" language context.* Paper presented at the European Association for Computer-Assisted Language Learning (EUROCALL), Southampton, UK.
- Boissard, B., & **Potvin, P.** (2017, August). *Science teachers' beliefs questionnaire: Considering the three dimensions of the pedagogical situation.* Paper presented at the European Science Education Research Association Conference (ESERA-17), Dublin, Ireland.
- Borokhovski, E.** (2017, November). *Meta-analysis as an effective method for integrating primary empirical research.* Paper presented at the conference Unity in Diversity: Science and Social Practice in the Focus of Interdisciplinarity, Rostov-on-Don, Russia.
- Brault Fois, L.-M., **Potvin, P.**, **Riopel, M.**, Allaire-Duquette, G., Nenciovici, L., & Masson, S. (2017, August). *Do novices in mechanics show inhibition when they correct their error to provide a scientific answer?* Paper presented at the European Science Education Research Association Conference (ESERA-17), Dublin, Ireland.
- Brodeur, M.** (2017). *Éléments de réflexion sur les données probantes et l'enseignement du français.* Paper presented at the Actes de colloque du 13e Colloque de l'Association internationale de didactique du français (AIRDF), Montreal, QC.
- Brodeur, M.** (2017, May). Invited participation at the Colloque du projet de livre du 50e anniversaire de l'UQ : L'avenir d'un réseau universitaire public entre le localisme, la mondialisation néolibérale et l'utopie altermondialiste, Montreal, QC.
- Brodeur, M.** (2017, May). *Cultiver la littérature pour la vie.* Invited speaker at the 1er Colloque international de l'Équipe de recherche en littérature et inclusion (ÉRLI), Littérature et inclusion en contextes scolaires et extrascolaires : recherches et pratiques professionnelles dans divers milieux, Saint-Jérôme, QC.
- Brodeur, M.** (2017, September). *De l'analphabétisme à la littérature : cultivons la capacité de lire.* Invited speaker at the Lire pour réussir : Journée internationale de l'alphabétisation, Montreal, QC.
- Brodeur, M.**, Gosselin, C., **Laplante, L.**, Grimard, E., Bélangier, V., & **Mercier, J.** (2017, June). *Évaluation de la Zone Parent d'ABRACADABRA.* Paper presented at the Symposium international sur la littérature à l'école (SILÉ), Ajaccio, Corse, France.

- Bruyère, M.-H., **Potvin, P.**, & Chastenay, P. (2017). *Proposition de développement d'une formation en ligne sur la planification de visites au musée des sciences favorisant l'apprentissage pour enseignants au primaire*. Paper presented at the Groupe d'intérêt spécialisé en éducation et médiation muséales, Congrès de la Société Canadienne pour l'étude de l'éducation, Toronto, ON.
- Cardoso, W.** (2017, April). *Aprendendo línguas com tecnologias de fala: Síntese de voz (SdV), reconhecimento de fala (RdF), e assistentes pessoais (APs)*. [Learning languages with speech technologies: Text readers, speech recognition, and personal assistants]. Invited plenary speaker at the Seminários Teóricos Interdisciplinares do SEMIOTEC, Belo Horizonte, Brazil.
- Cardoso, W.**, Rueb, A., & Grimshaw, J. (2017, August). *Can an interactive digital game help French learners improve their pronunciation?* Paper presented at the European Association for Computer-Assisted Language Learning (EUROCALL), Southampton, UK.
- Castro, A. P., & **Castro, J. C.** (2018, March). *Connecting artistic practice with classroom pedagogy*. Paper presented at the meeting of the National Art Education Association, Seattle, WA.
- Castro, J. C.** (2018, February). *MonCoin: Research and curriculum design for peer-network learning in art education*. Invited lecture at Teachers College, Columbia University, New York, NY.
- Castro, J. C.**, Hafeli, M., & Sullivan, G. (2018, March). *The mobility of learning, fluency of teaching, and flexibility of art curricula: Three cases*. Paper presented at the meeting of the National Art Education Association, Seattle, WA.
- Castro, J. C.**, **Pariser, D.**, Akbari, E., Lalonde, M., Moreno, L., & Greer, G. (2018, March). *Investigating the impact of peer-networked curriculum on teaching and learning in art education*. Paper presented at the meeting of the National Art Education Association, Seattle, WA.
- Chapleau, N.** (2017, December). *L'utilisation de la carte de contrôle afin de valider l'efficacité de l'intervention individualisée*. Paper presented at the XVI Rencontres internationales d'orthophonie, Paris, France.
- Chapleau, N.** (2017, June). *Rééducation de l'orthographe lexicale auprès de l'élève dysorthographique : quelle approche choisir ?* Paper presented at the Symposium international en littérature, Corse, France.
- Chapleau, N.** (2017, November). *La carte de contrôle : un outil d'analyse pour vérifier l'efficacité d'une intervention individualisée*. Paper presented at the 39e session d'études de l'ADMEE-CANADA, Quebec City, QC.
- Chapleau, N.** (2018, January). *L'arbre des mots : intervenir selon une approche compensatoire auprès de l'élève ayant une dyslexie*. Invited presentation to an audience of social workers from the Estrie region, Sherbrooke, QC.
- Charland, P.**, Léger, P.-M., Skelling, Y., & Lapierre, H.-G. (2017, August). *Neurophysiological measurements of engagement – Toward prediction of learners' performance*. Paper presented at the European Science Education Research Association Conference (ESERA-17), Dublin, Ireland.
- Collins, L.** (2018, March). Panel participant at Journal Editors' Symposium on Extending the Reach of Research: Open Accessible Summaries, Chicago, IL.

- Collins, L., & Cardoso, W.** (2017, April). *Whose tasks? Whose context? Integrating out of class and in class language practice*. Paper presented at the International Conference on Task-Based Language Teaching, Barcelona, Spain.
- Collins, L., & Cardoso, W.** (2017, April). *Integrating out of class and in class language practice: The students' perspective*. Round-table presented at the American Association for Applied Linguistics (AAAL) conference, Portland, OR.
- Collins, L., & Ruivivar, J.** (2018). *Research that makes it into the mainstream*. Paper presented at the Colloquium Extending the reach of research: Establishing and sustaining a culture of accessible summaries of second language research, The American Association for Applied Linguistics, Chicago, IL.
- Fichten, C.**, in collaboration with **King, L.**, Havel, A., Jorgensen, M., & Lussier, A. (2017, May). *Stakeholder perspectives: A professor's Canadian experience*. Paper presented at the 2nd Ed-ICT International Network Symposium, Montreal, QC.
- Forget, M., & **Gauvin, I.** (2017, May). *Que reste-t-il de la formation à la didactique de l'écriture ? Points de vue d'étudiants et de formateurs québécois en enseignement du français*. Paper presented at the colloque La fabrique des analyses qualitatives : regards sur les processus de collaboration, 85e Congrès de l'ACFAS, Montreal, QC.
- Fortier, V., Bell, P., Perron, V., & **Gauvin, I.** (2017, July). *Collaborative error correction in L2: Metalinguistic reflections and L1 influence*. Paper presented at the 18th World Congress of Applied Linguistics, Rio de Janeiro, Brazil.
- Freedman, K., **Castro, J. C.**, & Knochel, A. (2018, March). *Digital technology as critical visual intervention*. Paper presented at the meeting of the National Art Education Association, Seattle, WA.
- Gauvin, I.** (2018, January). *Future teachers of French relations to grammar and grammar didactics*. Paper presented at the 16th Annual Hawaii International Conference on Education, Honolulu, HI.
- Gauvin, I.**, Bédard, M., & Saint-Amour, D. (2017, February). *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, Colombia.
- Godin, M.-P., Gagné, A., & **Chapleau, N.** (2017, July). *Investigating silent letter production and morphological awareness skills in children with SLI: a window into derivational morphology*. Paper presented at the 14th International Congress for the Study of Child Language (IASCL), Lyon, France.
- Grimshaw, J., Barcomb, M., & **Cardoso, W.** (2017, November). *Digital resources for out-of-class practice*. Paper presented at the Society for the Promotion of the Teaching of English as a Second Language in Quebec Conference (SPEAQ), Montreal, QC.
- Grimshaw, J., **Cardoso, W.**, & **Collins, L.** (2017, August). *Teacher perspectives on the integration of mobile-assisted language learning*. Paper presented at the European Association for Computer-Assisted Language Learning (EUROCALL), Southampton, England.
- Hafeli, M., **Castro, J. C.**, & Sullivan, G. (2018, March). *Making knowledge and moving knowledge 2: How can research be mobilized to reach different audiences?* Paper presented at the meeting of the National Art Education Association, Seattle, WA.

