CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

ANNUAL REPORT
2019-2020

ABOUT THIS DOCUMENT

This report documents the professional scholarly activities during the period of April 1, 2019 to March 30, 2020 of the Centre for the Study of Learning and Performance, with an introduction to its core research axes and themes, as well as many of the ongoing projects of CSLP members. For a complete bibliographic listing of the Centre's productivity, please consult Part 2 of the Annual Report 2019-2020.

This report was written and edited by **David Pickup**, Information Specialist and the CSLP's Database Researcher, with the assistance of **Jihan Rabah**, manager of the CSLP.

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DIRECTOR'S MESSAGE

The mission of the Centre for the Study of Learning and Performance (CSLP) is to advance scholarship on teaching and learning processes and to develop new pedagogical tools and practices based on this new knowledge. The Centre's highly multi- and inter-disciplinary cohort of researchers, professional staff and students focus their work at the intersection of cognitive and motivational science, instructional design, educational technologies, research-creation and social pedagogy. The past year was an eventful one for the CSLP. Coming off our 30th anniversary year, we started a whole new chapter in the Centre's history as older projects continued to mature and grow, while new collaborative teams got underway.

Our global reach expanded, with our longstanding suite of evidence-based software, the Learning Toolkit+, opening new research sites in the Global South and bringing much needed educational applications to underserved populations, while researchers at our UQAM office focused their attention on emergency education for refugees. The work of Project SOMEONE and the UNESCO Chair in Prevention of Radicalization and Violent Extremism never seemed more pertinent and important than when faced with the increasingly toxic online environment of social media, and the focus of our critical digital literacy researchers never seemed more apt than in the fight against the growing wave of disinformation and fake news.

In the closing days of the calendar year represented in this report, the world was first learning of the COVID-19 virus and Concordia and other universities were shutting down for an anticipated two weeks. The coronavirus quickly changed work patterns and upturned research projects as, like everyone else, we were forced to adjust to a new reality. Educational technology, and the effective use of software and serious games for educational purposes, has long been a focus for Centre researchers, and now COVID-19 was providing a serious real-world test of many theories as schools across the world struggled to adapt (more on that next year).

The CSLP approaches our main theme of learning from a multiplicity of viewpoints, and we pride ourselves on creating measurable results of this interdisciplinarity in our practices and collaborations. The following report highlights many of the important milestones reached by our researchers, staff and students from April 1, 2019 to March 30, 2020 across our two axes of research. A complete report of all scholarly activities can be found in Part 2 of the report. What you will discover is a strong record of dedicated research eager to test new ideas across a growing range of methodologies, both established and emerging.

It is with great pride that I present to you, on behalf of the Centre, our Annual Report for 2019-2020.

—Vivek Venkatesh

ASSOCIATE DIRECTORS' MESSAGES

Au moment de déposer le Rapport annuel précédent, l'équipe du CEAP UQAM mentionnait « l'ascension fulgurante » que le centre avait connue au cours de l'année 2018-2019. Ce développement s'est poursuivi de manière tout aussi assurée pendant l'année 2019-2020, propulsant le centre vers de nouveaux sommets.

L'équipe du centre a su proposer cette année une programmation dynamisée, ajoutant à ses événements phares un premier symposium dans un congrès à l'international, celui de l'Association mondiale des sciences de l'éducation (AMSÉ) prévu initialement pour juin 2020 à Buenos Aires (Argentine). Avec la situation de pandémie qui a forcé le report de ce congrès et de plusieurs événements, tous devrons patienter jusqu'au printemps pour échanger lors de la 2e Journée d'étude annuelle du CEAP UQAM à laquelle plus de 160 personnes s'étaient inscrites, annonçant un succès renouvelé !

Les collaborations entre membres portent également leurs fruits cette année comme jamais auparavant. 64 contributions scientifiques conjointes, 42 financements effectifs dont 35 rassemblant au moins 3 membres, les chiffres issus du CV collectif du centre sont impressionnants . Qu'elles portent sur les dispositifs technologiques dans l'éducation aux sciences et à la technologie, la consommation de cannabis et motivation scolaire, la didactique intégrée du français et de l'anglais ou les impacts et défis de la pandémie COVID-19 sur les systèmes d'éducation, les recherches innovantes menées conjointement par des membres du centre s'attaquent à des enjeux cruciaux en éducation aujourd'hui. C'est dans cette lignée que s'inscrit le partenariat de recherche en branle entre le centre, plusieurs de ses membres et AlloProf, une plateforme éducative en ligne actuellement incontournable au Québec.

Le centre entamera donc sous peu l'année 2020-2021 fort d'un dynamisme remarquable, et également d'une confiance renouvelée. En effet, l'annonce de l'octroi de la subvention Regroupement stratégique du FRQ-SC de 1,8 millions au directeur du CLSP Concordia et CEAP UQAM, Vivek Venkatesh, assurera le financement externe du centre jusqu'en 2027. Avec le renouvellement du statut de centre institutionnel accordé par l'UQAM cette année et le financement associé, le centre a définitivement le vent dans les voiles pour croitre encore davantage et réaliser les nombreux projets qui lui tiennent à cœur! Et tout ceci, grâce au dynamisme de ses membres qui s'impliquent activement dans LEUR centre !

—**Isabelle Gauvin**

2020 was, in many respects, a banner year for the CSLP. With hard work from our Concordia/UQAM grant writing team, we managed to obtain a further seven years of Regroupements Strategiques funding from FRQSC, further cementing our status as a leading educational research centre in Quebec and Canada.

