

The background features a vibrant color gradient from orange at the top to red at the bottom. Overlaid on this are several overlapping circles of varying sizes and colors, some with thick outlines. A complex network of thin white lines connects various points across the entire page, creating a mesh-like texture. The text is positioned in the upper left quadrant.

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

ANNUAL REPORT
2022

A
D
R
O
C
N
O
C

ABOUT THIS DOCUMENT

This report documents the professional scholarly activities during the period of January 1, 2022 to December 31, 2022 of the Centre for the Study of Learning and Performance, with the academic product of its core research axes and themes, as well as many ongoing projects of CSLP members. For a complete bibliographic listing of the Centre's productivity, please consult Part 2 of the Annual Report 2022.

This report was written and edited by **David Pickup**, Information Specialist and the CSLP's Database Researcher.



Centre for the Study of Learning and Performance

GA 1.210, Concordia University
1455 de Maisonneuve Blvd. West
Tiohtià:ke / Montréal, QC, Canada
H3G 1M8

cslp@concordia.ca
514-848-2424 ext. 2020
concordia.ca/cslp

 facebook.com/CSLPCEAP
 @cslp_ceap



CONTENTS

Directors' Message	2
CEAP Director's Message	4
About the CSLP	7
CSLP Full Members	8
Collaborators and Staff	14
Executive Board and Advisory	15
CSLP Spring Retreat	17
Highlights: Theme 1.1	21
Highlights: Theme 1.2	22
Highlights: Theme 1.3	24
Highlights: Theme 2.1	26
Highlights: Theme 2.2	27
Postdoc Highlight	29
Awards	29
Student Spotlight	30
Productivity	32
Funding Agencies	33





DIRECTORS' MESSAGE

Last year's Director's Message ended with the hope that 2022 would prove to be a year of recovery and return to normalcy. We are pleased to report that this year was one of renewal and re-emergence, as the restrictions of social distancing fell away and we were able to meet and collaborate once more. While we continue to grapple with the repercussions of the pandemic and may never return to the status quo "normal" of before, looking back over the centre's activities and the output of its members in 2022 we believe the Centre is once again on a path of innovation and research excellence.

We are very pleased that the CSLP was able to hold a *Spring Retreat* on May 6, that brought together over 50 participants in-person (members of the centre, students, and staff) at the Nouvel Hotel. The focus was on fostering greater collaboration between members and brainstorming new projects that could be undertaken. For full details of the retreat please see page 8 of this report. Special thanks to our

manager, Zeina Ismail-Allouche and to consultant Liz Falco, for their excellent work pulling it all together.

All members got back into full swing this year and highlights of their activities can be found later in this report. We would like to particularly note the accomplishments of researchers working under Theme 1.3 (Interdisciplinary Perspectives on Learning) who saw their expertise repeatedly called upon - Marie-Ève Carignan was appointed *UNESCO Co-Chair in Prevention of Radicalisation and Violent Extremism*; David Morin and Ghayda Hassan were appointed to the Department of Canadian Heritage's *Expert Advisory Group on Online Safety*, and Hassan was invited to address the Christchurch Call Leaders' Summit alongside Prime Minister Justin Trudeau and President Emmanuel Macron of France. Morin and Carignan also published a book, *Mon frère est complotiste : comment rétablir le dialogue et le lien social*, which they have notably promoted on *Tout le monde en parle* and other venues.

The CEAP-UQAM, the CSLP's satellite center, also had an amazingly productive year, as CEAP-UQAM Director Isabelle Gauvin notes below. Notable achievements, among many others, included a well-attended conference presented by Jonathan Bluteau and Mélissa Goulet on the government's new Lab-École project, as well as a successful journée d'étude on classroom reinforcement and intrinsic motivation, which attracted over 200 participants thanks to the CEAP-UQAM's growing reach among education professionals.

The CSLP continues to look for ways to support our members and we are delighted to announce that the Centre is now an official sponsor of several events at the *Plurilingual Lab* run by member Angelica Galante – the *Speaker Series*, *Grad Talks* (brown bag lunch presentations by graduate students), and *My Research Story* (a series of video abstracts presenting graduate student research).

We also resumed our own events, with several invited speakers brought to Concordia University (or online via web conferencing), as well as a successful artist residency at Concordia's 4th Space in August (*Landscape of Hate*), and the collaborative multimedia performance *Halka*, which brought together many

members of the CSLP, students, and collaborators at *Le Monastère Cabaret de Cirque*. We would also like to acknowledge the work and efforts of Owen Chapman and postdoc Jessie Beier who travelled in March to Alberta for a series of youth workshops, and then organized and led a return visit of youth to Montreal in October.

Finally, we would like to welcome three new members to the CSLP: Holly Recchia of Concordia University's Department of Education, whose research focuses on the moral and social development of children; Diana Miconi of Université de Montréal, Département de psychopédagogie et d'andragogie, who brings expertise centered on cultural psychology and youth development; and most recently Bruce Maxwell of Université de Montreal, Département d'administration et fondements de l'éducation, whose research deals with ethical and legal issues in education. This brings our total membership to 52 members across 9 affiliated Québec institutions.

Heading in to 2023, we look forward to seeing the projects planned at our Spring Retreat begin to take shape, as we also start to prepare for our midterm review for the *Regroupement Stratégique* in 2024.



Vivek Venkatesh
CSLP Co-director



David Waddington
CSLP Co-director

CEAP DIRECTOR'S MESSAGE

« En comodal ou en distantiel ? ». Il s'agit possiblement de l'une des questions que nous nous sommes le plus posées au CEAP avant chacune des activités prévues à notre programmation. Nul doute que les impacts de la COVID-19 étaient encore bien réels au centre comme partout ailleurs! Fier.ère.s de notre expérience de l'année dernière, nous étions prêt.e.s à poursuivre nos différentes activités et à continuer à nous réinventer pour rejoindre le plus grand nombre de chercheur.euse.s et de professionnel.le.s du monde de l'éducation en leur proposant une programmation de qualité et en soutenant la recherche en éducation.

Tout d'abord, sur le plan de la programmation, nous avons constaté que de plus en plus de praticien.ne.s suivaient nos différentes activités. En effet, les professionnel.le.s des centres de services scolaire de partout au Québec ont été nombreux à s'inscrire aux conférences et à la journée d'étude tenue en mai dernier, les conseiller.ère.s pédagogiques y étant fortement représenté.e.s. Fort à parier que la stratégie de promotion plus agressive misant notamment sur le dynamisme de notre page Facebook, stratégie amorcée dès 2020, ainsi que la richesse et la diversité de la programmation du centre y ont été pour quelque chose. En effet, une conférence sur le Lab-École a succédé à une sur l'apprentissage des enfants vivant en contexte de violence politique ou de conflit armé alors que notre journée d'étude levait le voile sur l'utilisation des renforcements en classe. Aussi, cette année, nous avons choisi d'explorer la possibilité que soient traduites de façon simultanée nos conférences données par des chercheur.euse.s anglophones. Nous avons donc retenu les services d'une compagnie spécialisée en traduction simultanée et avons été plus que satisfait.e.s du résultat! Nous allons assurément récidiver l'an prochain, notamment afin de rejoindre davantage les collègues du CSLP Concordia, de

même que les praticien.ne.s oeuvrant dans les milieux anglophones.

2021-2022 aura aussi été une année riche en collaborations et en projets novateurs. Comment ne pas être impressionné par le travail de collaboration orchestré par le centre entre des chercheur.euse.s et des partenaires du milieu? En effet, les deux projets en partenariat avec l'organisme Alloprof, dont un financé par le CRSH mettant à contribution l'expertise de huit membres chercheur.euse.s dans l'évaluation scientifique de jeux éducatifs en ligne destinés aux élèves québécois, ont su retenir l'attention des médias. En plus, le centre est maintenant partenaire d'un développement partenarial CRSH, une initiative qui permettra de produire une série en baladodiffusion sur les pratiques appuyées par les données probantes. Les centres de services scolaires de la Pointe-de-l'Île, Laval, Marguerite-Bourgeoys et Marie-Victorin sont également partenaires. Finalement, le centre s'est fait approcher par le Collège Sainte-Anne de Dorval pour évaluer son nouveau projet éducatif. Plus d'une dizaine de chercheurs travailleront de concert pour accompagner cette organisation. D'autres rencontres sont prévues à l'automne pour discuter plus amplement d'une entente de services. Aussi, le financement de huit projets de recherche via deux programmes de recherche du centre (Programme de financement à la recherche pour chercheur.e.s régulier.ère.s et programme de financement pour membres étudiant.e.s) ont aussi permis de consolider les collaborations existantes et de paver la voie à l'émergence de nouvelles (voir le CV collectif). Ces projets et bien d'autres en cours mettent la table pour les prochaines contributions scientifiques d'un CV collectif duquel émanent une forte vitalité et une belle variété.