- Hafeli, M., **Castro, J. C.**, & Sullivan, G. (2018, March). *Making knowledge and moving knowledge 1: How does research impact knowledge building in the field?* Paper presented at the meeting of the National Art Education Association, Seattle, WA.
- Hendry, C., & **Cardoso, W.** (2018, May). *The effects of type of instruction on the initial stages of L2 perception and production of Mandarin Chinese tones.* Paper presented at the Canadian Association of Applied Linguistics (ACLA), Regina, SK.
- John, P., Gazaille, M., Woll, N., & **Cardoso, W.** (2017, April). *Using grammar checkers to provide written corrective feedback.* Paper presented at the Meeting on Language Teaching (MeLT), Montreal, QC.
- King, L., Fichten, C.**, & Havel, A. (2018, March). *Canadian perspectives: New designs - promoting the design of ICTs that are accessible for students with disabilities in higher education.* Paper presented at the 3rd Ed-ICT International Network Symposium, Tel Aviv, Israel.
- Lalonde, M., Akbari, A., **Castro, J. C.**, & **Pariser, D.** (2017, June). *Making, consuming, and disseminating the images that (per)form the social lives of teens in and outside of school.* Paper presented at the Annual Meeting of the International Visual Sociology Association, Montreal, QC.
- Laplante, L.** (2017, June). *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.* Paper presented at the Présentation des résultats de recherche faite aux directions d'école de la Commission scolaire de Montréal, Montreal, QC.
- Laplante, L.** (2017, May). *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.* Paper presented at the Présentation des résultats de recherche faite aux directions d'école de la Commission scolaire Marie-Victorin, Longueuil, QC.
- Laplante, L., Chapleau, N.**, & Laguë, D. (2017, October). *Réussite des premiers apprentissages en lecture-écriture : est-ce que l'intervention orthopédagogique au palier 3 fait la différence ?* Paper presented at the 27e Colloque de l'ADOQ (Association des orthopédagogues du Québec), Laval, QC.
- Laplante, L., Chapleau, N., Mercier, J., Laguë, D., Bédard, M., & Brodeur, M.** (2017, June). *Impact du palier 3 sur la performance en identification et en production de mots écrits d'élèves de 1re année scolarisés en français présentant des difficultés persistantes d'apprentissage.* Paper presented at the Symposium international sur la littératie à l'école (SILÉ), Ajaccio, Corse, France.
- Laplante, L.**, & Turgeon, J. (2017, October). *Comment intensifier les interventions pédagogiques en lecture : du palier 1 vers le palier 2 et le palier 3.* Paper presented at the 27e Colloque de l'ADOQ (Association des orthopédagogues du Québec), Laval, QC.
- Léger, P.-M., **Charland, P.**, Sénécal, S., & Cyr, S. (2017, June). *Predicting properties of cognitive pupillometry in human computer interactions – a preliminary investigation.* Paper presented at the Gmunden Retreat on NeuroIS 2017, Gmunden, Austria.
- Lemay, R., & **Gauvin, I.** (2017, January). *Portrait du métalangage employé par de futurs enseignants de français.* Paper presented at the Symposium de la recherche du Colloque de l'Association québécoise des professeurs de français du Québec (AQPF), Montreal, QC.

- Liakin, D., **Cardoso, W.**, & Liakina, N. (2017, May). *Mobilizing instruction in a second language context: Focus on French pronunciation*. Paper presented at the Computer Assisted Language Instruction Consortium (CALICO), Flagstaff, AZ.
- Liakin, D., **Cardoso, W.**, & **Waddington, D.** (2017, April). *Astronautes FLS : un jeu numérique pour la pratique de la prononciation*. Paper presented at the Colloque international sur la didactique des langues secondes (CIDLS6), Montreal, QC.
- Liakin, D., **Cardoso, W.**, & **Waddington, D.** (2018, March). *Astronautes FLS: A digital game for L2 French learners*. Paper presented at the American Association for Applied Linguistics (AAAL) Conference, Chicago, IL.
- McDonough, K.** (2017, March). *Using collaborative writing activities in EFL contexts*. Paper presented at the TESOL, International Convention and English Language Expo, Seattle, WA.
- McDonough, K.** (2018). *Using collaborative prewriting tasks in L2 classrooms: Insights from studies in EAP and ESL contexts*. Paper presented at the Second Language Symposium, Urbana, IL.
- McDonough, K.**, **Trofimovich, P.**, & Abashidze, D. (2018, March). *Raters' sensitivity to visual cues during communication breakdowns*. Invited colloquium presentation at the American Association for Applied Linguistics, Chicago, IL.
- Mendrek, A., **Poissant, H.**, Descoteaux, M., & Whittingstal, K. (2017). *Why are mindfulness-based interventions (MBIs) effective in the treatment of attention deficit hyperactivity disorder (ADHD)?* Paper presented at the Consortium d'imagerie en neurosciences et santé mentale de Québec - CINQ, Quebec City, QC.
- Mendrek, A., **Poissant, H.**, Whittingstall, K., & Descôteaux, M. (2017). *Neuroanatomical and neurofunctional changes associated with mindfulness-based intervention (MBI) in individuals with attention deficit hyperactivity disorder (ADHD): Design and rationale for a randomized controlled trial study protocol*. Paper presented at the 6th Mediterranean Neurosciences Society St-Julian, Malta.
- Moussa-Inaty, J., Tamim, R., **Borokhovski, E.**, **Bernard, R. M.**, & El Saadi, L. (2017, November). *How much does reduction in extraneous cognitive load translate into learning performance improvement? A meta-analysis of research evidence*. Paper presented at the 10th International Cognitive Load Theory Conference, Wollongong, Australia.
- Moussalli, S., & **Cardoso, W.** (2017, April). *Personal robots and L2 learning: Can they understand foreign accents and be understood by learners?* Paper presented at the Colloque international sur la didactique des langues secondes (CIDLS6), Montreal, QC.
- Nagle, C., **Trofimovich, P.**, & Bergeron, A. (2018, March). *L2 comprehensibility: Using idiodynamic ratings to capture listening effort*. Paper presented at the 2018 Annual Meeting of the American Association for Applied Linguistics, Chicago, IL.
- Nenciovici, L., Brault Foisy, L.-M., Allaire-Duquette, G., **Potvin, P.**, **Riopel, M.**, & Masson, S. (2017). *Effet de la correction d'erreurs naïves en physique chez des apprenants novices*. Poster presentation at the 4e Colloque international en éducation, Montreal, QC.
- Nenciovici, L., Brault Foisy, L.-M., Allaire-Duquette, G., **Potvin, P.**, **Riopel, M.**, & Masson, S. (2017, August). *Cognitive mechanisms mobilized by novices to overcome a common misconception in electricity*. Paper presented at the European Science Education Research Association Conference (ESERA-17), Dublin, Ireland.

