CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

ANNUAL REPORT 2019-2020
SCHOLARLY ACTIVITIES

ABOUT THIS DOCUMENT

This document provides a list of activities performed by CSLP/CEAP Faculty (Full members), Professional Staff, and Graduate Students for the period April 1, 2019 – March 31, 2020. For a description of our theme areas, membership, and partners for this period, please consult Part 1 of the Annual Report 2019-2020.

ACKNOWLEDGMENTS

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FUNDING

GRANTS—UNDER REVIEW (9)

Abrami, P. C. (PI), **Brodeur, M**., **Chapleau, N**., Desrochers, A., Gosselin, C., **Laplante, L**.,…*Wade, A.* (Under Review). *Help improve childhood literacy in Quebec and the world* (Requested: $2,600,000 (Contract)). Concordia University/ Advancement.

Abrami, P. C., **Bures, E**., ***Cassidy, R***., ***Lebel, C***., Cundell, A., DeGrace, N.,…Winer, L. (2020-2021).Portfolio électronique réflexif pour l'apprentissage des élèves (PERLE) au postsecondaire – Year 5 (Requested: $330,000). Ministère de l'Éducation et Enseignement supérieur du Québec - Entente Canada-Québec (ECQ Yr 5).

Bernard, R. M. (PI), **Abrami, P.C**., ***Cassidy. R***., & **Schmid, R**. (Under review). *Critical Decisions in Higher Education: Classroom Instruction, Online Learning, or Blended Learning? A Meta-Analysis of Student Achievement and Qualitative Review of Costs and Benefits* (Requested: $276,425). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.

Brault Foisy, L.-M., **Potvin, P**., & **Masson, S**. (2020-2022). *Analyse exploratoire croisée des effets de deux variables didactiques sur la mobilisation du contrôleur inhibiteur afin de résister à des conceptions intuitives en sciences* (Operating: $57,592). Social Sciences and Humanities Research Council of Canada (SSHRC) - Knowledge Development.

Gauvin, I. (PI)., Arvisais, O., **Bluteau, J**., Barroso da Costa, C., Brault-Foisy, L.-M., **Brodeur, M**.,…**Riopel, M**. (Under Review). *Centre d'études sur l'apprentissage et la performance (CEAP UQAM)* (Requested: $90,000). UQAM – Centres institutionnels.

Gauvin, I. (PI), Thibeault, J., & Thomas, L. (2020-2024). *Effets d'un enseignement intégré de la grammaire du français et de l'anglais en classe de français langue d'enseignement* (Requested: $177,242). Social Sciences and Humanities Research Council. Insight Grant.

Geoffre, T., **Gauvin, I**., Valente Rodrigues, S., Costa, A. L., Batalha, J., & Cardoso, A. (Under Review). *Metalinguistic activity: towards the development of critical thinking* (Requested: 583,764 CHf). Fonds National Suisse de la Recherche Scientifique.

Hassan, G. (Under Review). *Fit for purpose of methods and tools to detect, assess and monitor factors relevant to the risk of violent radicalization or related forms of violent acting out: A systematic review of evidence.* Campbell Collaboration.

Schmid, R. F. (PI), **Abrami, P.C**., **Bernard, R.M**., **Chapleau, N**., Corrigan, J., **Furfaro, A**., Gigùere, C., **Hipps, G**., **Laplante, L**., & Roberge, D. (Under review). *Team Grant: Favoriser l'apprentissage de compétences essentielles tout au long de la vie par l'intégration de la technologie et de la pédagogie.* (Requested: $288,532). Fonds de recherche du Québec - société et culture (FQRSC).

GRANTS—NEWLY AWARDED (45)

Abrami, P. C. (PI), Batia, S. (Aga Khan Academies Unit of AKDN), Friesen, R. (World Vision Canada), Wood, E. (Wilfrid Laurier University). (2020-2024). Using Technology to Improve Literacy in the Global South (Operating: $2,705,000). Global Partnership for Education. Knowledge and Innovation Exchange Global Grant (KIX).

Abrami, P. C., **Bures, E**., *Cassidy, R*., *Lebel, C*., Cundell, A., DeGrace, N., Gunning, P., Hernandez-Gonzalez, T., & Winer, L. (2019-2020). *Portfolio électronique réflexif pour l'apprentissage des élèves (PERLE) au postsecondaire – Year 4* (Operating: $265,000). Ministère de l'Éducation et Enseignement supérieur du Québec - Entente Canada-Québec (ECQ Yr 4).