Depuis près de cinq années, je dirige ce centre, je suis donc à même de constater que, malgré les revers, les écueils pandémiques, tou.te.s les collaborateur.trice.s se sont serré les coudes et ont su innover et se réinventer. Ils l'ont fait par amour de la recherche, certes, mais aussi par leur profond désir de travailler ensemble et d'offrir des activités de transfert de connaissances qui sauraient intéresser les acteur.trice.s du monde de l'éducation. Je ne pourrais passer sous silence le travail colossal d'Éric Dion, qui a su faire profiter le centre de son flair dans le choix des conférencier.ère.s et dans celui des thématiques à aborder dans le cadre des activités scientifiques du centre. Je tiens également à remercier nos membres et nos partenaires de nous faire confiance dans la réalisation de leurs projets. L'équipe du centre se plaît à travailler avec vous tou.te.s : l'EREST, la Revue Didactique, l'Association pour la recherche en neuroéducation, le CVRÉ et le Carrefour technopédagogique de l'UQAM. Enfin, un mot de remerciements à Karine Villeneuve, « nouvelle » coordonnatrice du CEAP UQAM depuis septembre 2021, qui a su s'aquitter de sa tâche avec brio et qui nous fait l'honneur de reconduire son mandat pour une 2^e année.

Le CEAP est plus pertinent que jamais dans tout ce marasme ambiant et ces fausses informations qui pullulent. Je suis privilégiée d'œuvrer dans une organisation aussi dynamique. Longue vie au CEAP et à tou.te.s ses membres et collaborateur.trice.s!



Isabelle Gauvin





ABOUT THE CSLP

Concordia University's Centre for the Study of Learning and Performance (CSLP) is a multi-institutional research centre of excellence. The CSLP's mission is to advance scholarship on teaching and learning processes and develop new pedagogical tools and practices. The Centre's renowned multi- and inter-disciplinary researchers, professional staff, and students work at the intersection of cognitive and motivational science, instructional design, educational technologies, research-creation and social pedagogy. Research activities revolve around two research axes and five interlocking themes.

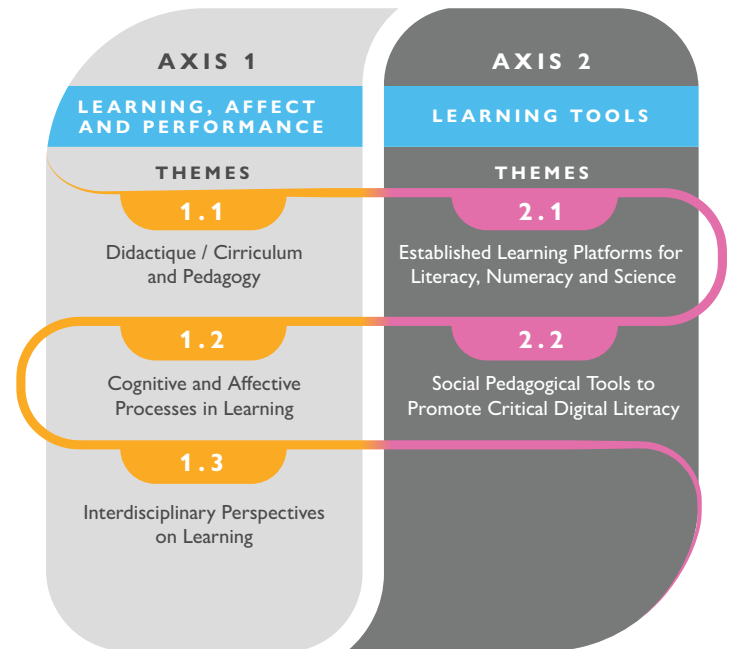
AXIS 1: LEARNING, AFFECT AND PERFORMANCE

This axis reflects the Centre's theoretical research base and our researchers working under this axis explore important questions that touch on curriculum, pedagogy, orthodidactique (instructional remediation), neuroscience and educational psychology. Our theories are built in diverse learning contexts (school, extracurricular, online, community, professional training) at the national as well as the international level. There are three themes grouped under this axis:

- 1.1 Didactique/Curriculum and Pedagogy**
- 1.2 Cognitive and Affective Processes in Learning**
- 1.3 Interdisciplinary Perspectives on Learning**

AXIS 2: LEARNING TOOLS

Work in the Centre's second axis addresses the design, implementation and evaluation of innovative learning tools both in extra-curricular and informal digital environments and within classroom environments. Our learning tools are developed and



tested in a variety of disciplines, including numeracy, literacy, information literacy, language learning, civic education, and media literacy, and they benefit from insights generated across our three themes in Axis 1.

Two themes are grouped under this axis:

- 2.1 Established Learning Platforms for Literacy, Numeracy and Science**
- 2.2 Social Pedagogical Tools to Promote Critical Digital Literacy**

MEMBERSHIP OF THE CSLP

Philip C. Abrami

*Department of Education,
Concordia University*

Dr. Abrami's work is centered on research integrations and primary investigations in support of applications of educational technology in distance and higher education, in early literacy, and in the development of higher order thinking skills.



Annabelle Brault

*Artist-Researcher,
Concordia University*

Annabelle Brault's research interests include the role of the creative arts therapies in fostering digital well-being in youth, the use of music technology as a creative medium to instill social change, as well as resource-oriented approaches in clinical and education-al contexts.



Carla Barroso Da Costa

*Département d'éducation
et pédagogie,
Université du Québec à Montréal*

Dr. Barroso Da Costa's research focuses on how teachers' quality of life and psychological well-being are affected by the COVID-19 pandemic, as well as on evaluation, learning, and engagement in the classroom.



Eva Mary Bures

*School of Education,
Bishop's University*

Dr. Bures' research investigates how to support innovative learning processes through computer-mediated communication, the use of electronic portfolios in higher learning, and how online systems can improve the quality of dialogue amongst university-level students.



Robert Bernard

*Department of Education,
Concordia University*

Dr. Bernard's research is focused on discovering which pedagogical and technological conditions best support effective distance education and online learning, as well as technology integration in the classroom.



Walcir Cardoso

*Department of Education,
Concordia University*

Dr. Cardoso's research focuses on second-language acquisition from an applied linguistics perspective, language teaching and phonetic transcription.



Jonathan Bluteau

*Département d'éducation
et formation spécialisées,
Université du Québec à Montréal*

Dr. Bluteau's research focuses on stress and adaptation, well-being in schools, educational practices in the classroom, the elaboration and evaluation of pedagogical programs, and classroom architecture and layout.



Marie-Ève Carignan

*Département de communication,
Université de Sherbrooke*

Dr. Carignan's research involves performing content analyses of reporting on crises, journalistic ethics and practices.



Juan Carlos Castro

*Department of Art Education,
Concordia University*

Dr. Castro’s research focuses on the dynamics and qualities of knowing, learning and teaching art through social and mobile media as understood through complexity thinking, network theory, and mobility studies.



Patrick Charland

*Département de didactique,
Université du Québec à Montréal*

Dr. Charland’s research focuses on science education, curriculum development, neuroeducation, and teacher training.



Sandra Chang-Kredl

*Department of Education,
Concordia University*

Dr. Chang-Kredl’s research takes place at the inter-section of teacher education, curriculum studies, media literacy, children’s popular culture, and early childhood education.



Pierre Chastenay

*Département de didactique,
Université du Québec à Montréal*

Dr. Chastenay is an astronomer and researcher. His work focuses on how to improve science teaching in schools, as well as on how individuals construct their scientific identify.