- Nenciovici, L., **Riopel, M., Potvin, P.**, Chastenay, P., **Charland, P.**, & Masson, S. (2018, May). *Effet modérateur du réalisme immersif sur l'apprentissage causé par les jeux sérieux*. Paper presented at the 5e Colloque international en éducation : enjeux actuels et futurs de la formation et de la profession enseignante, Montreal, QC.
- Neumann, H., Leu, S., & **McDonough, K.** (2017, May). *The challenges of academic writing from sources in a second language: An exploratory study*. Paper presented at the Canadian Association of Applied Linguistics, Toronto, ON.
- Neumann, H., Padden, N., & **McDonough, K.** (2017, July). *Beyond English proficiency scores: Understanding academic performance of international students in the first year at an English-medium university*. Paper presented at the Language Testing Research Colloquium, Bogota, Colombia.
- Pariser, D.** (2017, May). *Documentary and fictionalized accounts of teaching and teachers*. Paper presented at the Film Studies Association of Canada, Congress of the Humanities and Social Sciences, Toronto, ON.
- Poissant, H.** (2018). *Approche cognitive, neuroscience de l'apprentissage, imagerie cérébrale : Proposition de méta-analyse*. Paper presented at the Colloque CSLP (Concordia - UQAM), Montreal, QC.
- Poissant, H.**, Raïche, G., Whittingstall, K., Descoteaux, M., & Mendrek, A. (2017). *Children & adults with attention deficit hyperactivity disorder (ADHD) and mindfulness based treatments: Protocol for a meta analysis and preliminary data*. Paper presented at the Consortium d'imagerie en neurosciences et santé mentale de Québec - CINQ, Quebec City, QC.
- Potvin, P.** (2017, August-September). *The role of executive functions in academic learning*. Symposium discussant at the European Association for Research on Learning and Instruction (EARLI 2017), Tampere, Finland.
- Potvin, P.**, & Hasni, A. (2017). *Les modes d'intervention en enseignement des sciences et de la technologie et leurs effets sur l'apprentissage et l'intérêt des élèves*. Paper presented at the Rencontre des directrices et directeurs du Réseau Technoscience, Montreal, QC.
- Potvin, P.**, & Hasni, A. (2017). *Accompagner les enseignants pour rehausser l'intérêt de leurs élèves à l'égard des sciences et de la technologie : cinq années de communauté d'apprentissage professionnelle (CAP) à la CRIJEST*. Paper presented at the 85e Congrès de l'ACFAS, Montreal, QC.
- Potvin, P.**, & Hasni, A. (2017). *Les modes d'intervention en enseignement des sciences et de la technologie et leurs effets sur l'apprentissage et l'intérêt des élèves*. Paper presented at the 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, Senegal.
- Potvin, P.**, Hasni, A., Belletête, V., & Sy, O. (2017, August). *The effects of a professional learning community of in-service secondary school teachers on the interest in science and technology of their students*. Paper presented at the European Science Education Research Association Conference (ESERA-17), Dublin, Ireland.
- Pronovost, M., Cormier, C., **Potvin, P.**, & **Riopel, M.** (2017). *Intérêt et motivation des jeunes pour les sciences*. Paper presented at the Journée de la recherche sur la motivation au collégial, ACFAS, Montreal, QC.

- Riopel, M.** (2017). *L'invariance d'échelle pour établir un lien éducatif entre les lois de l'apprentissage et les modèles d'évaluation*. Paper presented at the 39e session d'étude de l'ADMEE-Canada, Quebec City, QC.
- Riopel, M.**, Chastenay, P., Fortin-Clément, G., **Potvin, P.**, Masson, S., & **Charland, P.** (2017, August). *Using invariance to model practice, forgetting, and spacing effect: The constellations' case*. Poster presentation at the European Science Education Research Association Conference (ESERA-17), Dublin, Ireland.
- Ruivivar, J., & **Cardoso, W.** (2018, March). *Variation in native and near-native Quebec French: The case of the -TU question marker*. Paper presented at the American Association for Applied Linguistics (AAAL) Conference, Portland, OR.
- Savard, A.** (2017, April). *Doing research with teachers: Ethical considerations that shaped the researcher stance*. Poster presentation at the 9th International Mathematics Education and Society Conference (MES), Volos, Greece.
- Savard, A.** (2017, June). *Making decisions in a complex world: Teaching how to navigate using mathematics*. Keynote presentation at the Mathematics and Its Connections to the Arts and Science International Symposium (MACAS 3), Copenhagen, Denmark.
- Savard, A.** (2017, October). *Orchestrer le développement des deux premières compétences mathématiques au primaire : Mais sur quel air jouer ?* Paper presented at the Journée Pédagogique de la CEP-Montréal, Fédération des établissements d'enseignement privés, Collège d'Anjou, Montreal, QC.
- Skelling-Desmeules, Y., Lapierre, H. G., & **Charland, P.** (2018, March). *Potentiel du Big Data en éducation*. Paper presented at the Forum Numérique 2018, Montreal, QC.
- Strachan, L., **Kennedy, S.**, **Trofimovich, P.**, & O'Brien, M. (2017). *Awareness of comprehensible second language speech*. Paper presented at the Meeting of the American Association of Applied Linguistics, Chicago, IL.
- Strachan, L., **Trofimovich, P.**, & **Kennedy, S.** (2018, March). *"I'd love to think my English is better than the recordings": Exploring L2 speakers' awareness of comprehensible L2 speech*. Paper presented at the 2018 Annual Meeting of the American Association for Applied Linguistics, Chicago, IL.
- Sy, O., & **Potvin, P.** (2017). *L'effet des pratiques enseignantes effectives sur l'intérêt des élèves sénégalais du cycle moyen pour les sciences et de la technologie*. Paper presented at the Canada International Conference on Education, Mississauga, ON.
- Sy, O., **Potvin, P.**, & Vinatier, I. (2017). *The effect of teaching practices on the interest of Senegalese middle school students towards science and technology*. Paper presented at the European Science Education Research Association Conference (ESERA-17), Dublin, Ireland.
- Talbot, N., **Poissant, H.**, Raïche, G., & Mendrek, A. (2017). *Détermination d'effets causaux par la métrégression*. Paper presented at the Colloquium Méthodes quantitatives en sciences humaines, Trois-Rivières, QC.
- Tamim, R. M., **Borokhovski, E.**, **Pickup, D. I.**, **Bernard, R. M.**, & El Saadi, L. (2017, April-May). *Tablets and mobile devices in the classroom: Implications from a systematic review and meta-analysis*. Paper presented at the 2017 Meeting of the American Educational Research Association (AERA), San Antonio, TX.