Arseneau, R. (PI), **Gauvin, I**., Sirard, A., & Lafrance, G. (2019-2020). *Quels impacts de l'outil numérique Syntaxe interactive en classe de français sur l'apprentissage de la grammaire et de l'écriture? Recherche- action-formation au 3ecycle du primaire et au secondaire* (Contract: $14,169). Commission scolaire des Samares.

Audet Gosselin, L., Geoffroy, M., Latreille, M., Nantel, A., & **Venkatesh, V**. (2020-2023). *Pratique religieuse dans les cégeps : nouvelles avenues pour une meilleure intégration* (Operating: $360,000). Natural Sciences and Engineering Research Council of Canada (NSERC). College and Community Social Innovation Fund.

Bérubé, J., **Venkatesh, V**., & Gauthier, J.-B. (2020-2022). *Équité, diversité et inclusion dans les industries culturelles : quel est le rôle des organismes culturels?* (Operating: $62,920). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Development Grant.

Bluteau, J., **Dubeau, A**., & **Plante, I**. (2019-2021). *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,* (Operating: $59,926). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Development Grant.

Borokhovski, E. (PI), **Plante, I**., & Cyr, S. (2019-2020). *Insights into effective instructional strategies for teaching Mathematics to preschoolers. A systematic review and a teachers' guide development* (Operating: $68,900). Quebec Ministry of Education. Special Research Grant.

Bourgeon-Guerin, E., **Hassan, G**., **Rousseau, C**., **Venkatesh, V**., Beauregard, C., & Cocker, A. (2020-2022). *Côte à côte : le mentorat comme voie d'intervention en contexte de polarisations sociales?* (Operating: $72,857). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.

Boutin, J.-F., **Lalonde, M.**, Lacelle, N., Richard, M., Brehm, S., & Parent, S. (2020-2023). *Le développement de la compétence numérique par la littératie médiatique multimodale chez des élèves du secondaire : cocréation, mise en oeuvre, analyse et ajustements de pratiques pédagogiques faisant appel au numérique en français, en univers social et en arts* (Operating: $221,209). Fonds de recherche Société et Culture du Québec Action concertée - Programme de recherche-action sur le numérique en éducation et en enseignement supérieur.

Brault Foisy, L. M., **Charland, P**., **Masson, S**., & Blanchette Sarrasin, J.* (2020-2021). *Enjeux actuels en neuroéducation* (Operating: $8,758). Social Sciences and Humanities Research Council of Canada (SSHRC). Connection Grant.

Castro, J. C., Black, J., Grauer, K., & **Pariser, D**. (2020-2023). *Investigating the Creative Practices of Youth in Digital Visual Learning Networks* (Operating: $184,794). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.

Chamsine, C., Arvisais, O., **Charland, P**., Guidère, M., & **Venkatesh, V**. (2019-2021). *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* (Operating: $70,675). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Development Grant.

Chapleau, N. (2019-2020). *Découvrir la structure des mots au 1er cycle du primaire : développement d'activités pédagogiques favorisant la réussite des apprentissages en littératie* (Operating: $66,000). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Development Grant.

Chapleau, N. (2020-2021). *Améliorer l'offre de formation aux étudiants en adaptation scolaire et les services offerts aux élèves HDAA par le développement et l'optimisation de cliniques universitaires orthopédagogiques* (Operating: $140,000). Ministère de l'Éducation et de l'enseignement supérieur. Projet inédit.

Chapleau, N., Bélanger, C., **Plante, I**., **Riopel, M**., & Turcotte, C. (2019-2020). *L'été, c'est fait pour lire !* (Operating: $7,831). CEAP-UQAM. Programmation chercheurs réguliers.

Chapman, O. (PI), **Chang-Kredl, S**., **Brault, A**., & **Venkatesh, V**. (2020-2023). *Landscape of Hope project* (Operating: $204,610). Fonds de recherche du Québec – Société et culture (FRQSC).