Writing the grant was not easy; we needed to bring different perspectives together to articulate a new vision for the centre. Our vision now focuses clearly on student learning, both in terms of understanding it from a psychological/pedagogical point of view ("How do people learn?") and a more normative/curriculum point of view ("What is to be learned?") This new perspective allows us to encompass both the traditional areas of strength of the Centre in educational psychology and educational technology, as well as our new strengths in social pedagogy, didactique, critical media literacy, and anti-radicalization. Our new vision has allowed us to become more interdisciplinary, and in keeping with this, we have added more researchers from outside the discipline of education. These researchers bring with them new perspectives and fresh approaches to the challenges of student learning.

This year has also been unprecedentedly challenging for many of us. Our beautiful physical space at Concordia has been closed since March, and it is difficult to sustain a sense of community and shared progress amid the pandemic. Each of us is trying to face up to the challenges of COVID-19, in our homes and communities, but there are also important questions for us to ask as researchers. We are working with a transformed classroom experience—a transformation that has, at least in my own case, mostly not been for the better. Some of us may wish to think about what has been lost, while others may wish to reflect on what has been gained in this violent pedagogical transition.

Despite this adversity, I have the sense of setting out on a journey together as we begin our fresh mandate from FRQSC. I hope that, during our trip, we uncover some interesting problems, learn to see the questions surrounding learning in new ways, and argue with each other productively.

—David Waddington

ABOUT THE CSLP

The mission of the Centre for the Study of Learning and Performance (CSLP), hosted at Concordia University in Montreal, is to advance scholarship on teaching and learning processes and to develop new pedagogical tools based on this new knowledge.

OUR OBJECTIVES AND PRIORITIES

To fulfill its mission, the CSLP has defined seven principal objectives and priorities by which it is dedicated to making a long-term contribution to the quality of instruction and learning, and thereby to the quality of society:
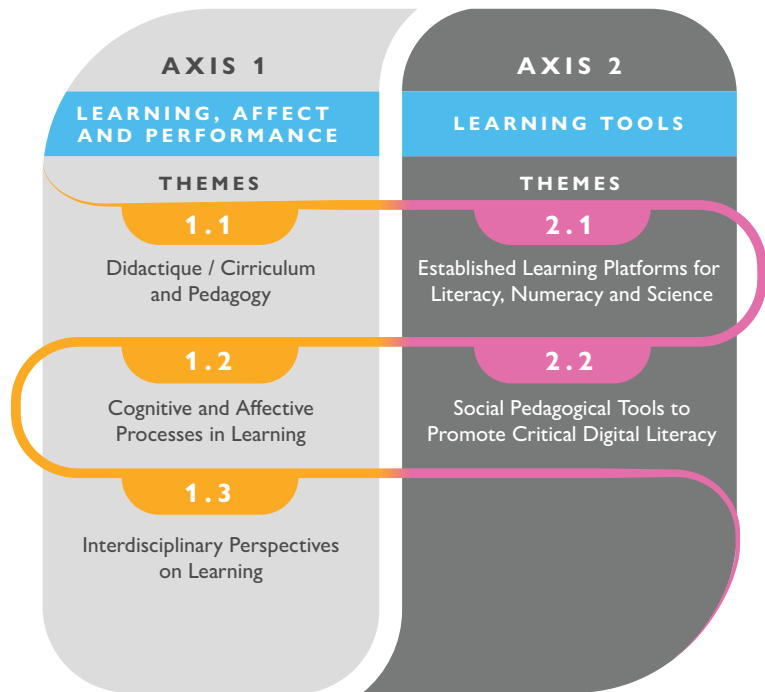
1. **ESTABLISH** collaborative and productive partnerships among researchers, educational practitioners, and policymakers.

2. **CONDUCT** basic and applied research and systematic reviews.

3. **REACH** a range of learner and professional populations, including people with disabilities and people from minority communities, from preschool to postsecondary, all of whom face temporary or long-term barriers to achieving their potential in personal, academic, and professional domains.

4. **DEVELOP and EVALUATE** curricular and technology-enhanced tools consistent with best practices in contemporary educational reform that have meaningful and generalizable effects and important social impact.

5. **ASSEMBLE** an outstanding team of researchers and thinkers, from both within and outside Quebec, involved in a range of basic and applied disciplines devoted to our mission.

6. **TRANSFER** effective and widely applicable strategies promoting basic literacy and numeracy, core academic competencies, additional language learning, language and literacy, and enhanced learning capabilities that complement modern learning environments.

7. **EDUCATE** the next generation of innovators, including practitioners, scholar-researchers, and policymakers, and to promote the blending of these roles wherever possible.

OVERVIEW OF
OUR RESEARCH AXES

This past year was the first full year of the CSLP operating under our new axes and thematic areas, which were revised in 2019.

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. The axis captures the multiple ways that we analyze questions such as "What is to be learned?" and "How do we learn?". Though theoretical in nature, our researchers strive to apply theory to practical application – e.g. how to create and structure curricula, and how best to draw upon learners' existing experiences and knowledge by understanding how students learn (learning processes). Researchers explore what students of various ages and levels experience while learning, as well as how they perform (the outcomes of their learning). Our theories are built in diverse learning contexts (school, extracurricular, online, community, professional training) at the national as well as the international level.

AXIS 1

LEARNING, AFFECT AND PERFORMANCE

THEMES

1.1
Didactique / Cirriculum and Pedagogy

1.2
Cognitive and Affective Processes in Learning

1.3
Interdisciplinary Perspectives on Learning

AXIS 2

LEARNING TOOLS

THEMES

2.1
Established Learning Platforms for Literacy, Numeracy and Science

2.2
Social Pedagogical Tools to Promote Critical Digital Literacy

WHAT IS TO BE LEARNED?