- Taylor Reid, K., O'Brien, M., & Trofimovich, P. (2018, March). *Social attitudes: The effect of positive and negative bias on multigenerational listeners' judgments of second language speech*. Paper presented at the 2018 Annual Meeting of the American Association for Applied Linguistics, Chicago, IL.
- Taylor Reid, K., & Trofimovich, P. (2017, May). *The kindergarten effect: Enhancing adult L2 learners' willingness to communicate*. Paper presented at the Annual Meeting of the Canadian Association of Applied Linguistics, Toronto, ON.
- Taylor Reid, K., Trofimovich, P., & O'Brien, M. (2017, May). *Can comprehensibility and accentedness ratings be influenced by social attitudes?* Paper presented at the Annual Meeting of the Canadian Association of Applied Linguistics, Toronto, ON.
- Trofimovich, P. (2017, December). *Second language comprehensibility: Exploring the construct*. Invited talk delivered at the Centre for Languages and Literature, Lund, Sweden.
- Trofimovich, P. (2018, February). *Second language comprehensibility: More than meets the ear*. Keynote speech delivered at the Second Language Studies Symposium, East Lansing, MI.
- Uptis, R., Abrami, P. C., & Boese, K. (2017, April). *Field-testing a digital notebook*. Paper presented at the 19th International Conference on Advanced Teaching Instructions, Paris, France.
- Uptis, R., Boese, K., & Abrami, P. C. (2017, October). *Student experiences with a digital tool for music practicing and learning*. Paper presented at the 8th International Conference on Education and Educational Psychology (ICEEPSY), Porto, Portugal.
- Urbaniak, K., Venkatesh, V., & Rabah, J. (2017, June). *Security of human rights defenders in online environments*. Invited talk delivered at the International Human Rights Training Programme organized by Equitas, Ste. Anne-de-Bellevue, QC.
- Venkatesh, V. (2017, December). *Accroître la sensibilisation et la résilience contre la haine en ligne avec la pédagogie sociale*. Invited address delivered at the Université de Sherbrooke, Sherbrooke, QC.
- Venkatesh, V. (2017, December). *Accroître la sensibilisation et la résilience contre la haine en ligne avec la pédagogie sociale*. Invited address delivered at the Université du Québec à Montréal, Montreal, QC.
- Venkatesh, V. (2017, June). *Prévention de la radicalisation par la pédagogie sociale*. Invited talk delivered at the Colloquium Souffrance sociale et la radicalisation: redéfinir la prévention, SHERPA-RAPS, Montreal, QC.
- Venkatesh, V. (2017, September). *Creating counter-narratives to Daesh social media using dystopic dark consumption theory*. Invited address delivered at the Islamophobie genrée Symposium, Quebec City, QC.
- Venkatesh, V., & Thomas, T. (2017). *Le préjugé du jour : une analyse mixte sur les cyberdiscussions portant sur l'attentat du 29 janvier 2017 au Centre culturel islamique de Québec*. Paper presented at the Colloquium Extrémismes et radicalités violentes de droite au Québec et dans l'espace francophone : regards croisés, ACFAS, Montreal, QC.
- Venkatesh, V., & Thomas, T. (2017, September). *Using corpus-assisted critical discourse analysis to uncover Islamophobic conversations in Reddit fora*. Invited address delivered at the Islamophobie genrée Symposium, Quebec City, QC.



## TRAINING AND INSTRUCTION

- Collins, L.** (2018, March). Workshop for journal editors on *Writing accessible summaries of language education research*, OASIS, Chicago, IL.
- Gunning, P., Hernandez-Gonzalez, T., **Bures, E.**, de Grace, N., Chochol, C., & **Warwick, L.** (2017, December). Workshop on *Promoting critical thinking, creativity and self-regulated learning through the use of an e-portfolio*, Centre for Teaching and Learning, Concordia University, Montreal, QC.
- Havel, A., **Fichten, C.**, Jorgensen, M., in collaboration with **King, L.**, Budd, J., Lussier, A., . . . Chauvin, A. (2018, February). *Putting research into practice in the college classroom*. Webinar for EdTech Week, Dawson College, Montreal, QC.
- Iminza, R., Kiforo, E., WaGioko, M., & **Pillay, V.** (2018, January). *ELM & ABRA Workshop*, presented at the Aga Khan Academy, Mombasa, Kenya.
- Llama, R., **Cardoso, W.**, & **Collins, L.** (2017, May). *(Non-)Native influence in the acquisition of VOT patterns: The case of advanced L3 Spanish*. Workshop on *Multilingual Language Acquisition, Processing and Use*, Poznań, Poland.
- McDonough, K.** (2017). *Current trends in SLA research*. Workshop for the English Department, University of Kelaniya, Colombo, Sri Lanka.
- McDonough, K.** (2017). *Research methods in applied linguistics*. Workshop for the English Department, University of Kelaniya, Colombo, Sri Lanka.
- McDonough, K.** (2017). *Structural priming tasks for use in L2 classrooms*. Lecture at the University of Kelaniya, Colombo, Sri Lanka.
- Pariser, D.**, & Valdovinos, S. (2017, October). *Workshop on design and creativity*, Department of Design, The State University of Aguascalientes, Aguascalientes, Mexico.
- Pillay, V.** (2017, October). *IS-21*. Workshop presented at the English Montreal School Board, Montreal, QC.
- Pillay, V.** (2017, October). *ABRA*. Workshop presented at the English Montreal School Board, Montreal, QC.
- Pillay, V.** (2017, September). *ABRA*. Workshop presented at the Summit School, Montreal, QC.
- Pillay, V.**, **Dedic, H.**, & **Rosenfield, S.** (2017, November). *Développer les habiletés essentielles en numératie au premier cycle avec ORME!* Workshop presented at the QPAT Conference, Montreal, QC.
- Poissant, H.**, Rapin, L., & Mendrek, A. (2018). *Forethought as a special case of predictive processing in attention deficit disorder: transgenerational study*. Workshop on Predictive Processing, Basque Center on Cognition, Brain and Language, San Sebastian, Spain.

## TECHNOLOGY-BASED TOOLS AND OTHER TRANSFER ACTIVITIES

- Abrami, P. C.** and others. (2000-present). *Learning Toolkit+ Software*. Retrieved from <https://www.concordia.ca/research/learning-performance/tools/learning-toolkit.html>

- Centre for the Study of Learning and Performance (CSLP), Queen's University, & The Royal Conservatory (Producer). (under development). *Notemaker* [App].
- Centre for the Study of Learning and Performance (CSLP), Queen's University, and The Royal Conservatory (Producer). (under development). *Cadenza* [Computer software].
- Chapleau, N.** (2017, October). *L'arbre des mots : Un programme d'interventions rééducatives en morphologie dérivationnelle. Guide de l'intervenant*. Bromont, QC.
- Chapleau, N.** (2017, October). *L'arbre des mots : Un programme d'interventions rééducatives en morphologie dérivationnelle. Guide d'activités*. Bromont, QC.
- Chapleau, N.** (2017, October). *L'arbre des mots : Un programme d'interventions rééducatives en morphologie dérivationnelle. Le calendrier des mots*. Bromont, QC.
- Chapleau, N.** (2017, October). *L'arbre des mots : Un programme d'interventions rééducatives en morphologie dérivationnelle. Activités numériques*. Bromont, QC.
- École des sciences. Website co-created by **P. Potvin**. Retrieved from <http://www.ecoledessciences.uqam.ca>
- LabMECAS. Website co-created by **P. Potvin**. Retrieved from <http://www.labmecas.uqam.ca>
- Liakin, D., **Cardoso, W.**, & **Waddington, D.** (Producers). (2017). *Astronautes FLS : Français langue seconde* [Online interactive game]. Retrieved from [www.astronautesfls.ca](http://www.astronautesfls.ca)
- Wade, A.**, & **Abrami, P. C.** (2017, May). *Developing fundamental skills using the Learning Toolkit*, presentation at the SSHRC Partnership meeting, Aga Khan Foundation East Africa, Nairobi, Kenya.
- Wade, A.**, & **Abrami, P. C.** (2017, Sept). *Developing fundamental skills using the Learning Toolkit*, presentation at the SSHRC Partnership meeting, Aga Khan Foundation East Africa, Nairobi, Kenya.
- Zarour, S., Elkayar, K., & **Cardoso, W.** (under development). *Immersed: A mobile application for smartphones for incidental vocabulary learning*.