Nathalie Chapleau

*Département d’éducation et
formation spécialisées, Université
du Québec à Montréal*

Dr. Chapleau’s research is focused on interventions designed to help students experiencing learning difficulties, and on how to effectively teach lexical orthography and derivational morphology.



Mathieu Cook

*Département des sciences humaines
et sociales, Université
du Québec à Chicoutimi*

Dr. Cook’s research is centered on the areas of inter-cultural relations, reconciliation between Indigenous and non-Indigenous persons, and colonialism and de-colonization.



Owen Chapman

*Department of
Communication Studies,
Concordia University*

Dr. Chapman is interested in the place of sound in everyday life, a subject he explores through producing “soundscapes”, as well as in using music to explore issues related to hate speech and the contemporary proliferation of online forms of cyber pressure.



Julie Corrigan

*Department of Education,
Concordia University*

Dr. Corrigan conducts research in the fields of tech-nology, literacy, and assessment. She focuses on designing interventions aimed at improving students’ ability to evaluate the credibility of online information; and on developing a virtual platform to teach, assess, and research complex workplace communication tasks.



Marie-France Côté

Département de didactique des langues, Université du Québec à Montréal

Dr. Côté's research centers on the cross-linguistic transfer of literacy skills between languages in the early elementary school years.



Stéphane Cyr

Département de mathématiques, Université du Québec à Montréal

Dr. Cyr's research examines curricular reforms at the primary, secondary and university levels in several African countries.



Éric Dion

Département d'éducation et formation spécialisées, Université du Québec à Montréal

Dr. Dion specializes in the prevention of learning difficulties in reading in the first cycle of elementary school (grades 1 and 2). He is particularly interested in the development and evaluation of the effectiveness of peer tutoring activities.



Annie Dubeau

Département d'éducation et formation spécialisées, Université du Québec à Montréal

Dr. Dubeau's research centers on the well-being of students in professional programs, teacher training, motivation, and vocational training.



Anila Fejzo

Département de didactique des langues, Université du Québec à Montréal

Dr. Fejzo's work investigates the mechanisms that make word recognition, spelling, vocabulary growth, and reading comprehension possible through the development and implementation of pedagogical interventions.



Catherine Fichten

Department of Psychiatry, McGill University

In addition to her clinical practice, Dr. Fichten co-directs the Adaptech Research Network/Réseau de Recherche Adaptech, a bilingual multidisciplinary research team that conducts research on higher education and disability.



André Gagné

Department of Theological Studies, Concordia University

Dr. Gagné's research focuses on the interpretation and reception of the Bible, political theology, and religion and violence. He also conducts research on evangelical movements in and outside of Quebec.



Angelica Galante

Department of Integrated Studies in Education, McGill University

Dr. Galante's research focuses on pluralism and pluri-culturalism, and more specifically on language learning, language teaching, and language factors that either facilitate or hinder plurilingual competence amongst speakers of several languages.



Isabelle Gauvin

Département de didactique des langues, Université du Québec à Montréal

Dr. Gauvin's research focuses on grammar teaching and learning, teacher training on the subjects of grammar and writing, as well as on how high school aged children use their knowledge of grammar when writing.



Ghayda Hassan

*Département de psychologie,
Université du Québec à Montréal*

Dr. Hassan's research centers on the prevention of radicalization and violent extremism, how to effectively train individuals who work with refugees and immigrant families, and the mental health and well-being of refugees.



Steve Masson

*Département de didactique,
Université du Québec à Montréal*

Dr. Masson's research centers on the brain-based mechanisms related to school learning and teaching, as well as on the effects of science education on the brain and the role of inhibition and neuronal recycling in school learning.



Sara Kennedy

*Department of Education,
Concordia University*

Dr. Kennedy's research investigates teachers' second-language acquisition beliefs, second language comprehension, and how bias can affect second language learners. She is also interested in the lived experiences of teachers.



Bruce Maxwell **NEW MEMBER!**

*Département d'administration
et fondements de l'éducation,
Université de Montréal*

Dr. Maxwell's research deals with ethical and legal issues in education. His current projects touch on teacher free speech and impartiality, and the relationship between professional identity and ethical competency in teaching. He is also involved in a study that examines homeschooling practices among Montreal's ultraorthodox Jewish communities from a sociological, ethical and legal perspective.



Martin Lalonde

*École des arts visuels et médiatiques,
Université du Québec à Montréal*

Dr. Lalonde is interested in the impact of mobile digital technologies on teaching and learning, the intersection of art education and social work disciplines in the context of intervention with at-risk populations, and amateur practices in visual and media creation among youth.



Kevin McDonough

*Department of Integrated Studies
in Education, McGill University*

Dr. McDonough's research is conducted in the areas of philosophy of education, moral and political philosophy, civic education and inclusive education, and cognitive disability.



Line Laplante

*Département de didactique des
langues, Université du Québec
à Montréal*

Dr. Laplante's research focuses on collaborating with school-based practitioners to develop reading and writing assessment and intervention strategies for teachers and special education teachers.



Kim McDonough

*Department of Education,
Concordia University*

Dr. McDonough's research centers on psycholinguistic approaches to second-language acquisition, second-language writing development, and task-based language teaching through classroom-based research.



Abdelwahed Mekki-Berrada

*Département d'anthropologie,
Université Laval*

Dr. Mekki-Berrada's research interests include the anthropology of well-being and distress; of Islam; of refugees and undocumented persons; as well as on ethnomedical and ethno-psychiatric traditions.



David Pariser

*Department of Art Education,
Concordia University*

Dr. Pariser's research is centred on the evolutionary and biological roots of art; on linking art and our experience of art to biology and neurology; as well on finding effective ways to "deliver" art education in schools.



Diana Miconi **NEW MEMBER!**

*Département de psychopédagogie et
d'andragogie, Université de Montréal*

Dr. Miconi's research interests are focused on the field of developmental, clinical, and cultural psychology, and share as a common feature the adoption of a resilience and positive youth development approach.



Isabelle Plante

*Département de didactique,
Université du Québec à Montréal*

Dr. Plante's research investigates many different areas related to education, including gender differences in education, the link between parental beliefs and student motivation, and school performance and stress in high school.



David Morin

*Département de politique appliquée,
Université de Sherbrooke*

Dr. Morin's research is centered on Canadian foreign policy, international relations with Quebec, and on issues of national and international security, especially as they relate to radicalization and terrorism.



Patrice Potvin

*Département de didactique,
Université du Québec à Montréal*

Dr. Potvin's research centers on student interest, open and computer-assisted learning, and conceptual change through a neuro-educational approach.



Brad Nelson

*Department of Classics, Modern
Languages and Linguistics,
Concordia University*

Dr. Nelson's research seeks to help understand the ways in which science and technology structure our cognitive and artistic relationship with the worlds around us through the exploration of the works of baroque and contemporary authors such as Cervantes and Philip K. Dick.



Diane Querrien

*Département d'études françaises,
Concordia University*

Dr. Querrien's research centers on the practices and initiatives used by schools to promote allophone students' French language skills, as well as on how French as a second language is taught in higher education.



Holly Recchia NEW MEMBER!

*Department of Education,
Concordia University*

Dr. Recchia's research focuses on children's social and moral development in the context of their close relationships with parents, siblings, and friends, and more particularly on how children make sense of and resolve conflict with others.



Richard Schmid

*Department of Education,
Concordia University*

Dr. Schmid's research focuses on the applications of technology to improve pedagogy and training in the workplace and schools, especially as applied to computer-supported collaborative learning and performance.



Martin Riopel

*Département de didactique,
Université du Québec à Montréal*

Dr. Riopel's research centers on computer-assisted learning, serious games, learning models and neuro education.



Pavel Trofimovich

*Department of Education,
Concordia University*

Dr. Trofimovich's research focuses on the cognitive aspects of second-language processing, second-language speech learning, sociolinguistic aspects of second-language acquisition, and the teaching of second-language pronunciation.



Cécile Rousseau

*Department of Psychiatry,
McGill University*

Dr. Cécile Rousseau, M.D., is a transcultural psychiatrist who works as a clinician and conducts research on prevention programs in multiethnic schools, the impact of migratory policies, and models of collaborative mental health care.