The theoretical nature of the Axis 1 research base allows us to bring together a broad range of viewpoints from scholars working in collaboration. For example, the first of our two guiding questions, "What is to be learned?" integrates perspectives from scholars within education (sociologists of education, curriculum specialists, educational technologists, philosophers of education, psychologists) and scholars outside of education (sociologists, criminologists, theologians, humanities specialists, psychiatrists). The latter is core to the question of how to educate against radicalization to violent extremism (a central mandate of the UNESCO-PREV Chair) which cannot be adequately theorized unless we have a *what* in mind toward which we are working: in this case, a pluralist vision of citizenship toward which to strive.

Perhaps the most important (and least obvious) aspect of this question is the fact that it helps us work with stakeholders within communities including teachers, parents and policy-makers, who, particularly at the grassroots, are deeply concerned about this question. In multiple respects, asking the question, "What is to be learned?" helps us embrace our role as 21st century scholars—we aim to move beyond paradigmatic silos and collaborate with stakeholders in developing solutions that work for them.

HOW DO WE LEARN?

Our second guiding question, "How do we learn?", draws on some of the classic strengths of the CSLP in educational psychology. For example, the creation of our flagship suite of bilingual tools, the Learning Toolkit Plus (LTK+), utilizes multimedia interaction theory, developed by **Philip Abrami** to better situate the cognitive, motivational, collaborative, and self-regulatory mechanisms that govern learning in technology-rich educational environments. "How" questions have also been the focus of the systematic review team led by **Robert Bernard** and **Richard Schmid**, who conduct extensive meta-analyses probing questions of what works in education, particular with regards to distance and online learning.

The CSLP has several running projects that address the "how" question about learning in specific contexts. For example, our language learning researchers have focused on how best to introduce and elucidate the concept of morphologies to young learners exposed to early literacy interventions such as ABRACADABRA (the work of **Philip Abrami**, **Monique Brodeur**, **Line Laplante** and others); as well as research by **Pavel Trofimovich**, **Sara Kennedy** and others into how visual cues impact a variety of educational outcomes

for second language learners. Another area of focus for the centre has been science education; specifically, through the work of EREST (an FRQ team led by **Patrice Potvin**, **Martin Riopel**, **Steve Masson** and others) who conduct neuroscientific research on counter-intuitive learning. Meanwhile, our research chair in Gender Equality (**Isabelle Plante**) studies the deleterious effects of test anxiety in a variety of school settings and proposes ecologically valid interventions to reduce such instances amongst vulnerable populations.

Psychological approaches are not the only tool we use in exploring the "how" of learning. For example, **Vivek Venkatesh**, **Juan-Carlos Castro**, **Sandra Chang-Kredl**, **Owen Chapman**, **Patrick Charland**, **André Gagné**, **Bradley Nelson**, **David Pariser**, and **David Waddington**, are all part of the Project SOMEONE (SOcial Media EducatiON Every day) an online portal that promotes the creation of engaging counter-narratives against discrimination and creates curricular materials in concert with practitioners, including art education specialists, social workers, communication studies specialists, criminal justice professionals, teachers, pedagogical consultants and students themselves.

BRINGING IT TOGETHER

In applying various theories to the "what" and the "how" of learning, our Centre's approach has been to connect core questions and our two axes of research and development to: a) synthesize existing research in a variety of domains including distance learning, critical thinking, and blended learning; b) produce new knowledge about foundational theories—including psychological, philosophical, and interdisciplinary theories about learning; c) develop and test instructional products that are based on research derived from our core theoretical commitments; and d) mobilize knowledge of our work through a variety of academic, professional, popular, and community-based venues.

Axis 1 includes three targeted research themes:
1.1) Didactique / curriculum and pedagogy;
1.2) Cognitive and affective processes in learning; and
1.3) Interdisciplinary perspectives on learning.

AXIS 1 2019-2020 MILESTONES

Early in the year, **Jonathan Bluteau**, **Annie Dubeau** and **Isabelle Plante** received a SSHRC grant funding their "Influences de l'aménagement physique de la classe et de la qualité des interactions sur l'adaptation au stress et la santé mentale scolaire des élèves du primaire" project, which will explore how the physical design of classrooms affects the quality of interactions and overall stress levels of students.

Robert Bernard, **Richard Schmid** and their systematic review team collaborated with **David Waddington** to publish "Twenty-first century adaptive teaching and individualized learning operationalized as specific blends of student-centered instructional events: A systematic review and meta-analysis" under the aegis of the Campbell Collaboration and funded by the Jacob Foundation.

Martin Riopel, **Patrice Potvin** and their team continued to explore effective science education in several new journal articles, including two in *Studies in Science Education*: "Models of conceptual change in science learning: Establishing an exhaustive inventory based on support given by articles published in major journals" and "Impact of serious games on

science learning achievement compared with more conventional instruction: an overview and a meta-analysis". The latter co-authored with **Patrick Charland** and **Steve Masson** as well as two students (*Lucian Nenciovici* and *Jérémie Blanchette-Sarrasin*).

Games, and the gamification of education, were also investigated in the area of language instruction by **Walcir Cardoso** and his student *Michael Barcomb* in a *CALICO Journal* article "Rock or lock? Gamifying an online course management system for pronunciation instruction: Focus on English /r/ and /l/". **David Waddington** meanwhile explored a potential worrisome impact of games in "Time War: Paul Virilio and the Potential Educational Impacts of Real-Time Strategy Videogames" in the *Philosophical Inquiry in Education* journal. Several students also pursued research into pedagogical uses of games, supervised by **Sandra Chang-Kredl**, **David Waddington**, and others.