## ARTISTIC PERFORMANCES

- Venkatesh, V.**, & Hall, D. (2017). "Echo chamber (Room of tears)" by Ulver [Music video]. Retrieved from [https://www.youtube.com/watch?v=I\\_tR3H1BHic](https://www.youtube.com/watch?v=I_tR3H1BHic).
- Venkatesh, V.**, & Hall, D. (2017). "Bring out your dead" by Ulver [Music video]. Retrieved from <https://www.youtube.com/watch?v=h8McmFWT32E>.
- Venkatesh, V.**, Hall, D., & **Urbaniak, K.** (2018, February 18). *Grimposium and Decibel present Enslaved 25: The Early Years*. Film screening by Vivek Venkatesh and David Hall; panel discussions with Ivar Peersen, Kjetil Grutle, David Hall, and Vivek Venkatesh, Montreal, QC.
- Venkatesh, V.**, Lalonde, M., Dimitrakopoulos, P., **Urbaniak, K.**, & members of Solidarité Mercier-Est (co-producers, co-writers, co-directors, and co-cinematographers). (2017). *Solidarité Mercier-Est : Documentaires*.
- 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.

- Venkatesh, V., & Urbaniak, K.** (2017, September 15). *#paysagedelahaine #landscapeofhate*. Curation of musical performances by anabesine, softcoresoft, Owen Chapman, Vivek Venkatesh, and Webster; graphic art by Jason Wallin and Jessie Beier; panel session with Webster, Ghayda Hassan, and Maxime Fiset, Quebec City, QC.
- Venkatesh, V., & Urbaniak, K.** (2017, September 25-30). *nordiQC*. Curation of musical performances by Enslaved, Bardspec featuring Vivek Venkatesh and Kjetil Grutle, Cantique Lépreux, Hiverna, Eos, Tribute to Deathspell Omega, and chœur ad-hoQC; graphic art by Jason Wallin, Filip Ivanović, Jannicke-Wiese Hansen; film screenings by David Hall and Vivek Venkatesh; panel sessions with Ivar Peersen, Kjetil Grutle, Jannicke Wiese-Hansen, Kirsti Rosseland, David Hall, and Vivek Venkatesh; studio recordings produced by Enslaved and Vivek Venkatesh, Quebec City, QC.
- Venkatesh, V., & Urbaniak, K.** (2018, February 4). *Einar Selvik*. Curation of musical performances and lecture by Einar Selvik, Montreal, QC.

## STUDENTS

### Post-Doctorate Fellows

- 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**).
- Scrivens, R. (in progress). *Topic not yet defined*. (Post-doctoral fellow, supervised by **V. Venkatesh**).

### PhD Supervision

- Akbari, E. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **J.C. Castro**).
- Allaw, E. (in progress). *Task complexity in L2 writing development*. (Doctoral dissertation, supervised by **K. McDonough**).
- Alves, T. B. (in progress). *An evaluation of text-to-speech synthesizers for the foreign language classroom*. (Doctoral dissertation, supervised by **W. Cardoso**).
- 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**).
- 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**).
- Barcomb, M. (in progress). *Video interactions and the acquisition of L2 pronunciation*. (Doctoral dissertation, supervised by **W. Cardoso**).

- Bédard, M. (in progress). *Stratégies compensatoires de type sémantique chez les dyslexiques*. (Doctoral dissertation, supervised by **L. Laplante**).
- Bergeron, A. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Trofimovich**).
- Boisvert, G. (in progress). *Histoire de l'enseignement de la lecture au Québec*. (Doctoral dissertation, supervised by **L. Laplante**).
- Boldireff, A. (in progress). *Poetry and the acquisition of second language pronunciation*. (Doctoral dissertation, supervised by **W. Cardoso**).
- Borquez Schwarzbeck, M. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **J. C. Castro**).
- Brault-Foisly, L.-M. (in progress). *Étude du rôle du recyclage neuronal dans l'apprentissage de l'identification des mots écrits*. (Doctoral dissertation, supervised by **M. Riopel**, faculty advisor **H. Poissant**).
- Brouillette, N. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Potvin**).
- Bruyère, M.-H. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Potvin**).
- Buriel, A. (in progress). *Portrait d'initiatives éducatives dans le secteur du non-formel dans des camps de réfugiés*. (Doctoral dissertation, supervised by **P. Charland**).
- Cavalcante, A. S. (in progress). *Financial literacy and mathematics education*. (Doctoral dissertation, supervised by **A. Savard**).
- Chung, R. (in progress). *Input variation and the learning of French as a second language*. (Doctoral dissertation, supervised by **L. Collins**).
- Collard-Fortin, U. (in progress). *Topic not yet defined*. (Doctoral dissertation, co-supervised by **P. Potvin**).
- Conde e Silva, L. (in progress). *Dyslexie, TDA/H et déficit visuoattentionnel*. (Doctoral dissertation, supervised by **L. Laplante**).
- Cyr, G. (in progress). *L'intégration de la diversité sexuelle dans l'enseignement des sciences au secondaire*. (Doctoral dissertation, supervised by **M. Riopel**).
- 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, co-supervised by **W. Cardoso**).
- Etheridge, J. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **J.C. Castro**).
- Gillespie, J. (in progress). *Rethinking and remaking a high school art foundations curriculum*. (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**).
- Gomes, A. (in progress). *The role of explicit instruction and phonological awareness in pronunciation instruction*. (Doctoral dissertation, co-supervised by **W. Cardoso**).
- Greer, G. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **J.C. Castro**).

- Grimshaw, J. (in progress). *Speech technologies in second/foreign language learning*. (Doctoral dissertation, supervised by **W. Cardoso**, co-supervised by **L. Collins**).
- Hendry, C. (in progress). *The effects of instruction on the L2 acquisition of Mandarin tones*. (Doctoral dissertation, supervised by **W. Cardoso**).
- Jackson, S. (in progress). *The problem with English /h/: Its perception, production and pedagogy*. (Doctoral dissertation, supervised by **W. Cardoso**).
- Kurtz dos Santos Buss, L. (in progress). *L2 Pronunciation at the university: Naturalistic changes, rater judgments, and teacher training*. (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**).
- Lapierre, H. G. (in progress). *Étude de l'enseignement apprentissage dans un système tutoriel émotivement et cognitivement intelligent*. (Doctoral dissertation, supervised by **P. Charland**).
- Lesage, M. (in progress). *Le développement et la mise en œuvre d'une application internet pour l'implantation d'un processus d'évaluation hiérarchique des apprentissages*. (Doctoral dissertation, co-supervised by **M. Riopel**).
- Lin, P. (in progress). *Rethinking apprenticeship in the contemporary Chinese painting education*. (Doctoral dissertation, supervised by **D. Pariser**).
- Malenfant-Robichaud, G. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Potvin**).
- 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**).
- Martin, C. (in progress). *Teaching film in high school and university: Opening the dialogue between theory and practice*. (Doctoral dissertation, supervised by **D. Pariser**).
- 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 **S. Kennedy**).
- Narayana, M. (in progress). *Topic not yet defined*. (Doctoral dissertation, co-supervised by **V. Venkatesh**).
- Nenciovici, L. (in progress). *Topic not yet defined*. (Doctoral dissertation, co-supervised by **P. Potvin**).
- 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, co-supervised by **K. McDonough**).
- Paradis, A. (in progress). *Dyslexie et traitement phonologique*. (Doctoral dissertation, co-supervised by **L. Laplante**).
- Pronovost, M. (in progress). *Topic not yet defined*. (Doctoral dissertation, co-supervised by **P. Potvin** and **M. Riopel**).
- Ruivivar, J. A. (in progress). *Spoken grammar and the second language speaker*. (Doctoral dissertation, supervised by **L. Collins**).