David Waddington

*Department of Education,
Concordia University*

Dr. Waddington's research focuses on teacher free speech, video games and citizenship, philosophical questions in science and technology education, and the history and philosophy of progressive education.



Vivek Venkatesh

*Department of Art Education,
Concordia University*

Dr. Venkatesh's research and research-creation projects are numerous and follow a public pedagogy approach, and touch on the topics of hate, hate speech, resilience, radicalization and the prevention of radicalization.



COLLABORATING PRACTITIONERS

Sandra Furfaro, Commission scolaire English-Montreal
Geoffrey Hipps, Commission scolaire Sir Wilfrid Laurier
Michael Canuel, Leading English Education and
Resource Network (LEARN)



COLLABORATORS

Rhonda Amsel, McGill University
Jennison Asuncion, Dawson College
(Adaptech Research Network)
Emilie Auclair, Solidarité Mercier-Est [SME]
Elizabeth Charles, Dawson College
Chi Keung Alan Cheung, Chinese University,
Hong Kong
Helene Dedic, Vanier College
Nancy Del Col, World Vision Canada
Alain Desrochers, University of Ottawa
Alexandrea Gottardo, Wilfrid Laurier University
Pamela Gunning, Concordia University
Al-Nasir Hamir, Aga Khan Foundation
Abdelkrim Hasni, Université de Sherbrooke
Alice Havel, Dawson College
Teresa Hernandez-Gonzalez,
Concordia University
Talia Isaacs, University College London
Shirley Jorgensen, Dawson College
(Adaptech Research Network)

Laura King, Cégep André-Laurendeau
Denis Liakin, Concordia University
Eva Libman, Jewish General Hospital
Barley Shuk-Yin Mak, Chinese University,
Hong Kong
Jonathan Marsh, Aga Khan Academics
Heike Neumann, Concordia University
Grace Ogada, Shanzu Teachers Training College
Jeffry Podoshen, Franklin & Marshall College
Isabelle Pontbriand, CTREQ
Steven Rosenfield, Vanier College
Ryan Scrivens, Michigan State University
Linda Seigel, University of British Columbia
Rana Tamim, Zayed University
Christine Truesdale, Leading English Education
and Resources Network
Jason Wallin, University of Alberta
Eileen Wood, Wilfrid Laurier University

EXECUTIVE BOARD MEMBERS

Eva Bures, Regional Representative #1, Bishops
Abdelwahed Mekki-Barada, Regional Representative #2, Laval
Catherine Fichten, CEGEP representative, Dawson
Emma June Huebner, Student representative, Concordia
Amine Mahhou, Student representative, UQAM
Stéphane Cyr, Theme 1.1, UQAM
Éric Dion, Theme 1.2, UQAM
Brad Nelson, Theme 1.3, Concordia
Julie Corrigan, Theme 2.1, Concordia
Diana Miconi, Theme 2.2, UdeM
Vivek Venkatesh, CSLP Co-Director, Concordia
David Waddington, CSLP Co-Director, Concordia
*Zeina Allouche, CSLP Manager, Concordia
*Karine Villeneuve, CSLP Coordinator, UQAM
*David Pickup, CSLP research professional, Concordia

**Non-voting member*

ADVISORY BOARD MEMBERS

Anik De St-Hilaire, Chief Academic Officer, KnowledgeOne
Isabelle Levert-ChiassoN, Program Officer, CCUNESCO
Leslie Touré Kapo, Researcher, INRS
Najma Ali, Principal, Kuper Academy Elementary
Pablo Madriaza, General coordinator, CPN-PREV
*Vivek Venkatesh, CSLP Co-Director, Concordia
*David Waddington, CSLP Co-Director, Concordia
*Zeina Ismail-Allouche, CSLP Manager, Concordia

**Non-voting member*

STAFF

ADMINISTRATION

Zeina Ismail-Allouche, Manager
Denise Marques Leitao, Administrative Assistant
Karine Villeneuve, Administrative Assistant (CEAP)
Evelyne Cypihot, Grants Officer
David Pickup, Database Researcher
Anna Saint-Martin, Communications Officer
Patrick Boileau, Communications Officer

LTK+ ADMINISTRATION

Anne Wade, LTK+ Global Manager
Robin Morrison, Administrative Assistant

LTK+ DESIGN & DEVELOPMENT

Jonathan Cardone, Developer-Associate
Jeong-Jea Hwang, Developer
Steven Kanellopoulos, Head-Development
Wednesday Laplante, Illustrator/Animator
Louis Wilfried Mbog, Developer
Constanza Roman, Head-Design
Jean-Charles Verdier, Designer/Developer

LTK+ PROFESSIONALS

Jacqueline Biddle, LTK+ Trainer
& Knowledge Mobilization
Cliff Ghaa, Ambassador (Kenya)
Jennifer Head, Lead Instructional Designer
Rose Iminza, Professional Development
Coordinator (Kenya)
Enos Kiforo, Coordinator (Kenya)
Larysa Lysenko, Research Coordinator



PROJECT SOMEONE

Kathryn Urbaniak, Program Manager
Veronica Mockler, Documentary Specialist
Safia Boufalaas, Research Professional
José Cortés, Knowledge Broker
Dalia Elsayed, Evaluation Specialist
Wynnpaul Varela, Coordinator

SYSTEMATIC REVIEW TEAM

Eugene Borokhovski, Project Manager
David Pickup, Information Specialist

THE CSLP SPRING RETREAT

The retreat of the CSLP membership was held on May 6, 2022, at the Nouvel Hotel in Montreal. In total, 55 participants including CSLP members, research assistants, postdocs, and staff involved in CSLP projects joined the various activities of the retreat journey. Liz Falco, an independent education consultant, designed the retreat in close consultation with the CSLP directorship. The agenda of the retreat was conceived to respond to the feedback from the FRQSC on the *Regroupement Stratégique* grant that included suggestions for improvements that the CSLP membership will be expected to address during the mid-term review in 2024.

The pandemic has brought its fair share of challenges in terms of meeting with members in a face-to-face context; despite this, the CSLP administration has met individually via Zoom with most of the membership and continues to meet with individual members to learn about their projects and their needs. A Centre-wide resource and expertise mapping exercise was undertaken and completed by the end of the Fall 2021 term. This mapping offered a better representation of the diversity of work being conducted at the Centre and aligned researchers' projects with the axes and themes that have been validated in the research programming approved by the FRQSC when the *Regroupement Stratégique* grant was awarded in 2020. The CSLP website is currently being updated to shed light on the rich projects undertaken by its members.

In line with the FRQSC criteria set for the mid-term review, the CSLP proposed the following specifications for future collaborative projects to be designed at the CSLP Retreat:

- Creative and innovative: Proposes novel activities.
- Interdisciplinary: drawing from members' expertise beyond those seen in departments of education.
- Collaborative: Members from at least 2 institutions need to be involved in the conception of the activity; in addition, at least one non-Montreal institution member should be implicated in the activities.
- Impact: where possible, favour national and/or international collaborations or provide an opportunity to increase visibility on a national and/or international scale.



Each theme will be allocated a sum of \$5000 (approximately 170 to 200 person hours) in research assistantships to enable members to produce innovative knowledge transfer activities with visibility on national and/or international scale, or activities that attest to the quality of scientific collaborations.

In response to the criteria set by FRQSC and the expanded specifications set by the CSLP, the main objectives of the retreat were identified as the following:

- To reacquaint ourselves with the current membership of the CSLP.
- To explore how to enhance the impact of research through collaboration and innovation based on FRQ requirements for the mid-term review of 2024, especially as it concerns knowledge transfer, national and international visibility and activities that can attest to the quality of scientific collaborations.
- To allow members from each theme to collectively reflect and propose collaborative outcomes aligned with the FRQ requirements for the mid-term review in 2024 especially as it concerns knowledge transfer, visibility on national and international scale, and activities that attest to the quality of scientific collaborations.

To meet the FRQSC criteria for the mid-term evaluation, it is very important to move forward with the actual realization of the proposed projects during the retreat. It is also realistic to propose that some groups need operational time to expand the planning exercise and design a project that responds to the specific criteria set by the CSLP in alignment with the FRQSC requirements.