The impact of technology on education was also explored from the perspective of critical digital literacy. **Juan-Carlos Castro** and **David Pariser** obtained funding from SSHRC for their project "Investigating the Creative Practices

EUGENE BOROKHOVSKI, ROBERT BERNARD & RICHARD SCHMID (PHOTO: CSLP)

PATRICE POTVIN & PIERRE CHASTENAY (PHOTO: CSLP)

WALCIR CARDOSO (PHOTO: CSLP)

GHAYDA HASSAN WITH STONEY MCCART
(PHOTO: CPN-PREV)

of Youth in Digital Visual Learning Networks". *Danny Mamlok* completed his post-doctoral fellowship project "Media literacy to develop resilience against hate in children" under the joint supervision of **Vivek Venkatesh**, **David Morin** and **Sandra Chang-Kredl**. Julie Corrigan (who would become a CSLP member in late 2020) and **Kim McDonough** received a grant from FRQSC entitled "Promoting digital literacies for secondary students: A collaborative action research project."

Kevin McDonough and **David Waddington**, along with lead author Bruce Maxwell, published a call for greater academic freedom for primary and secondary teachers in *Theory and Research in Education*.

Among the grants each received last year, **Ghayda Hassan** and **Cécile Rousseau** obtained funding from SSHRC to investigate the role communities of practice can play in fostering a collaborative approach to preventing violent radicalization in Canada. Prolific authors in their own right and in collaboration, between them **Hassan** and **Rousseau** also published 23 scholarly journal articles in the last year. **Vivek Venkatesh** was among the recipients of grants to investigate culturally inclusive education practices both at home, "Pratique religieuse dans les cégeps : nouvelles avenues pour une

meilleure intégration" (Natural Sciences and Engineering Research Council of Canada) and abroad, "Étude du curriculum créé et implanté par l'État islamique en Irak en vue de soutenir les initiatives d'éducation en situation de crise et le développement de narratifs pour contrer la radicalisation et la violence: conflits, croyances et education" (Social Sciences and Humanities Research Council of Canada). **André Gagné** obtained funding from Public Safety Canada for a research project investigating the extreme right-wing in Quebec, and promoted his work in 58 media appearances throughout the year, including in the *New York Times* and *The Guardian*.

In his capacity as UNESCO Global Chair in Prevention of Radicalisation and Violent Exremism, **David Morin** gave numerous special presentations to stakeholders and conducted 45 media interviews. **Morin** also was asked to edit a book, *Le nouvel âge des extrêmes ? Les démocraties occidentales, la radicalisation et l'extrémisme violent*, to which **Bradley Nelson** and **Vivek Venkatesh** submitted chapters.

Angelica Galante was very active in her role as Director of McGill's Plurilingual Lab, with 10 scholarly articles published or under review and 12 accepted conference papers (several with her student *John Wayne dela Cruz*), while also

organizing several seminars and a conference (*Multidisciplinary Approaches in Language Policy and Planning Conference*) at McGill.

In addition to her role as Director of the CEAP at UQAM, **Isabelle Gauvin** continued her research into second language learning and published "Quelles sont les similitudes et les différences entre les grammaires du français et de l'anglais ?" in *Scolagram* and "Using L1 knowledge about language during L2 error correction: Do students make cross-linguistic connections?" in *Language Awareness*. **Walcir Cardoso** contributed a book chapter to the *Routledge Handbook of Contemporary English Pronunciation*. **Kim McDonough** obtained funding from SSHRC for a new project entitled "Expectancy violations in diverse English contexts: Exploring the role of intergroup contact". **Pavel Trofimovich** continued his extensive publishing career on the topic of second language learning with 14 journal articles, along with his frequent collaborators **Sara Kennedy** and **Kim McDonough**, as well as with student co-authors (*Lauren Strachan*, *Kim Taylor Reid*) on 8 of them.

The particular challenge of math education was a topic researched by several members. **Patrick Charland**, **Martin Riopel**, and *Marie-Hélène Bruyère* published "Integrating a game design model in a serious video game for learning fractions in mathematics" in the *Journal of Computers in Mathematics and Science Teaching*. **Sandra Chang-Kredl** co-authored a book chapter, "Mind with matter: A conversation about math education and new materialism" in the anthology *MA: Materiality in teaching and learning*. **Isabelle Plante** engaged the systematic review team at Concordia for a meta-analysis of early math interventions after obtaining a Special Research Grant from Quebec Ministry of Education; she also supervised **Kathryn Chaffee** in her post-doctoral research project entitled *Math is for boys, language is for girls: How parents' gender stereotypes affect students' education*. **Philip Abrami** and his team continued to develop the *LTK+* suite of software, with research proceeding on the emerging numeracy tool *ELM* at project sites in Kenya and elsewhere.

ANGELICA GALANTE & JOHN WAYNE DELA CRUZ (PHOTO: A. GALANTE)

AXIS 2: LEARNING TOOLS

The CSLP's second axis addresses the design, implementation and evaluation of innovative learning tools both in extra-curricular and informal digital environments and within classrooms. 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 from the work of our researchers working under Axis 1.

Some of the Centre's work in this area (particularly the **LTK+**) consists of mature learning platforms that have been carefully validated and tested. Some of the Centre's newer work (for example, **Project SOMEONE**) combines well-tested theories with new, experimental technologies and techniques in response to urgent calls from policymakers to better manage the ways in which our society adapts to problems caused by discriminatory and hateful rhetoric in online environments.