## CONCORDIA.CA/CSLP

CSLP, GA 1.210, Concordia University  
1455 de Maisonneuve Blvd. West  
Montreal, QC, H3G 1M8, Canada

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

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



- 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**).
- Selami, A. (in progress). *Collaborative writing: Patterns of interaction and effects on L2 accuracy*. (Doctoral dissertation, co-supervised by **K. McDonough**).
- Sheepy, E. (in progress). *Exploring students' concepts of sampling and inference: A meta-analysis of instructional methods*. (Doctoral dissertation, supervised by **R. Schmid**).
- Skelling-Desmeules, Y. (in progress). *Étude neurophysiologique de la performance d'apprenants dans un jeu sérieux pour apprendre la physique*. (Doctoral dissertation, co-supervised by **P. Charland** and **M. Riopel**).
- Sparkes, C. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **R. M. Bernard**).
- Strachan, L. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Trofimovich**).
- Sundberg, R. (in progress). *The effects of music on the acquisition of a second language in a mobile environment*. (Doctoral dissertation, supervised by **W. Cardoso**).
- Sy, O. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Potvin**).
- Taylor Reid, K. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Trofimovich**).
- Thibault, F. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Potvin**).
- Uludag, P. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **K. McDonough** and co-supervised by **S. Kennedy**).
- Valerie, V. (in progress). *Études des cas d'établissements de formation d'enseignants au primaire valorisant les stages à l'étranger*. (Doctoral dissertation, supervised by **P. Charland**).

### Dissertations Defended

- Appel, R. (2017). *Vocabulary in second language acquisition: Three studies* (Doctoral dissertation, supervised by **K. McDonough** and co-supervised by **P. Trofimovich**).
- Bélanger, C. (2017, September). *Étude collaborative pour l'apprentissage dans un musée de sciences*. (Doctoral dissertation, co-supervised by **P. Charland**).
- Dao, V. (2017, June). *Learner engagement in tasks during peer interaction: Identifying the effect of interlocutor proficiency and task type*. (Doctoral dissertation, supervised by **K. McDonough**).
- Friere, M. (2017). *What is new in new media art education? A critical discourse analysis of the mythologies of media art education at the university*. (Doctoral dissertation, co-supervised by **J.C. Castro**).
- Han, Y. (2017, June). *L2 regulatory focus in the context of foreign language learning in Vietnam*. (Doctoral dissertation, supervised by **K. McDonough**).
- Parpinelli, D. (2018, January). *Conception d'un outil pour favoriser la diction lyrique du portugais brésilien des chanteurs non brésiliens*. (Doctoral dissertation, co-supervised by **W. Cardoso**).

Valdovinos Rodriguez, S. E. (2017, June). *A comparative study of research-for-design: Teaching and learning in two undergraduate graphic design programs in Canada and Mexico*. (Doctoral dissertation, supervised by **J.C. Castro**).

### MA & BA Thesis/Internship Supervision

Affana, N. (in progress). *A collaborative project with elementary school teachers and their school board consultant*. (MA thesis, supervised by **A. Savard**).

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**).

Bélanger, S. (in progress). *Séance allocentrique sur les phases de la lune dans un planétarium numérique*. (MA thesis, co-supervised by **M. Riopel**).

Berretta, G. (in progress). *Business processes of the financially successful artist-entrepreneur in today's marketplace*. (MA thesis, supervised by **D. Pariser**).

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

Castelot, J. (in progress). *Neuroanatomical and neurofunctional changes associated with meditation in people with or without attention deficit hyperactivity disorder (ADHD)*. (MA thesis, co-supervised by **H. Poissant**).

Chabot, K. (in progress). *Étude neurophysiologique de l'apprentissage des fractions chez des élèves du primaire à travers l'utilisation d'un jeu vidéo éducatif*. (MA thesis, supervised by **P. Charland**).

Charest, F. (in progress). *Étude des mécanismes d'inhibition dans une tâche en sciences - une étude en spectroscopie proche-infrarouge fonctionnelle (fNIRS)*. (MA thesis, supervised by **P. Charland**).

D'Abate, M. (in progress). *Working with children who have multiple disabilities: A practical guide*. (MA thesis, supervised by **R. Schmid**).

Davies, D. (in progress). *A grounded theory exploration of how performance improvement professionals transitioned from instructional systems design*. (MA thesis, supervised by **R. Schmid**).

Delage, I. (in progress). *Les effets de l'utilisation du correcticiel Antidote sur la qualité orthographique des textes produits par des étudiants dyslexiques du collégial*. (MA thesis, supervised by **L. Laplante**).

Deutsch, M. (in progress). *Teaching computational thinking*. (MA thesis, supervised by **A. Savard**).

Durocher, E. (in progress). *Topic not defined*. (MA thesis, supervised by **P. Potvin**).

Fortin-Clément, G. (in progress). *Effets de la pratique des orthographe approchées sur le transfert des apprentissages en orthographe chez des élèves du premier cycle au primaire*. (MA thesis, co-supervised by **M. Riopel**).

Gagnon-Mailhot, M. (in progress). *Neurofunctional changes associated with meditation in people with or without attention deficit hyperactivity disorder (ADHD)*. (MA project, co-supervised by **H. Poissant**.)

Gauthier, S. (in progress). *Étude didactique du cas d'une école secondaire où les enseignements des matières de bases sont dispensés par des enseignants généralistes*. (MA thesis, co-supervised by **P. Charland**).



Hopps, D. (in progress). *Topic not defined*. (MA thesis, supervised by **E. Bures**).

Hoteit, R. (in progress). *A story of becoming an artist/teacher*. (MA thesis, supervised by **D. Pariser**).

Javaherpour, A. (in progress). *Financial capability through effective youth financial literacy*. (MA thesis, supervised by **A. Savard**).

Lackmann, S. (in progress). *Comparing traditional and enriched video in distance education - a neurophysiological perspective*. (MA thesis, co-supervised by **P. Charland**).

Lagüe, D. (in progress). *Boucle orthographique et difficultés d'apprentissage de l'écriture chez des élèves à risque de 1re année*. (MA thesis, supervised by **L. Laplante**).

Lane, J. (in progress). *The pedagogical use of text-to-speech synthesis in L2 education*. (MA thesis, supervised by **W. Cardoso**).

Lemay, R. (in progress). *Le métalangage grammatical chez de futurs enseignants de français du secondaire*. (MA thesis, supervised by **I. Gauvin**).

Lindberg, R. (in progress). *Topic not yet defined*. (MA thesis, supervised by **P. Trofimovich**).

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**).

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

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

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**).

Radu, L. (in progress). *Topic not yet defined*. (MA thesis, supervised by **P. Trofimovich**).