Corrigan, J., **McDonough, K**., & Neumann, H. (2020-2023). *Promoting digital literacies for secondary students: A collaborative action research project* (Operating: $221,082). Fonds québécois de la recherche sur la société et la culture (FQRSC). Action Concertées Grant.

Dubeau, A. (PI), Dion, É., **Plante, I**., Hamel, Véronneau-McArdle, M.-H., & Dupéré. (2019-2022). *Liens entre la consommation de cannabis, les problèmes de santé mentale, la motivation et la réussite scolaire chez les élèves qui fréquentent un centre de formation professionnelle au Québec* (Operating: $143,641). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.

Dubeau, A. (PI), Fortier, M.-P., Jutras-Dupont, C., Beaulieu, M., Coutlée, G., & Boudrias, N. (2020-2023). *La participation et la diplomation des élèves handicapés en formation professionnelle* (Operating: $100,000). Office des personnes handicapées du Québec (OPHQ).

Fejzo, A., Gonnerman, **Laplante, L**., & **Côté, M.-F.** (2019-2022). *L'élaboration, la mise à l'essai et les retombées d'un dispositif de développement du vocabulaire en français chez des élèves des 2e et 3e cycles du primaire en fonction de la langue parlée à la maison, le sexe et le milieu socioéconomique* (Operating: $190,448). Fonds de recherche du Québec - Société et culture (FRQSC). Action concertée.

Fichten, C. (2019-2020). *Les téléphones intelligents, un outil pédagogique négligé* (Operating: $63,250). Canada-Québec Entente Action spontanée.

Fichten, C. (2020-2022). *Technologies mobiles pour le plus grand groupe d'étudiants en situation de handicap au Québec : étudiants ayant un trouble déficitaire de l'attention avec/sans hyperactivité (TDAH)* (Operating: $120,000). Fonds de recherche du Québec – Société et culture (FRQSC).

Fichten, C. (2020-2027). *Dégagement d'enseignement pour la recherche au collégial* (Operating: $329,000). Fonds de recherche du Québec – Société et culture (FRQSC). Infrastructure grant.

Fichten, C., **Schmid, R. F**., *Libman, E*., Legault, A., *Havel, A*., & *King, L*. (2020-2021). *How can virtual assistants and AI-based smartphone apps help post-secondary students with disabilities succeed in their studies?* (Operating: $100,000). Montréal Centre for Higher Learning in Artificial Intelligence (PIA) / AI Le Pôle montréalais d'enseignement supérieur en intelligence artificielle (PIA).

Gagné, A. (PI), Beiner, R., & McAdams, A. J. (2019-2020). *The Rise of the Radical Right: A Podcast Series* (Operating: $48,000). Social Sciences and Humanities Research Council. Connection Grant.

Galante, A. (PI) (2019-2022). *Facilitating the shift from monolingual to plurilingual language teaching (Enseignement des langues: faciliter la transition du monolinguisme au plurilinguisme)* (Operating: $52,453). Fonds de Recherche du Québec – Société et Culture (FRQ–SC). Soutien à la recherché pour la relève professorale (NP).

Geoffroy, M. (PI), **Gagné, A**., Brunet, L., Imbeault, M., Norris, N., & Tremblay, S. (2019-2023). *L'extrême-droite au Québec : Acteurs, idéologie et prévention* (Operating: $304,253.50). Public Safety Canada.

Hanley, J., **Rousseau, C**., Chammas, G., Cloos, P., Dejean, F., Grey, C.,…Merry, L. (2019-2021). *S'installer : Comprendre les enjeux du parcours et de l'intégration des demandeurs d'asile au Québec* (Operating: $150,000). Fonds de recherche du Québec - Société et culture (FRQSC). Action concertée.

Hassan, G. (PI) (2020-2021). *PIP2 conférences practiciens jeunes* (Operating: $150,000). Public Safety Canada.

Hassan, G. (PI), **Morin, D**., & **Venkatesh, V**. (2019-2023). *Projet PREV-IMPACT Canada : Modèles d'évaluation de programmes de prévention de la radicalisation menant à la violence au Canada, Contract* (Operating: $878,115): Public Safety Canada. Community Resilience Fund.