The CSLP is covering the expenses of hiring research assistants to support the groups in the concretization of their respective projects within the budgetary framework already set for this initiative. The profile of the research assistant was portrayed based on the specific nature of the proposed projects and in consultation with the members of every group.

In parallel, the CSLP is planning to organize a series of conversation platforms in the form of speaker's series and workshops to tackle some topics that seemed to require a thorough thinking and collective learning.





The proposed topics are:

- Models of innovative knowledge mobilization
- Decolonized research methodologies
- Participatory Action Research (PAR)
- Ethical representation of silenced voices

Eight research assistants helped in documenting the retreat and we are grateful for their assistance: Amanda Dunbar, Ariel Harlap, Darryl Peters, Édith Bouyer, Gardénia Duverger, Mila Mitojevic, Paula Pazdan, and Zoë Goulem. Thank you.

To conclude, the CSLP Spring Retreat was a welcome return to action after prolonged isolation and remote contact of the pandemic. It was wonderful to see the mix of faculty members, students and staff who came together to brainstorm and collaborate on new projects that we look forward to seeing realized in the coming year.

—**Zeina Ismail-Allouche**

CSLP MANAGER



UPCOMING PROJECTS

Knowledge Mobilization Podcasts – Podcast series on creative KM strategies

CSLP/CEAP Pedagogical Innovation Awards – a special event honouring a professional teacher for their creative practice.

Residency in Arts Education – art residency on emerging arts education practices.

EDI Practices in Universities in Quebec – literature review

“Probantes en pratique” – Podcast series on the most rigorously tested and relevant instructional and classroom management practices.

Getting to the CORE of digital literacies – Designing and Developing Critical Online Resource Evaluations interventions for Quebec students.



A

Catell

BIENVENUE

THEME 1.1: DIDACTIQUE / CURRICULUM AND PEDAGOGY

Philip C. Abrami, Carla Barroso da Costa, Robert Bernard, Jonathan Bluteau, Michael Canuel, Marie-Ève Carignan, Nathalie Chapleau, Patrick Charland, Pierre Chastenay, Stéphane Cyr, Marie-France Côté, Éric Dion, Anila Fejzo, Catherine Fichten, Alessandra Furfaro, Angelica Galante, Isabelle Gauvin, Geoffrey Hipps, Line Laplante, Bradley Nelson, Patrice Potvin, Steve Masson, Diane Querrien, Martin Riopel, Richard Schmid, David Waddington

Specialists on this theme both analyze the nature of bodies of knowledge to be mastered by learners as well as the specific techniques that must be employed in the classroom to facilitate learners' mastery of various aspects of said knowledge. Research conducted under this theme helps deepen and widen scientific knowledge about the processes for teaching and learning specific subject matter content.

Highlights

- The Plurilingual Lab led by **Angelica Galante** had a productive year, producing the *Plurilingual Guide: Implementing Critical Plurilingual Pedagogy in Language Education*, in addition to numerous conference papers and journal articles. They also continued their popular Speaker Series with a new presentation almost every month. The CSLP is pleased to announce that the center will be a co-sponsor of this event. **Galante** continued work on the *PluriDigit* project. This project has two main goals:

1. equip language teachers with relevant plurilingual pedagogy and digital tools for improving language learners' speaking skills;
2. assess the effectiveness of *PluriDigit* on students' speaking skills and plurilingual competence.

PluriDigit has allowed language teachers feel supported and secure using VoiceThread, an online platform, with learners in their online teaching during the COVID19 pandemic. It has also allowed adult language learners to become confident plurilingual speakers

- **Patrick Charland, Stéphane Cyr, Olivier Arvisais** and others continued their curricular reform work in Africa, resulting in several publications, including the report *Étude diagnostique du curriculum officiel en République démocratique du Congo – Rapport initial* and presentations, such as an update they gave on Mauritania's Écoles Normales d'Instituteurs (ENI) at this year's CRIFPE meeting in Montreal.

- Researchers at UQAM continued to develop their new journal *Didactique* with special issues being organized by **Anila Fejzo** and **Line Laplante** (the stages of didactic transposition, the constraints, the pedagogical or scientific context as well as the actors and their respective contributions), as well as **Jonathan Bluteau** (pedagogy, psychology, and the physical layout of the classroom).

<https://revuedidactique.uqam.ca/revuedi>



• **Line Laplante** was named to a new research chair position, *Chaire de recherche sur les apprentissages fondamentaux en litt eratie* [Research Chair in Fundamental Learning in Literacy].



• **Line Laplante**, along with Nathalie Chapleau and student Yannick Skelling-Desmeules, and others, published the preliminary findings of their project to implement the French language version of ABRACADABRA (part of the LTK+) in the Kingdom of Morocco.

THEME 1.2: COGNITIVE AND AFFECTIVE PROCESSES IN LEARNING

Philip C. Abrami, Carla Barroso da Costa, Robert Bernard, Jonathan Bluteau, Walcir Cardoso, Sandra Chang-Kredl, Patrick Charland, Pierre Chastenay, Marie-France C ot e, Annie Dubeau, Catherine Fichten, Angelica Galante, Isabelle Gauvin, Sara Kennedy, Steve Masson, Martin Lalonde, Isabelle Plante, Patrice Potvin, Diane Querrien, Holly Recchia, Martin Riopel, C ecile Rousseau, Richard Schmid, Pavel Trofimovich

From a cognitive perspective, learning can be described as the process of storing information picked up from the surrounding context using working memory and networking this as new knowledge with existing knowledge in long term memory. Our research under this theme relates to both cognitive aspects of learning, on the one hand, and the affective and motivational aspects of learning, on the other hand.

Highlights

• For several years now, CSLP members have contributed to the research being done through the Quebec government's Lab- cole programme, a highly publicized project that aims to rethink schools to better meet the needs of tomorrow's students. In February, a conference was organized by **Jonathan Bluteau** (with M elissa Goulet) entitled "*Le Lab- cole : un laboratoire sur l' cole de demain et un projet d' valuation in dit au Qu bec*" where they presented their ongoing project to assess the effectiveness of the six Lab- coles in terms of motivation, well-being and success.

• Organized by Lorie-Marl ne Brault Foisy, **Steve Masson** and student researchers **Genevi ve Allaire-Duquette** and **J r mie Blanchette Sarrasin**, a *Summer School in Neuroeducation* was held at UQAM on June 28 and 29, 2022. The event, sponsored by the Association for Research in Neuroeducation, brought together close to 100 education.



- **Steve Masson** also presented a masterclass at a summer school event for HES-SO Valais/Wallis.
- **Patrice Potvin**, along with colleagues, produced the book *Multidisciplinary Perspectives on Representational Pluralism in Human Cognition* for Routledge, in which Potvin contributed several chapters exploring representational plurality and how it might impact the teaching of science.
- **Patrick Charland**, was a co-applicant on a successful Canadian Foundation for Innovation (CFI) grant for \$536,716 for the project: *Le P'tit Labo : Laboratoire de recherche en neuroscience cognitive appliquée à l'éducation dès la petite enfance*.



- **Richard Schmid, Robert Bernard** and **Ghayda Hassan** are completing a systematic review, funded by a SSHRC Knowledge Synthesis grant, on social isolation among post-secondary students in online education and its effect on achievement, satisfaction, and wellbeing. They hope to investigate any changes in the literature pre- and during the pandemic.

- Co-directors of the *Applied Linguistics Lab* at Concordia, **Kim McDonough** and **Pavel Trofimovich**, continued work on their SSHRC funded project investigating foreign accent bias among Canadian HR professionals, as well as a collaborative research project with **Julie Corrigan** promoting digital literacies for secondary students. McDonough and Trofimovich also continued their impressive tradition of student support, helping their students realize multiple journal articles and conference presentations (over 20 publications total, published or in press, mostly with student first authors).