The varied methodologies employed—including systematic reviews, action-research, design-based research and research-creation—draw on both psychological insights and interdisciplinary work in civic education to develop critical digital literacy skills and pluralistic dialogue spaces wherein alternative narratives can be magnified. Axis 2 includes two research themes: 2.1) Established learning platforms for literacy, numeracy and science learning; and 2.2) Innovative social pedagogical tools to promote critical digital literacy.

Key tools developed by CSLP researchers include:

The Learning Toolkit (LTK+)

Under the leadership of **Philip Abrami**, the largest facet of the CSLP's work on learning tools is the *LTK+*, which has been a centerpiece of the CSLP's research agenda since its founding. The *LTK+* is a collection of bilingual (French, English) evidence-based and evidence-proven interactive multimedia tools for the teaching and learning of essential educational competencies, including literacy, numeracy, information literacy and self-regulation. The tools include: *ABRACADABRA*, for emerging literacy skills; *READS*, a digital repository of stories and books in multiple languages; *ELM*, for emerging mathematics skills; *ePEARL*, a digital portfolio that supports student-self-regulation; and *IS-21*, for information literacy. This past year, focus has been on the design of an online literacy course entitled *Teaching Early Literacy with the LTK+*. Designed to complement use of the LTK+ literacy tools, the course consists of ten interactive modules which may be used in face to face, blended or fully online contexts. French language development and research on the LTK+ is a focus of **Line Laplante**, **Natalie Chapleau** and **Monique Brodeur**.

ABRACADABRA (PHOTO: CSLP)

Spaceteam ESL & Astronautes

Walcir Cardoso and **David Waddington** have developed two serious games that address mobile language learning: *Spaceteam ESL* and *Astronautes FSL*. Both target the development of speed and fluency among intermediate-level second language learners. These multiplayer games use an innovative "collaborative shouting" mechanic that combines the efficiency of technological mediation with the fun of an in-person gaming experience, helping diminish students' anxiety about speaking their second language in front of others. These games have proven to be popular, with over 250,000 downloads and installs, as well as numerous media mentions (including from *The Wall Street Journal*, which selected it as a "Videogame that Brings Families Together") and adoptions from hundreds of second-language teachers.

Mecanika & Slice Fractions

Developed by **Martin Riopel**, **Patrice Potvin** and **Patrick Charland**, these two serious games are designed to assist students in the topic areas of science and mathematics. *Mecanika*, concerns forces in physics and has been associated with significant learning gains when compared to more traditional teaching.

Slice Fractions, teaches simple fractions to young learners and has also been associated with significant learning gains. These serious games, validated by research studies, have won multiple international awards, including *Best of 2014* and *Apple Editor's Choice*, *Gold Medal Winner 2014 of the International Serious Play Awards*, and *Best Original Digital Content 2015* of Youth Media Alliance.

Project SOMEONE

Founded in 2014 and launched in April 2016, *Project SOMEONE* is a boldly innovative, multi-media online platform devoted to the reduction of hate and violent extremism through critical digital literacy on which numerous CSLP members collaborate. Its research base and development is a collaboration of **Vivek Venkatesh**, **Juan-Carlos Castro**, **Sandra Chang-Kredl**, **Owen Chapman**, **Patrick Charland**, **André Gagné**, **Ghayda Hassan**, **David Morin**, **Bradley Nelson**, **Cécile Rousseau**, and **David Waddington**.

The project's approach to digital literacy is both reflective and performative, with critical analyses of ethical issues surrounding online hate and discrimination embedded in multi-media presentations that enact the principles

STUDENTS IN KENYA
USING SPACETEAM ESL

LANDSCAPE OF HOPE COLLECTIVE
(PHOTO: K. URBANIAK)

LEFT: ANNABELLE BRAULT (PHOTO: G. MENDENHALL); CENTRE: SANDRA CHANG-KREDL (PHOTO: G. MENDENHALL); RIGHT: YOUNG PERFORMERS

derived from those analyses, together with pedagogical tools tailored to help educators and students develop their own meaningful lessons and exercises that can bring those principles to life. It is therefore both a theoretical approach to teaching digital literacy and a practical application thereof, with theory and practice mutually implicated.

Landscape of Hate

Centre members who hold or collaborate with the UNESCO-PREV Chair tackle the challenges of hate speech head-on through the use of public, participative pedagogy projects. One such project, *Landscape of Hate*, uses a framework of multimedia improvisation with the objective of promoting and favouring the public voice in framing pluralistic dialogues about how we negotiate various forms of hate in our society. Events typically consist of a combination of panel discussions, debates, art expositions, and multimedia spectacles. These latter spectacles include a combination of original compositions of electronic music, audio samples, social media feeds, soundscapes, and video projections. The lyrical materials are derived from data collected from the Internet, research interviews, and other public sources which purposefully explore both hateful rhetoric and narratives of resilience against these forms of discrimination. Each performance is unique and draws from scene-based soundscapes, filmic languages, and social media polarizations, thereby provoking catalysts for pluralistic thinking.

MonCoin

Centre members **Juan-Carlos Castro**, **Marin Lalonde**, and **David Pariser** have grounded their work in ethnographic explorations of youth's everyday cultural practices. The *MonCoin* project with at-risk youth (16-18) in Montreal worked to design, test, and develop a visual art curriculum using mobile media and social media to engage and connect students to their schools, surroundings and each other.