Rocha, J. (in progress). *The impact of meditation on attention and emotions in students with ADHD: A neuroimaging pilot study*. (MA project, co-supervised by **H. Poissant**).

Shouma, A. (in progress). *Tablets in foreign language learning: Learners' and teachers' perceptions*. (MA thesis, supervised by **W. Cardoso**).

Tremblay, C. (in progress). *Évaluation des effets d'une intervention lecture sur la fluidité d'élèves du 1er cycle du secondaire fréquentant une institution privée*. (MA thesis, supervised by **L. Laplante**).

Tuncay, H. O. (in progress). *App attrition in self-regulated learning*. (MA thesis, co-supervised by **W. Cardoso**).

Turineck, L.-P. (in progress). *Pre-service teachers' knowledge about financial literacy*. (MA thesis, supervised by **A. Savard**).

van Lieshout, C. (in progress). *Speech technologies and self-regulated learning*. (MA thesis, supervised by **W. Cardoso**).

## MA Theses Defended and Internships Completed

Allaw, E. (2017, May). *The effect of the SSARC model of task sequencing on L2 written production*. (MA thesis, supervised by **K. McDonough**).

- Aloraini, N. (2017, August). *Social media as a language-learning tool: Perceptions of Saudi students*. (MA thesis, supervised by **W. Cardoso** and co-supervised by **K. McDonough**).
- Alves, T. B. (2017, July). *Music style and L2 phonological acquisition: Music as input and frequency effects*. (MA thesis, supervised by **W. Cardoso**).
- Bélanger, V. (2017, February). *L'utilisation de la représentation arborescente dans l'enseignement inductif de la notion de sujet : ses effets sur la capacité des élèves à identifier le sujet*. (MA thesis, supervised by **I. Gauvin**).
- Boisvert, G. (2017, Septembre). *Histoire des pratiques d'enseignement de la lecture débutante au 20e siècle*. (MA thesis, co-supervised by **L. Laplante**).
- Bramwell, H. (2018). *Developing L2 students' motivation and task engagement: Enhancing ideal L2 self through imagery training*. (MA thesis, supervised by **K. McDonough**).
- Croteau, D. (2018). *Revue synthèse de la nutrition en lien avec les jeunes ayant un TDAH*. (MA project, supervised by **H. Poissant**).
- Dufour, D. (2017, June). *Data driven learning of second language grammar*. (MA thesis, supervised by **L. Collins**).
- Forget, B. (2017, June). *Converging art and science: Considering the conditions in which women and girls enter STEM subjects*. (MA thesis, supervised by **J.C. Castro**).
- Galindo Ochoa, J. (2017, December). *The effect of task repetition on L2 speakers' intelligibility*. (MA thesis, supervised by **K. McDonough**).
- Girard, C. (2017, November). *Analyse de l'autorégulation en continu des gestes pédagogiques posés par les orthopédagogues en fonction des réponses des élèves de 1re année du 1er cycle*. (MA thesis, co-supervised by **N. Chapleau**).
- Hendry, C. (2017, August). *The effect of type of instruction on the L2 acquisition of Mandarin tones*. (MA thesis, supervised by **W. Cardoso** and co-supervised by **K. McDonough**).
- Kumar, R. (2017, April). *The effect of collaborative learning on enhancing student achievement: A meta-analysis*. (MA thesis, supervised by **R. Schmid**).
- Lapierre, C. (2018). *Topic not defined*. (MA thesis, supervised by **L. Collins**).
- Lapierre, H. G. (2017, September). *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**).
- Lefevre, K. (2017). *The art education of seniors: Revealing play histories through life stories*. (MA thesis, supervised by **D. Pariser**).
- Malenfant-Robichaud, G. (2017, September). *Topic not defined*. (MA thesis, co-supervised by **P. Potvin**).
- Menard, G. (2017, August). *Pratiques pédagogiques et réussites des élèves en éducation technologique*. (MA thesis, co-supervised by **P. Charland** and **M. Riopel**).
- Messitidis, L. (2018, February). *Designing learning environments for cultural inclusivity: Case studies with three instructional designers and a teacher exploring their practices designing learning environments for cultural inclusivity: Case studies exploring their practices*. (MA thesis, supervised by **R. Schmid**).
- Ruivivar, J. A. (2017, October). *Spoken grammar and second language learning*. (MA thesis, supervised by **L. Collins**).

## Research Assistants

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

Chojczak, D. *MA student*. Employed by **P. Trofimovich**.  
Cote, D. *MA student*. Employed by **E. Bures**.  
Gao, Y. *PhD student*. Employed by **P. Trofimovich**.  
Falcone, A. *BA student*. Employed by **L. Lysenko**.  
Koroleva, T. *PhD student*. Employed by **R. Bernard**.  
Labreche, G. *MA student*. Employed by **P. Trofimovich**.  
Ladouceur-Bibaud, E. *MA student*. Employed by **P. Trofimovich**.  
Martin, M. *MA student*. Employed by **P. Trofimovich**.  
Mehov, B. *MA student*. Employed by **R. Bernard**.  
Phong, N. T. D. *MA student*. Employed by **P. Trofimovich**.  
Rodriguez, M. *PhD student*. Employed by **P. Trofimovich**.  
Sénécal, A.-M. *BEd student*. Employed by **W. Cardoso** and **L. Collins**.  
Williams, E. *BEd student*. Employed by **E. Bures**.  
Wlodarczyk, V. *MA student*, McGill University. Employed by **B. Bernard**.  
Zullo, W. *MA Student*. Employed by **P. Trofimovich**.

## Thesis Examination Committees

**Chapleau, N.** (2017, September). Thesis committee member. *Kathleen Whisler-Turner, MA student*.

**Collins, L.** (2017, September). Thesis committee member. *Tiago Bione, MA student; Clinton Hendry, MA student*.

**Collins, L.** (current). Thesis committee member. *Lauren Strachan Hird-Rutter, PhD student; Michael Barcomb, PhD student; Ross Sundberg, PhD student*.

**McDonough, K.** (2017). Dissertation external evaluator. *M. Fujio, Cognitive processes triggered by oral corrective feedback in second language learning, Education, McGill University; J. Legacy, Early vocabulary development in very young French-English bilinguals: A longitudinal study, Psychology, Concordia University*.

**Pariser, D.** (current). Thesis committee member. *Isabelle Guillard, PhD in Art Education, Un modèle d'enseignement sur l'eco-art dans le cours d'art plastiques au niveau secondaire; Martin Lalonde, PhD in Art Education, Systemes mobiles d'apprentissage et enjeux sociaux, culturels et cognitifs de la mediatization numerique des processus de construction identitaire adolescente en milieu éducatif formel; Judith Boily, MA in Art Education, Judith par Judith: Exposition identitaire présentée à travers une éducation muséale créative; Julie Parenteau, MA in Art Education, Du dépaysement à l'envie de créer : Recherche de création sur l'art et le voyage; Jesse Stong, MA in Art Education, Durational performance as pedagogy: 200 hours of queer puppets, or "Real men don't play with puppets"*.