Hassan, G. (PI), **Rousseau, C**., Ratelle, J.-F., McCoy, J., Madriaza, P., Machouf, A.,… Arruda-Santos, S. (2020-2022). *Preventing Violent Radicalization in Canada: A Virtual Community of Practice Model for Improved Collaboration and Professional Practices* (Operating: $199,960). Social Sciences and Humanities Research Council. Partnership Development Grant.

Lalonde, M. (PI) (2020). *Performance médiatique et communication scientifique aux journées d'étude sur la pédagogie dans les projets artistiques au Musée d'art contemporain de Montréal, Subvention, Fonctionnement* (Operating: $2,000). Université du Québec à Montréal (UQAM). Mobilisation et diffusion des connaissances.

Lalonde, M. (2020-2023). *Recherche design sur le potentiel de l'utilisation d'un dispositif en réalité augmentée pour l'engagement étudiant en éducation artistique mobile* (Operating: $50,764). Fonds de recherche Société et Culture du Québec. Programme Relève professorale.

Lalonde, M. (2020-2023). *Le développement de la compétence numérique par la littératie médiatique multimodale chez des élèves du secondaire, Subvention, Fonctionnement* (Operating: $221,209). Fonds de recherche du Québec - Société et culture (FRQSC). Action concertée.

McDonough, K., & Sato, M. (2020-2022). *Expectancy violations in diverse English contexts: Exploring the role of intergroup contact* (Operating: $65,672). Social Sciences and Humanities Research Council. Insight Development Grant.

McDonough, K., & **Trofimovich, P**. (2019-2023). *Identifying the visual signature of communication breakdowns* (Operating: $235,651). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.

McDonough, K., & **Trofimovich, P**. (2020-2021). *Established Researcher Support Opportunity* (Operating: $6450). Office of Vice-Provost for Research and Graduate Studies, Concordia University.

Mekki-Berrada, A. (PI), **Rousseau, C**., Mossière, G., Selby, J. A., D'Haenens, L. S. J., Pastinelli, M., & Dayan-Herzbrun, S. (2019-2022). *Islamophobie savante et médiatique: Étude transnationale des discours et de leur impact, Subvention, Fonctionnement* (Operating: $199,975). Social Sciences and Humanities Research Council of Canada (SSHRC). Partnership Development Grant.

Paul, J., Rigoulot, S., Hétu, S., & **Cardoso, W**. (2019-2021). *An Electroencephalography (EEG) investigation of the perception of second language pronunciation errors* (Operating: $11,929.50). Réseau de bio-imagerie du Québec (RBIQ).

Plante, I. (PI), **Dubeau, A**., **Bluteau, J**., & **Potvin, P**. (2020-2025). *Chaire de recherche du Canada sur les différences de genre à l'école* (Operating: $600,000). Chaire de recherche du Canada (CRSH).

*Rizzo, D., Creti, L., **Fichten, C**., Bailes, S., & *Libman, E*. (2019-2021). *L'apnée du sommeil et la conduite automobile: EEG, simulateur de conduite et micro-sommeils.* (Operating: $172,655). Ministère des Transports du Québec - Transports, Mobilité durable et Électrification des transports, Québec : Programme d'aide financière du Fonds de la sécurité routière.

Rousseau, C., **Venkatesh, V**., Cénat, J. M., Cleveland, J., Frounfelker, R., Greenaway, C.,...Miconi, D. (2020). *Sociocultural diversity, health communication and COVID-19* (Operating: $70,000). McGill Interdisciplinary Initiative in Infection and Immunity (MI4) MI4 Emergency COVID-19 Research Funding.

Trofimovich, P., & O'Brien, M. G. (2020-2022). *Exploring and mitigating attitudinal bias towards immigrants in Quebec and Alberta* (Operating: $72,925). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Development Grant.

Venkatesh, V. (PI), & other CSLP members. (2017-2020). *Centre d'études sur l'apprentissage et la performance (CEAP) - Centre for the Study of Learning and Performance (CSLP)* (Operating: $90,000). Office of the Vice-President, Research and Graduate Studies, Concordia University. Infrastructure Grant.

Venkatesh, V., & other CSLP members. (2020-2027). *Regroupement Strategique: Centre d'études sur l'apprentissage et la performance (CEAP) (Infrastructure)* (Operating: $1,802,500). Fonds de recherche du Québec - Société et culture (FRQSC).