Portfolio Electronique Reflexif pour L'apprentissage des Eleves (PERLE) au postsecondaire (ePEARL 4.0)

Building on their longstanding research on self-regulated learning, Centre members **Philip Abrami** and **Eva Bures** collaborated with others from Quebec postsecondary institutions on a project that involved the use of technology to transform pedagogical practices from didactic instruction to project-based, learner-centered instruction. Heading into the fifth and final year of funding from Québec's ministère de l'Enseignement supérieur, through contributions from the Canada-Québec Agreement on Minority-Language Education and Second Language Instruction, the team has developed an electronic portfolio designed to foster self-regulated learning skills in postsecondary students. By encouraging a learner-centered approach, use of ePEARL 4.0 will result in deeper student engagement and more critical understanding of subject matter, expressed and documented in the form of multimedia artifacts, thus leading to greater student success.

LTK+'S WORK IN KENYA (PHOTO: IDRC / SVEN TORFFIN)

AXIS 2 2019-2020 MILESTONES

Catherine Fichten and **Richard Schmid**, with others, received a grant from the Montréal Centre for Higher Learning in Artificial Intelligence (PIA) for a study and review of the use by post-secondary student populations of assistive software applications that employ artificial intelligence.

Philip Abrami and his team received a $2,705,000 grant from Knowledge Innovation Exchange & Global Partnership for Education to continue bringing the **LTK+** to new research spots in the global south, with new partnerships being developed in Rwanda and Bangladesh. Their work in Kenya continues to mature and produce research findings, for example "Promoting young Kenyans' growth in literacy in educational technology: A tale of two years of implementation" in *International Journal of Educational Research*. Members of the CSLP's **Systematic Review Team** also helped to produce an analysis of the body of research on the effectiveness of the **ABRACADABRA** component of the **LTK+** in "The effects of ABRACADABRA on reading outcomes: An updated meta-analysis and landscape review of applied field research", published in the

Journal of Computer Assisted Learning. **Line Laplante**, **Monique Brodeur** and **Natalie Chapleau** presented their work with French **ABRACADABRA** at several conferences.

Vivek Venkatesh and **Project SOMEONE** produced *Digital Citizens of Tomorrow: A Handbook for Trainers* and released **PROFILE**, a practical toolkit for community, police, health and education stakeholders in Canada to understand racial and social profiling and to find ways forward after it was commissioned by the Canadian Commission for UNESCO. **Venkatesh**, along with **Sandra Chang-Kredl** and **Ghayda Hassan** also developed a series of online videos under the title of *"Hate To Hope" Massive Open Online Course Videos*. Doctoral students *Leah Snider*, *Manasvini Narayana* and *Emma Haraké* took the lead on developing an infographics tool to combat racial and social profiling. **Vivek Venkatesh** and student *Rawda Harb*, along with Abdelwahad Mekki-Berrada (who has since become a CSLP member) presented a round table discussion at the *Euro-Mediterranean seminar for the engagement of youth and women against extreme violence and radicalization* in Rabat, Morocco.

Early in 2019, **Vivek Venkatesh** and his partners launched **Landscape of Hope**, a companion project to the ongoing **Landscape of Hate**. **Owen Chapman**, along with **Sandra Chang-Kredl** and **Venkatesh** obtained a grant from FRQSC to continue development on this new venture - a unique, sample-based remixing project that magnifies youth narratives as they pertain to building resilience against racism, discrimination, prejudice and cyber bullying. **Landscape of Hope** performed throughout the year, both locally (Montreal Museum of Fine Arts) and internationally (the Eistnaflug Festival in Neskaupstaður, Iceland). These performances included **Chapman**, **Venkatesh**, **Chang-Kredl**, as well as students (*Leah Snider*, *Ehsan Akbari*) and staff members (*Kathryn Urbaniak*), and featured a mix of music, workshops and curated exhibits.

In May, **Owen Chapman** performed his *Selfie Orchestra* at the Festival Le Musiques in Marseilles.

Walcir Cardoso, **David Waddington** and student *Anne-Marie Sénécal* published a chapter on *Spaceteam ESL* in an anthology entitled *New Ways in Teaching with Games* by TESOL Press. They also presented research findings on **Spaceteam ESL** and **Astronautes FLS** at the annual EUROCALL and Computer Assisted Language Instruction Consortium (CALICO) conferences.

Juan-Carlos Castro focused his introduction to the book *Mobile Media in and Outside of the Art Classroom: Attending to Identity, Spatiality, and Materiality* on the **MonCoin** project, developed with **Martin Lalonde** and **David Pariser**. The latter contributed chapters to the same book, with **Pariser** and his student *Bettina Forget* writing on the social organization of students in virtual versus traditional classrooms, and **Lalonde** writing on adolescent use of images in social media.

EURO-MEDITERRANEAN SEMINAR
IN MOROCCO

LANDSCAPE OF HOPE
(PHOTO: ALESSANDRO BELLEDI)

STUDENT SPOTLIGHTS

MÉI-RA ST-LAURENT

Dr. Méi-Ra St-Laurent joined the Project SOMEONE team at Concordia University as part of her SSHRC-funded postdoctoral fellowship, where she works with **Vivek Venkatesh**. Her postdoctoral project focuses on the increasing concern about the use of inclusive discourse (so-called "political correctness") in the North American context of popular music, where she will draw connections with the circulation of hate speech in public spaces. To reach a greater audience with her project, she is creating a podcast series, where she vulgarizes different concepts linked with political correctness (social justice warriors, cancel culture, cultural appropriation), and which are particularly prevalent in popular music.