- Trofimovich, P.** (2017). Thesis committee member. *Van Phung Dao, PhD in Education, Concordia University; Yeji Han, PhD in Education, Concordia University; Carolane Doyon, MA in Linguistique, Université du Québec à Montréal; June Ruivivar, MA in Applied Linguistics, Concordia University.*
- Trofimovich, P.** (current). Thesis committee member. *Elissa Allaw, PhD in Education, Concordia University; Susan Jackson, PhD in Education, Concordia University; Ross Sundberg, PhD in Education, Concordia University; Larissa Buss, PhD in Education, Concordia University; Juliane Bertrand, PhD in Linguistique, Université du Québec à Montréal.*
- Venkatesh, V.** (current). Thesis committee member. *Eliana Mandel, PhD Education, Concordia University; Wynnpaul Varela, PhD Education, Concordia University; Emily Sheepy, PhD Education, Concordia University; Martin Lalonde, PhD Art Education, Concordia University.*

## PROFESSIONAL ACTIVITIES

- Abrami, P. C.** (current). Consultant. *English Montreal School Board - Balanced Literacy Initiative.*
- Abrami, P. C.** (current). Co-coordinator. *Aga Khan Academies - Developing Early Literacy Skills in Sub-Saharan Africa.*
- Abrami, P. C.** (current). Member. *Society for Research Synthesis Methodology; International Campbell Collaboration; American Educational Research Association; American Psychological Association; Canadian Psychological Association.*
- Bures, E.** (current). Member. *Executive Board of the Centre de Transfer pour la Réussite Éducative du Québec (CTREQ).*
- Bures, E.** (current). Reviewer. *Research in Higher Education, Mentoring and Technology, Educational Research and Evaluation, the American Journal of Distance Education, Journal of Educational Computing Research, Computers and Education, Educational Research Review; Canadian Journal of Teaching and Learning, International Journal of Computer Supported Learning.*
- Cardoso, W.** (current). President. *Canadian Modern Language Review.*
- Cardoso, W.** (current). Member. *Think Tank Committee on University Teaching, Concordia University.*
- Cardoso, W.** (current). Linguistic consultant. *Lexicon Branding Inc. (California, USA).*
- Cardoso, W.** (current). Founder and co-editor. *Concordia Papers in Applied Linguistics (COPAL).*
- Cardoso, W.** (current). Editorial board member. *Applied Psycholinguistics Journal.*
- Cardoso, W.** (current). Reviewer. *Language Learning, Second Language Research, International Journal of Bilingualism, Language Variation and Change, Encyclopedia of Applied Linguistics, Canadian Modern Language Review.*
- Cardoso, W.** (current). Grant applications reviewer. *SSHRC, SRG competition, NWO (Dutch research agency).*
- Cardoso, W.** (current). Graduate program director. *Applied Linguistics, Concordia University.*
- Castro, J. C.** (current). Chair. *National Art Education Association Research Commission.*

- Chapleau, N.** (2017, August). Member of the scientific committee. *Colloque de l'Institut des troubles d'apprentissages*.
- Chapleau, N.** (2018, February). Evaluation committee member. *FRQSC, Soutien à la recherche pour la relève professorale*.
- Chapleau, N.** (2018, January). Jury member. *Concours de vulgarisation de la recherche en éducation (CVRE)*.
- Collins, L.** (current). Second Vice-President. *American Association for Applied Linguistics*.
- Collins, L.** (current). Reviewer. *Tense, Aspect and Modality Conference; Canadian Association for Applied Linguistics; American Association for Applied Linguistics Conference; several scholarly journals, including The Modern Language Journal and International Journal of Learner Corpus Research*.
- Collins, L.** (current). Member of the Editorial and Advisory Boards. *The Modern Language Journal & Annual Review of Applied Linguistics*.
- Collins, L.** (current). Chair of Advisory Board. *IRIS (Digital repository of instruments and materials for research into second languages)*.
- Collins, L.** (current). Founding and Executive Board member. *OASIS (Open accessible summaries in language education)*.
- Collins, L.** (current). Conference chair. *American Association for Applied Linguistics, Atlanta 2019*.
- Fichten, C.** (2017). Member. *Advisory Board of the National Center for College Students with Disabilities (NCCSD) at AHEAD*.
- Fichten, C.** (2017). Organizer. *2nd International Ed-ICT Conference, Montreal, QC*.
- Fichten, C.** (2017). Reviewer. *Behaviour Research and Therapy; Canadian Journal of Higher Education*.
- Gauvin, I.** (2018). Conference organizer. *Contextes de l'intervention en français dans les universités et prise en compte des étudiants ayant un trouble d'apprentissage de la lecture-écriture, Colloque du RUSAF, UQAM, Montreal, QC*.
- King, L.** (2017). Organizer. *2nd International Ed-ICT Conference, Montreal, QC*.
- King, L.** (current). Member. *Research Committee of Cégep André-Laurendeau*.
- King, L.,** Lussier, A., in collaboration with **Fichten, C.,** Jorgensen, M., Havel, A., Amsel, R., . . . Marcil, E. (2017, October). *Les perspectives des étudiants et des professeurs sur l'excellence dans l'utilisation des TIC et du cyberapprentissage au collégial*. Presentation for the Fonds de recherche du Québec – Société et culture (FRQSC) and the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) - Rencontre de suivi 3, Québec, QC.
- Lysenko, L.** (current). Reviewer. *Computers & Education; International Journal of Human Computer Studies; Research Synthesis Methods; Education and Information Technologies*.
- 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*.
- McDonough, K.** (current). External reviewer for granting agencies and universities. *Faculty of Education, University of British Columbia; Modern Languages, University of Alberta;*

- Languages & Literatures, University of Maryland; Second Language Studies, Indiana University; English Department, University of Kelaniya, Sri Lanka.*
- 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.*
- Pariser, D.** (2018, March). Session chair. *Instigate: A New Narrative, the Art Education Graduate Student Symposium, Faculty of Fine Arts, Concordia University, Montreal, QC.*
- Pariser, D.** (current). Board member. *NAEA Art Education.*
- Savard, A.** (current). Consultant specialist in mathematics education. *Training workshop on mathematics in early grades in République Démocratique de Djibouti, World Bank, Washington, DC.*
- Trofimovich, P.** (current). Editor. *Language Learning.*
- Trofimovich, P.** (current). Editorial Board member. *Journal of Second Language Pronunciation.*
- Trofimovich, P.** (current). Grant reviewer. *Education & Linguistics, SSHRC; Research Foundation – Flanders (FWO).*
- Trofimovich, P.** (current). Reviewer. *American Journal of Speech-Language Pathology; Applied Psycholinguistics; Bilingualism: Language and Cognition; Canadian Journal of Applied Linguistics; Canadian Modern Language Review; Concordia Working Papers in Applied Linguistics; International Journal of Bilingual Education and Bilingualism; International Journal of Multilingualism; International Review of Applied Linguistics; Journal of Phonetics; Journal of Second Language Pronunciation; Language Learning; Language Learning and Technology; Language Teaching; Language Testing; Learning and Individual Differences; Mental Lexicon; Modern Language Journal; Proceedings of the Pronunciation in Second Language Learning and Teaching Conference; Prospect (Australia); Studies in Second Language Acquisition; TESOL Quarterly.*
- Venkatesh, V.** (2017-2018). Associate Dean, Recruitment & Awards. *School of Graduate Studies.*
- Venkatesh, V.** (current). Chair and member. *Review Panel – Social Sciences and Humanities Research Council – Insight Development Grant.*
- Venkatesh, V.** (current). Treasurer and member. *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 – Working Group 3, Canadian Advisory Committees for the Joint Technical Committee 1, Sub Committee 34 - Document Description and Processing Languages [WG3, CAC/JTC1/SC34] - International Organization for Standardisation. 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; Metal Music Studies.*
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**Wade, A.** (current). Associate editor. *Research Synthesis Methods*.

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**Wade, A.** (current). Reviewer. *Max Bell Foundation*.

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