GRANTS—ONGOING (85)

Abashidze, D., **Trofimovich, P**., & **McDonough, K**. (2018-2019). *Interlocutor's gaze and learning of second language grammar* (Operating: $36,208). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Development Grant.

Abrami, P. C. (2018-2019). *ABRACADABRA: Testing an online and a paper-based version of a balanced approach to reading* (Operating: $118,795 GBP; CSLP's portion: $37,675 GBP). Education Endowment Foundation, London, UK.

Abrami, P. C., Arshad-Ayaz, A., **Brodeur, M**., **Cardoso, W**., **Chapleau, N**., *Cheung, A*.,…*Wood, E*. (2017-2022). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa* (Operating: $262,805). Canadian Foundation for Innovation (CFI).

Abrami, P. C., Arshad-Ayaz, A., **Brodeur, M**., **Cardoso, W**., **Chapleau, N**., *Cheung, A*.,…*Wood, E*. (2017-2024). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa* (Operating: $2,500,000). Social Sciences and Humanities Research Council of Canada (SSHRC) - Partnership grant.

Abrami, P. C., **Bures, E**., *Cassidy, R*., *Lebel, C*., Cundell, A., & DeGrace, N.(2018-2019). *Portfolio électronique réflexif pour l'apprentissage des élèves (PERLE) au postsecondaire – Year 3* (Operating: $250,000). Ministère de l'Éducation et Enseignement supérieur du Québec - Entente Canada-Québec (ECQ Yr 3).

Abrami, P. C., **Bures, E**., *Cassidy, R*., *Lebel, C*., Cundell, A., DeGrace, N.,…Winer, L. (2019-2020). *Portfolio électronique réflexif pour l'apprentissage des élèves (PERLE) au postsecondaire – Year 4* (Operating: $265,000). Ministère de l'Éducation et Enseignement supérieur du Québec - Entente Canada-Québec (ECQ Yr 4).

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

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

Abrami, P. C., *Wade, A*., Marsh, J., WaGioko, M., *Lysenko, L*., Waichinga, A.,…*Head, J*. (2019-2020). *Teaching and Learning with Technology in Sub-Saharan Africa [Extension Project]* (Operating: $30,000). International Development Research Centre (IDRC).

Bernard, R. M., **Schmid, R**., Owston, R., & Vaughan, N. (2016-2019). *Prospects and problems of implementing blended learning in higher education as viewed through the lens of systematic review and meta-analysis* (Operating: $103,926). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.

Cardoso, W., & **Collins, L**. (2016-2021). *The pedagogical use of speech technologies to extend the reach of the second language classroom* (Operating: $94,227). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.

Chapleau, N., **Abrami, P**., **Brodeur, M**., & **Laplante, L**. (2018-2020). *Quelles sont les retombées d'une évaluation en orthopédagogie ?* (Operating: $4,243). CEAP-UQAM - Programmation chercheurs réguliers.

Chapleau, N., **Brodeur, M**., **Charland, P**., **Laplante, L**., & Toh, A. (2018-2019). *Soutenir la réussite des premiers apprentissages en lecture et en écriture avec ABRACADABRA en Afrique francophone* (Operating: $7,000). Ministère des Relations internationales et de la Francophonie - Coopération Québec-Côte d'Ivoire.

Chapleau, N., **Laplante, L**., & **Brodeur, M**. (2016-2019). *Étude exploratoire : un programme d'interventions préventives des premiers apprentissages de l'écrit au préscolaire* (Operating: $4,375). CSLP-Concordia - Démarrage.

Chapleau, N. P., **Brodeur, M**., & **Laplante, L**. (2017-2024). *Implantation de la ressource en ligne ABRACADABRA en Afrique francophone - Côte d'Ivoire* (Operating: $105,000). Social Sciences and Humanities Research Council of Canada (SSHRC). Partnership Development Grant.

Charland, P. (2018-2019). *Étude d'impacts d'une boucle de rétroaction incluant diverses formes d'agents pédagogiques sur l'engagement d'apprenant.es du primaire en mathématiques dans un environnement numérique d'apprentissage* (Operating: $15,000). Mathematics of Information Technology and Complex Systems (MITACS) - Accélération, Bourse d'études.