PHD STUDENT AKI TSUNEMOTO
AAAL 2022, PITTSBURGH, PA



PHD STUDENT RACHAEL LINDBERG
PLL4 2022, CAPE BRETON,
NOVA SCOTIA, CANADA



PHD STUDENT TZU-HUA CHEN
AAAL 2022, PITTSBURGH, PA

THEME 1.3: INTERDISCIPLINARY PERSPECTIVES ON LEARNING

Annabelle Brault, Marie-Ève Carignan, Juan Carlos Castro, Sandra Chang-Kredl, Owen Chapman, Patrick Charland, Mathieu Cook, Catherine Fichten, André Gagné, Ghayda Hassan, Sara Kennedy, Bruce Maxwell, Kevin McDonough, Abdelwahed Mekki-Berrada, Diana Miconi, David Morin, Bradley Nelson, David Pariser, Isabelle Plante, Patrice Potvin, Diane Querrien, Cécile Rousseau, Vivek Venkatesh, David Waddington

The perspectives that are regrouped under this theme are diverse, but there are shared characteristics that respectively capture much of the work under this theme:

1. An attention to questions about the purposes of education—what is to be learned and why.
2. A commitment to critique of dominant approaches to learning.
3. An emphasis on the importance of learners' lived experiences (which highlights the importance of qualitative approaches).
4. An openness toward alternative and radical approaches to learning, with an eye to social transformation.

Highlights

- **Marie-Ève Carignan** was appointed a UNESCO Co-Chair in Prevention of Radicalisation and Violent Extremism, joining the three other co-chairs already

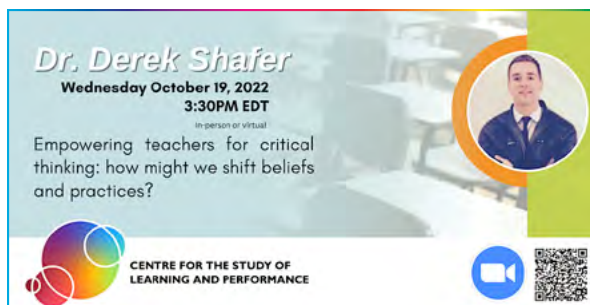
members of the CSLP – **Vivek Venkatesh**, **David Morin** and **Ghayda Hassan**. The co-chairs were all very active throughout the year, with **Morin** and **Hassan** also being appointed to the Department of Canadian Heritage's *Expert Advisory Group on Online Safety*. Several reports were issued, notably: *Improving evaluations of programs for prevention of radicalization and violent extremism: An exploratory international study* (<https://bit.ly/3D5hKUN>), and *Étude internationale sur les dispositifs de prévention de la radicalisation et de l'extrémisme violents dans l'espace francophone* (<https://bit.ly/3S3j3Yg>).

- **Hassan** was an invited participant at the *Christchurch Call Leaders' Summit* in New York City on September 20th where she joined world leaders pursuing a mandate to address the issue of terrorist and violent extremist content online and to prevent the abuse of the internet as occurred in and after the Christchurch attacks.

- New funding for the *Landscape of Hope* project was obtained through a \$359,910 SSHRC Insight Grant, *Magnifying narratives of resilience and ensuring wellbeing of marginalised Québécois youth*, with Venkatesh leading a large team of co-applicants including members **Juan Castro**, **Sandra Chang-Kredl**, **Owen Chapman**, **David Waddington**, **Cécile Rousseau**, **Martin Lalonde**, **Bradley Nelson** and **Holly Recchia**.



GHAYDA HASSAN, SEATED NEXT TO PRIME MINISTER JUSTIN TRUDEAU, FRENCH PRESIDENT EMMANUEL MARCON, AND NEW ZEALAND PRIME MINISTER JACINDA ARDERN, AT THE CHRISTCHURCH CALL LEADERS' SUMMIT.



- **Carignan** and **Morin** were active in Québec media, conducting numerous press interviews in *La Presse*, *Le Devoir*, and other outlets, on topics ranging from January 6th, the Freedom Convoy and conspiracy theories intersecting with the recent provincial election.

- The mandate of the group *Recherche et Action*

sur les Polarizations Sociales (RAPS) was renewed with a successful \$623,980 Équipe grant from FRQSC under the leadership of **Cécile Rousseau**



(along with CSLP members **Carignan**, **Hassan**, **Morin**, **Venkatesh**, **Abdelwahed Mekki-Berrada**, and **Diane Miconi** among others). Rousseau was also an author on an impressive 19 journal articles, most dealing with COVID-19's impact on mental health.

- **David Pariser** and **Juan Castro** participated in a round table investigating creative social media practices in youth digital learning networks at the *Digital Futures Symposium* at the Canadian Society for the Study of Education annual conference.

- **Sandra Chang-Kredl** contributed to discussions on Quebec's kindergarten curriculum hosted by the Comité d'agrément des programmes de formation à l'enseignement, and hosted workshops for K-2 teachers (*Language Arts and Children's Play*) funded by the Ministry. Her research in conceptualizations of childhood, conducted as part of an ongoing SSHRC Insight Development grant, resulted in two journal articles.

- In celebration of *Islamic History Month Canada and Peace Days Montreal*, Bradley Nelson hosted a special talk on September 29th, *Dress Codes, Social and Political Messages from Medieval Spain to Bill 21*, with guest speakers Adnan Husain (Queen's University) and Kathleen Ridolfo (Sultan Qaboos Cultural Center) in conversation. **David Waddington** arranged for several guest speakers, including Derek Shafer (to discuss his work on critical thinking) and Meira Levinson (to discuss educational ethics).

- **Abdelwahed Mekki-Berrada**, with assistance from **Cécile Rousseau** and **Vivek Venkatesh**, and funding from a SSHRC Connections grant, held a special colloquium at Université Laval on November 4, 2022, where each participated in several panel discussions, **Venkatesh** presenting with students **Rawda Harb** and **Jihène Hrichi** on the topic of *Analyse de quotidiens québécois francophones et anglophones au sujet de l'islamophobie (2010-2020)*.



THEME 2.1: ESTABLISHED LEARNING PLATFORMS FOR LITERACY, NUMERACY AND SCIENCE

Philip C. Abrami, Robert Bernard, Jonathan Bluteau, Monique Brodeur, Eva Bures, Michael Canuel, Walcir Cardoso, Nathalie Chapleau, Patrick Charland, Julie Corrigan, Marie-France Côté, Catherine Fichten, Alessandra Furfaro, Geoffrey Higgs, Martin Lalonde, Line Laplante, Steve Masson, Patrice Potvin, Martin Riopel, Richard Schmid, David Waddington, Vivek Venkatesh

The task of developing new theories occupies much of the attention in academic discourse around education, to such an extent that the equally critical task of developing effective learning tools is sometimes overshadowed. Researchers at the CSLP have always prided themselves on maintaining an equal emphasis on this second aspect and have worked for decades to translate theoretical insights into practical applications. The tools designed by the Centre's researchers reveal novel and rigorously tested environments for learning and performance, supporting peer learning, facilitating interactions with and among teachers, and providing learning resources to important stakeholders.

Highlights

• The LTK+ team, led by **Philip Abrami**, has focused on implementation of projects within the KIX-GPE and SSHRC Partnerships grants. In the former instance, the LTK+ team, along with Wilfrid Laurier University (WLU), the Aga Khan Academies, and World Vision, worked towards achieving the project's general objective of significant, scalable, sustainable, and cost-effective increases in student learning, enhancements to teaching practices through engagement with ABRA/READS professional development (PD), and



wide-scale changes to educational policies concerning educational technology. The countries targeted were Kenya, Rwanda, and Bangladesh. Activities focussed on implementation of two iterations of an online delivery and two iterations of a blended delivery of a teacher PD course in Kenya. Over 100 teachers from urban, rural, and remote communities participated in these different conditions. In Rwanda, 55 early primary teachers participated in a pilot project using ABRA/READS in their classrooms. Data is currently being analysed. Given continued school closures in Bangladesh, we continued our preparatory work in anticipation of their re-opening. For the SSHRC Partnership grant, in Kenya we worked with pre-service faculty in two postsecondary institutions to integrate the LTK tools into their curricula. We also started a pilot project using ABRA/READS in the Kibera slums outside of Nairobi and supported Mombasa schools in their use of our ELM numeracy software.