As a trained musician (classical singing and classical piano), Méi-Ra holds a doctorate in musicology from l'Université Laval (Québec). Her doctoral thesis entitled "Métal noir québécois: l'analyse du récit identitaire d'une communauté black metal marginale" focuses on a community of black metal groups from Québec, in which she draws links between music, texts and the discourses emanating from it. In doing so, she analyzes the way in which members and groups share their identity and reconfigure it by adapting the ideological and aesthetic codes of black metal to Québec history and culture. Previously, her master's thesis focused on the analysis of narrative in extreme metal music, where she studied how music and lyrics form a unique narrative, often transgressive in scope. She has also published several articles in different academic journals (*Metal Music Studies, Journal on the Art of Record Production* or *Intersections : revue canadienne de musique*) and presented her work at several international conferences (*Art of Record Production Conference, International Association for the Study of Popular Music, International Society for Metal Music Studies*).

Méi-Ra's work is part of an interdisciplinary and transdisciplinary approach, where she utilized different concepts and methods (stemming from musicology, ethnomusicology, sociology, political sciences, cultural studies as well as literary studies). By doing so, her aim is to better understand the way in which the music emanating from a society at a given time reflects the social and political stakes characterizing it.

KATHRYN EVERHART CHAFFEE

Kathryn Everhart Chaffee is a postdoctoral researcher in **Isabelle Plante**'s GREAP laboratory at the Université du Québec à Montréal. She has been working with the systematic review team at Concordia's CSLP to classify research articles about educational interventions in mathematics, part of the systematic review team's investigation into what types of interventions best improve young children's math performance. Katy's research interests center on education in both mathematical and language domains. She completed her Ph.D in Psychology at the University of Alberta studying men's motivation for learning foreign languages, research which was covered in media outlets including Pacific Standard magazine and Yahoo News. She has received a fellowship from FRQSC for a project titled *Math is for boys, language is for girls: How parents' gender stereotypes affect students' education* in which she will investigate how gender stereotypes about school subjects and beliefs about gender roles combine to influence the educational outcomes and choices of both boys and girls. The COVID19 pandemic has also provided a unique opportunity to study students' resilience in the face of global crisis and disruption to traditional schooling, and she is preparing to present findings from a longitudinal dataset of secondary students' academic motivation and mental health from before the pandemic through the initial Spring 2020 lockdown.

AWARDS

Philip C. Abrami was awarded Distinguished Professor Emeritus conferred by Concordia University Senate.

Vivek Venkatesh was awarded Alumnus of the Year by Concordia University.

Richard F. Schmid was awarded Honorary Life Membership by the Concordia Alumni Association.

Angelica Galante received the Pat Clifford Award for Early Career Research in Education from the Canadian Education Association.

PRODUCTIVITY

For the period April 1, 2019 to March 31, 2020, the CSLP has the following productivity:

45 New Grants And Contracts Awarded To CSLP Members

287 TOTAL PUBLICATIONS

Journal Articles & Manuscripts: **151**   Conference Papers: **62**
Books, Chapters, Proceedings: **67**   Other Publications: **7**

245 TOTAL TRANSFER ACTIVITIES

Presentations & Seminars: **49**   Technology Applications: **7**
Training & Workshops: **23**   Media Appearances: **156**
Artistic Performances: **10**

288 TOTAL STUDENTS TRAINED

M.A. Theses Under Supervision: **65**   Dissertations Defended: **6**
Theses Completed: **23**   Post Docs: **11**
PhD Under Supervision: **104**   Research Assistants: **79**

Please refer to the **CSLP/CEAP Annual Report 2019-2020, Part 2** for the complete productivity listing.

MEMBERS, COLLABORATORS, STAFF & FUNDERS

FULL MEMBERS

*(Names in **bold and purple** are new members, updated as of January 2021)*

Philip C. Abrami, Concordia University
Carla Barroso da Costa, Université du Québec à Montréal
Robert M. Bernard, Concordia University
Jonathan Bluteau, Université du Québec à Montréal
Annabelle Brault, Concordia University
Monique Brodeur, Université du Québec à Montréal
Eva Mary Bures, Bishop's University
Walcir Cardoso, Concordia University
Marie-Ève Carignan, Université de Sherbrooke
Juan Carlos Castro, Concordia University
Sandra Chang-Kredl, Concordia University
Nathalie Chapleau, Université du Québec à Montréal
Owen Chapman, Concordia University
Patrick Charland, Université du Québec à Montréal
Julie Corrigan, Concordia University
Marie-France Coté, Université du Québec à Montréal
Annie Dubeau, Université du Québec à Montréal
Anila Fejzo, Université du Québec à Montréal
Catherine Fichten, McGill University & Dawson College
André Gagné, Concordia University
Angelica Galante, McGill University
Isabelle Gauvin, Université du Québec à Montréal
Ghayda Hassan, Université du Québec à Montréal
Sara Kennedy, Concordia University
Martin Lalonde, Université du Québec à Montréal
Line Laplante, Université du Québec à Montréal
Steven Masson, Université du Québec à Montréal
Kevin McDonough, McGill University
Kim McDonough, Concordia University

Abdelwahed Mekki-Berrada, Université Laval
David Morin, Université de Sherbrooke
Bradley Nelson, Concordia University
David Pariser, Concordia University
Isabelle Plante, Université du Québec à Montréal
Patrice Potvin, Université du Québec à Montréal
Diane Querrien, Concordia University
Martin Riopel, Université du Québec à Montréal
Cécile Rousseau, McGill University
Richard F. Schmid, Concordia University
Pavel Trofimovich, Concordia University
Vivek Venkatesh, Concordia University
David Waddington, Concordia University

COLLABORATING PRACTITIONERS

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

DEPARTING MEMBERS

Laura Collins completed her retirement this year, and Helene
Poissant of UQAM stepped back from the CSLP to pursue
other interests.