• **Catherine Fichten** and the Adaptech Research Network are presently working in three areas related to postsecondary students with disabilities. (1) Sleep – we are interested in learning what aspects related to sleep during the Covid remote learning experience can be implemented in the face-to-face learning environment. (2) Browser extensions – we are interested in learning about which browser extensions are safe and useful for doing academic work. (3) Clinical internships – here we are interested in learning what is helpful – and what are the barriers - for students with disabilities in their clinical internships.



- Launched at the tail end of 2021 and fine tuned in 2022, CORE (Critical Online Resource Evaluation) is an online series of lessons (<https://doe.concordia.ca/core/>) for English and ESL secondary students developed by **Julie Corrigan, Kim McDonough**, and others, that aims to improve their information literacy skills. More broadly, the purpose of the research project is to investigate how secondary teachers and students understand



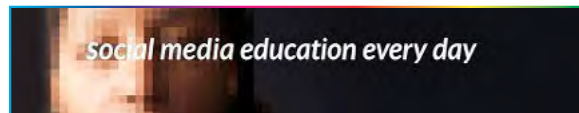
and engage in the evaluation of online information. Specifically, the goals of this research project are to (a) identify teachers' pedagogical practices related to online information evaluation, (b) assess secondary students' online information evaluation practices, and (c) to develop interventions aimed at improving students' ability to evaluate online information.

THEME 2.2: SOCIAL PEDAGOGICAL TOOLS TO PROMOTE CRITICAL DIGITAL LITERACY

Annabelle Brault, Marie-Ève Carignan, Juan Carlos Castro, Sandra Chang-Kredl, Owen Chapman, Patrick Charland, Mathieu Cook, André Gagné, Ghayda Hassan, Martin Lalonde, Diana Miconi, Abdelwahed Mekki-Berrada, David Morin, Bradley Nelson, David Pariser, Cécile Rousseau, Vivek Venkatesh, David Waddington

Social pedagogy refers to the reflexive, communal and inclusive adoption of curricular tools – both in online and offline spaces – to promote digital literacy, prosocial behaviours, and moral engagement. Centre researchers have been at the forefront of adopting principles of social pedagogy to create curricular and public pedagogical interventions that promote increased critical thinking, opportunities to engage in pluralistic dialogues, and increased sensibilities to the importance of media literacy in present-day society.

Highlights



- The team at Project Someone continued work on its Innovative Social Pedagogy projects funded by a \$780,000 grant from Employment and Social Development Canada. A second episode of the *Landscape of Hope* podcast also hit the internet, hosted by recent graduate **Lou Raskin**, with contributions by several Master's students supervised by **Owen Chapman, Angus Tarnawsky, Caitlin Chan and Devon Bate** (<https://projectsomeone.ca/the-second/>). The team also helped to fund and worked to develop an interactive learning tool at Collège Ahuntsic entitled *Je te vois, je t'entends, je t'écoute* (<http://bit.ly/39kE2Wm>).

- In March of 2022, two members of the *Landscape of Hope* team (**Jessie Beier** and **Owen Chapman**) visited an alternative education program in Edmonton, Alberta – BAM (Bennett-Argyll-Metro), to host a workshop for the youth enrolled there. The workshop focused on youth aged 15-17 from around Edmonton high schools, who discussed many contemporary issues in their schools. Students were encouraged to think about how anti-racism could be promoted, as well as incorporating Indigenous ways of knowing. These questions were explored through active discussion and collaborative creation.



THE PROJECT SOMEONE TEAM HELPED BUILD AND LAUNCH AN INTERACTIVE LEARNING TOOL AT COLLÈGE AHUNTSIC



PHOTOS COURTESY OF JAY PROKTOR

- Seven sound and visual artists — **Jessie Beier, Annabelle Brault, Owen Chapman, Nik Forrest, Veronica Mockler, José-Luis Cortés Santander,** and **Vivek Venkatesh** were in residence at Concordia's 4th Space from August 17th to the 19th, exploring hope/less horizons and horizon/less hopes in our current landscape of hate.

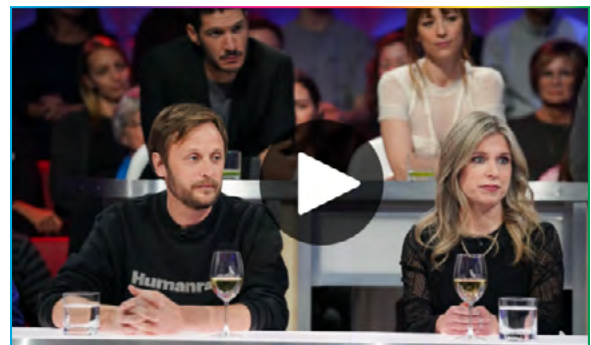
- Another sound and multimedia performance took place at the St. Jax Church in Montreal. *Halka* (meaning gentle and subtle in Urdu) was a collaboration between the famous Norwegian

progressive metal icon Ivar Bjørnson (co-founder of Enslaved), Leila Abdul-Rauf and Le Monastère Cabaret de Cirque, and members of the CSLP – **Vivek Venkatesh, Owen Chapman, Jessie Beier, Annabelle Brault, José-Luis Cortés Santander,** and **Martin Lalonde.**

- **David Morin** and **Marie-Eve Carignan** launched their new book, *Mon frère est complotiste : comment rétablir le dialogue et le lien social, on Tout Le Monde en Parle* on Radio-Canada in October.



HALKA BAND PHOTO.



DAVID MORIN & MARIE-EVE CARRIGNAN APPEAR ON TOUT LE MONDE EN PARLE

FEATURED POSTDOC



LÉA CLERMONT-DION

Léa Clermont-Dion is a filmmaker and postdoctoral research associate at Concordia University, co-supervised by Vivek Venkatesh and Owen Chapman. She has a PhD in political science from Laval University. Her research focuses on cyberviolences against women, feminist empowerment on social media, violence against women, etc. She has received the Vanier scholarship, one of the most prestigious doctoral scholarships in Canada. Léa has worked with the Council on the Status of Women, the Secrétariat à la condition féminine, and the Association de la Munyu de la Comoé, a partner of OXFAM in Burkina Faso. She has given over two hundred presentations on women's issues, including presentations to the

Council of Europe. She has directed a dozen shorts for Radio-Canada in Austria, France, the UK, Hungary, and Germany. She is the director of three documentaries: *T'as juste à porter plainte* (Noovo), *Backlash: Online Misogyny in The Digital Age* (Radio-Canada and Documentary Channel) and *Janette et filles* (Télé-Québec). She is also the author of three books *La revanche des moches* (2014), *Les Superbes* (2016) and *Crève avec moi* (2019). In August, Léa was named Concordia Newsmaker of the Month in recognition of the considerable media appearances made in relation to the premiere of her film, *Backlash: Online Misogyny in The Digital Age*.

CSLP AWARDS

Pierre Chastenay was awarded the *Prix Hubert-Reeves* by l'Association des communicateurs scientifiques du Québec for his children's book *Une visite guide du système solaire*.

Isabelle Plante received the *Prix d'excellence en recherche – Réalisations 2022* from la Faculté des sciences de l'éducation at UQAM.

Juan Carlos Castro was named *National Higher Education Art Educator of the Year* by the National Art Education Association (NAEA). In December, the NAEA announced that he would be named a *Distinguished Fellow* in the class of 2023.

CSLP Manager **Zeina Ismail-Allouche** received the 2021-2022 *Award of Distinction in Oral History from the Centre for Oral History and Digital Storytelling (COHDS)*.

Several CSLP members were named *Concordia Newsmaker of the Month* in 2022 – **Vivek Venkatesh** (April), **André Gagné** (July), and postdoctoral fellow **Léa Clermont-Dion** (August).

STUDENT SPOTLIGHTS

JOHN WAYNE N. dela CRUZ

John Wayne N. dela Cruz is a PhD candidate in Educational Studies – Language Acquisition at McGill University. His research explores the intersection of plurilingual education and official language policies in Canada. Funded by the Social Sciences and Humanities Research Council of Canada, his work focuses on the plurilingual and pluricultural competence, identities, and practices of Filipino immigrant learners of English and/or French, and how these aspects of their plurilingualism shift dynamically in response to the mono/bilingual language ideologies that permeate their new educational and societal settings. John also plays supporting roles in various pan-Canadian and international projects that aim to foster plurilingual pedagogies, especially for often peripheralized learners and contexts. More recently, he has been helping develop research instruments and plurilingual teaching materials for: scaffolding online language learning in *PluriDigit* (Brazil); promoting action-oriented and technology-mediated plurilingual instruction in *Advancing Agency in Language Education* (Ontario, Québec, Alberta); and empowering undocumented and refugee learners in *Visible Voices* (Toronto). Outside of research, John teaches

part-time as a sessional lecturer in McGill's B.Ed. TESL program, and in the M.Ed. French Education program at the University of British Columbia. He also serves in the Event Planning Sub-Committee of the American Association for Applied Linguistics Graduate Student Council, through which he co-organizes events for graduate students in applied linguistics, such as the recently held webinar on *Anti-Racist & Decolonial Research in Applied Linguistics*. John is also the organizer of *GradTalks*, a graduate student-led and oriented international speaker series on multi/trans/plurilingual language education, which is hosted by the Plurilingual Lab and the Centre for Student Learning and Performance.





ABI VASSEUR & CHRISTINE VO

Abi Vasseur (Dawson student), **Christine Vo** (Concordia undergraduate), and project manager **Rosie Arcuri** (McGill undergraduate), under the supervision of **Catherine Fichten** and the Adaptech Team, have analyzed and categorized Google Chrome browser extensions in the past year. These tools can enhance a user's experience online. The team investigated how students and faculty can use these tools. The team members have insight on how disability can truly impact work and how browser extensions can lessen the

load. When researching Chrome extensions, team members sorted the extensions by utility based on the features that they provide. These are now compiled on Adaptech's website (<https://adaptech.org/downloads/>). The purpose of this project is to provide a free, inexpensive, and accessible list of tools that allow both students and faculty to deal with online technology more easily. The team is currently evaluating responses of a sample of 21 students concerning how they use browser extensions.

SAMANTHA WING & GEORGIANA COSTIN

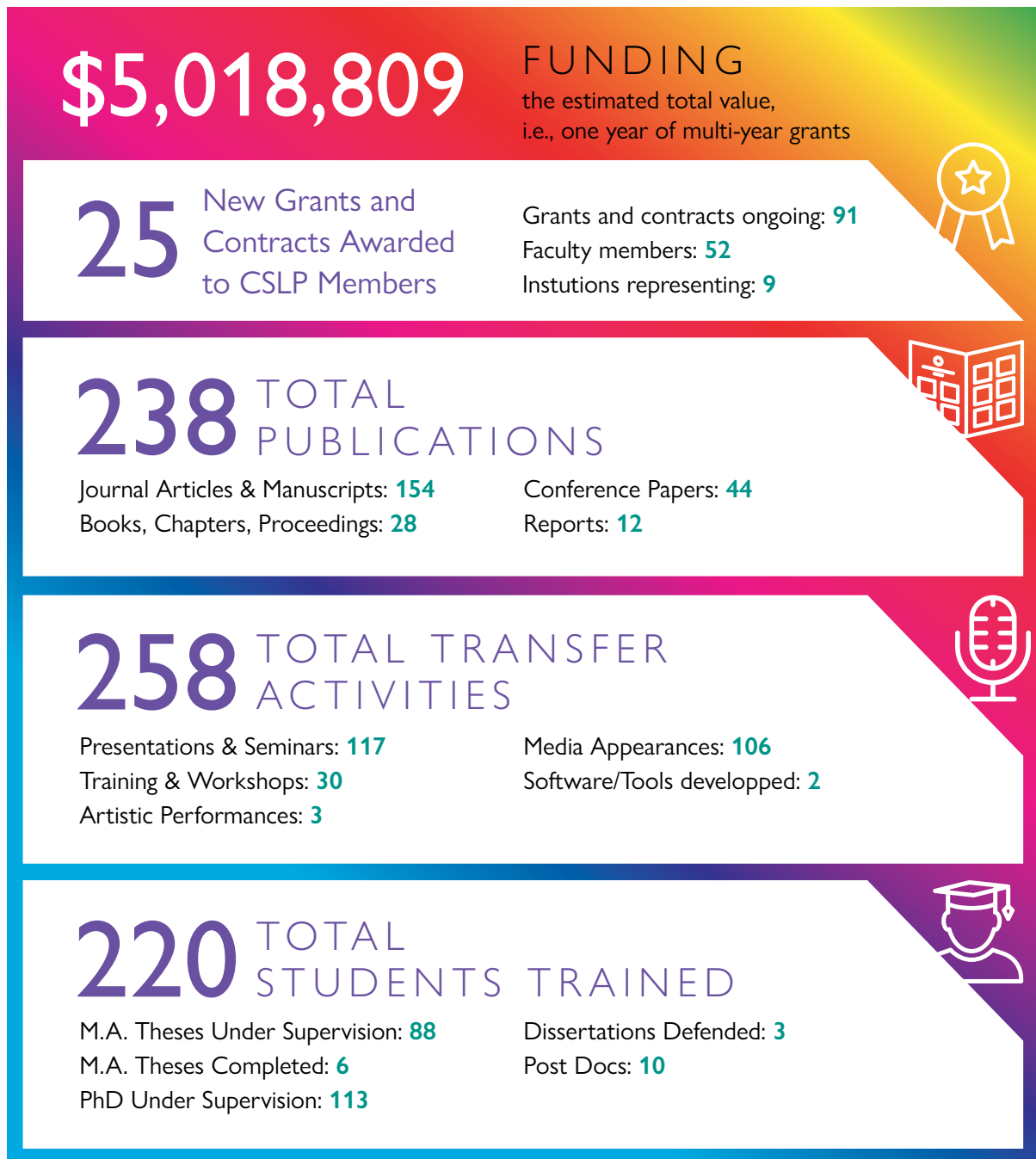
Samantha Wing and **Georgiana Costin's** McGill Honours projects will both be centered around sleep experiences during and after the Covid period. This study will look at the experiences of students, faculty, and other staff members, some with disabilities and some without. We will conduct focus groups with these three populations and inquire about the impact of both the past Covid remote learning, teaching and working experience as well as the present in-person experience on sleep and well-being. We will also look at the impact of the Covid remote experience on the return to in-person learning, teaching and working. The responses from the focus groups will be used to

formulate questions for the second phase of the project, which will use LimeSurvey questions. This study aims to identify the profiles of those at risk for negative sleep and well-being outcomes as well as develop recommendations for interventions and preventative strategies for a successful in-person learning, teaching and working experience.



PRODUCTIVITY

For the period January 1, 2022, to December 31, 2022, the CSLP had the following productivity:



Please refer to the *CSLP/CEAP Annual Report 2022, Part 2* for the complete productivity listing.

FUNDING AGENCIES

The work of the Centre for the Study of Learning and Performance could not be achieved without the support of many people and organizations. On behalf of our various members and their research partners, we are pleased to thank the following groups for the support received this past year.

Campbell Collaboration	Ministère des relations internationales du Québec
Canadian Foundation for Innovation (CFI)	Ministère de la Sécurité Publique du Québec
Canadian Institutes of Health Research (CIHR)	Mitacs
Chaires de recherche du Canada Canada Research Chairs Program	Monash University Faculty of Education
Commonwealth of Learning	Montréal Centre for Higher Learning in Artificial Intelligence (PIA)
Department of Canadian Heritage	Natural Sciences and Engineering Research Council of Canada (NSERC)
Employment and Social Development Canada	Office des personnes handicapées du Québec (OPHQ)
Entente Canada-Québec (ECQ)	Public Health Agency of Canada
Fonds de développement de l'enseignement à distance du réseau de l'Université du Québec	Public Safety Canada
Fonds de recherche du Québec (FRQ)	Réseau de recherche en santé des populations du Québec (RRSPQ)
Fonds de recherche du Québec – Société et culture (FRQSC)	Social Sciences & Humanities Research Council of Canada (SSHRC)
Gouvernement du Québec	UNESCO-PREV Chair
Global Partnership for Education. Knowledge and Innovation Exchange	World Bank
Michaëlle Jean Foundation	
Ministère de l'Éducation et de l'Enseignement supérieur	





CONCORDIA.CA/CSLP

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

We would like to acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community. (Concordia Indigenous Directions)

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