COLLABORATORS

Rhonda Amsel, McGill University

Jennison Asuncion, Dawson College (Adaptech Research Network)

Sally Bailes, Jewish General Hospital

France Beauregard, Université de Sherbrooke

Vladimir A. Belenko, Belgorod State National Research University

Yamina Bouchamma, Université Laval

Robert Cassidy, Concordia University

Bette Chambers, The University of York

Elizabeth Charles, Dawson College

Chi Keung Alan Cheung, Chinese University, Hong Kong

Laura Creti, Jewish General Hospital

Anne-Marie Croteau, Concordia University

Christian Dagenais, Université de Montréal

Nathalie De Grace, Université de Sherbrooke

Helene Dedic, Vanier College

Alain Desrochers, University of Ottawa

Nancy Dumais, Université de Sherbrooke

Roderick Edwards, University of Victoria

Renée-Marie Fountain, Université Laval

Nicole Fournier-Sylvester, The Global Centre for Pluralism

Pamela Gunning, Concordia University

Abdelkrim Hasni, Université de Sherbrooke

Alice Havel, Dawson College

Teresa Hernandez-Gonzalez, Concordia University

Talia Isaacs, University College London

Claire IsaBelle, University of Ottawa

Ivan T. Ivanov, Vanier College

Michel Janosz, Université de Montréal

Mary Jorgensen, Adaptech Research Network

Shirley Jorgensen, Dawson College (Adaptech Research Network)

Eva Kehayia, McGill University

Catherine LeBel, Dawson College

Dominique Lefebvre, Université de Sherbrooke

Denis Liakin, Concordia University

Eva Libman, Jewish General Hospital

Barley Shuk-Yin Mak, Chinese University, Hong Kong

Bernard Marcos, Université de Sherbrooke

Claudine Mary, Université de Sherbrooke

Renata Meuter, Queensland University of Technology

Elizabeth Meyer, University of Colorado Boulder

Zohra Mimouni, Collège Montmorency
Charlie Nagle, Iowa State University
Heike Neumann, Concordia University
Natalie Phillips, Concordia University
Noella Piquette-Tomei, University of Lethbridge
Steven Rosenfield, Vanier College
Kazuya Saito, University College London
Linda Seigel, University of British Columbia
Hassane Squalli, Université de Sherbrooke
Marilyn Steinbach, Université de Sherbrooke
Rana Tamim, Zayed University
Laurent Theis, Université de Sherbrooke
Tieja Thomas, Conference Board of Canada
Louis Trudel, University of Ottawa
Valerie Turner, Dawson College
Rena Upitis, Queen's University
Eileen Wood, Wilfrid Laurier University
Cindy Xin, Simon Fraser University

(PHOTO: K. URBANIAK)

STAFF

ADMINISTRATION

Rosianne Arseneau, Administrative
 Assistant (CEAP)
Evelyne Cypihot, Grants Officer
Jennifer Faucher, Communications Officer
Randall Halter, Grants Expert and Translator
Rukhsana Majothi, Administrative Assistant
David Pickup, Database Researcher
Jihan Rabah, Manager

LTK+ ADMINISTRATION

Rose Iminza, Professional Development
 Coordinator (Kenya)
Enos Kiforo, Coordinator (Kenya)
Larysa Lysenko, Research Coordinator
Robin Morrison, Administrative Assistant
Anne Wade, LTK+ Global Manager

LTK+ DESIGN & DEVELOPMENT

Jonathan Cardone, Developer
Leigh Glynn-Finnegan, Creative Director
Jeong-Jea Hwang, Developer
Steven Kanellopoulos, Lead Programmer
Wednesday Laplante, Illustrator/Animator
Louis Wilfred Mbog, Developer
Constanza Roman, Web Designer
Jean-Charles Verdier, Designer/Developer

LTK+ INSTRUCTIONAL DESIGN & TRAINING

Laila Ali, Instructional Designer
Jacqueline Biddle, LTK+ Trainer &
 Knowledge Mobilization
Jennifer Head, Lead Instructional Designer

PROJECT SOMEONE

Kathryn Urbaniak, Program Manager
Rawda Harb, Coordinator

SYSTEMATIC REVIEW TEAM

Eugene Borokhovski, Project Manager
David Pickup, Information Specialist

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.

Canadian Foundation for Innovation (CFI)
Center for Ethics & Education
    (University of Wisonsin-Madison)
Chaires de recherche du Canada |
    Canada Research Chairs Program
Commission scolaire des Samares
Employment and Social Development Canada
Fondation de la Famille Pathy
Fonds de développement de l'enseignement à
    distance du réseau de l'Université du Québec
Fonds de recherche du Québec—
    Société et culture (FRQSC)
Global Affairs Canada
Knowledge and Innovation Exchange
    Global Partnership for Education
International Development Research
    Centre (IDRC)
IVADO | Institut de valorisation des données
Mathematics of Information Technology and
    Complex Systems (MITACS)

Ministère de l'Éducation et de
    l'enseignement supérieur
Ministère des Relations Internationales
    du Québec
Ministère des Transports du Québec
Montréal Centre for Higher Learning in
    Artificial Intelligence (PIA)
National Bank
Natural Sciences and Engineering Research
    Council of Canada (NSERC)
Office des personnes handicapées du
    Québec (OPHQ)
PROMPT-Québec
Public Safety Canada
Social Sciences and Humanities Research
    Council of Canada (SSHRC)
Spencer Foundation
TD Bank Group
World Bank

CONCORDIA.CA/CSLP

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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 Bourgeau, 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.