Charland, P., Cabral, A., **Dubeau, A**., Bégin, G., Parr, M., Cyr, S., & Beaupré, S.* (2019-2020). *Accompagnement des Instituts Supérieurs Pédagogiques Techniques (ISPT) pour la modernisation des programmes de formation technique en RDC* (Operating: $256,468). World Bank and PEQPESU.

Charland, P., & Cyr, S. (2018-2021). *Chaire UNESCO de Développement Curriculaire Didactique - Renewal* (Operating: $45,000). Sciences de l'éducation, Université du Québec à Montréal.

Charland, P., Mercier, J., **Riopel, M**., **Potvin, P**., Léger, P.-M., & **Masson, S**. (2017-2020). *Effets déclarés et mesurés de la contextualisation des problèmes en sciences chez les filles et les garçons - Une approche psychophysiologique* (Operating: $155,044). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.

Collin, S., Schneider, E., Ntebutse, J. G., **Venkatesh, V.**, Larouche, M.-C., Muller, C.,… Guichon, N. (2017-2019). *Partenariat stratégique francophone sur une approche sociocritique du numérique en éducation* (Operating: $44,300). Conseil franco-québécois de coopération universitaire (CFQCU).

Dagenais, C., Bernier, S., Dutil, J., *Lysenko, L.*, Pontbriand, I., Proulx, R.,…and the RENARD team. (2018-2022). *Le transfert des connaissances issues de la recherche dans le domaine social: recherche sur les stratégies, les processus et les effets* (Operating: $631,920). Fonds de recherche société et culture (FRQSC) - Programme soutien aux équipes de recherche, Renouvellement.

Dubeau, A., **Plante, I**., & Chochard, Y. (2017-2019). *Examen de la validité d'un modèle théorique explicatif de la persévérance et la réussite en FP: une étude pilote* (Operating: $40,980). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Développement savoir.

Farley, L. (PI), **Chang-Kredl, S**., Sonu, D., & Garlen, J. C. (2018-2020). *A Multi-Site Study on Teacher Conceptualizations of Childhood: Memories, Artefacts, and Cultural Tropes, Grant, Establishment* (Operating: $66,000). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Development Grant.

Fournier, F., Stockless, A., **Potvin, P., Riopel, M**., & **Charland, P**. (2018-2020). *Détermination des traces informatiques et des indicateurs d'apprentissage dans le contexte des laboratoires de science* (Operating: $51,152). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Subvention développement Savoir.

Gagné, A., & Oegema, G. (2018-2019). *Religion and Violence: History, Sources and the Contemporary World* (Operating: $24,000). Social Sciences and Humanities Research Council of Canada (SSHRC). Connection Grant.

Galante, A. (2018-2020). *Examining the linguistic and cultural experiences of Canadian residents* (Operating: $10,000). Department of Education at Concordia University. Start-up Funds.

Galante, A. (2020). *Language Policies and Language Pedagogy for Multilingual Speakers across Canada* (Operating: $4,734.11). Grant Submission Support Funds (GSSF). Faculty of Education, McGill University.

Grégoire, Y., **Venkatesh, V**., **Hassan, G**., & Sénécal, S.* (2017-2020). *Using social marketing to prevent young Westerner's violent radicalization* (Operating: $144,900). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.

Hassan, G. (PI) (2017-2021, extended to 2025). *CPN-PREV Canadian practitioner Network: Prevention of radicalization and extremist violence* (Operating: $570,000). Ministère des Relations Internationales du Québec.

Hassan, G. (PI) (2018-2022). *Chaire UNESCO-PREV, Chaire de recherche* (Operating: $400,000). Ministère des relations internationales, Ministère de l'éducation et Ministère de la Sécurité Publique du Québec.

Hassan, G. (PI), & **Rousseau, C**. (2017-2020). *Canada evidence-based practitioner's networks: mapping asset, assessing scientific knowledge and developing shared national resources for the prevention of violent radicalization* (Operating: $1,600,000). Public Safety Canada. Community Resilience Fund.

Hassan, G., Brouillette-Alarie, S., McCoy, J., **Morin, D**., **Rousseau, C**., Ungar, M., & **Venkatesh, V**. (2019). *The prevention of violent radicalization: Developing evidence-based guidelines to promote efficient interventions* (Operating: $24,570). Social Sciences and Humanities Research Council of Canada (SSHRC). Connections grant.

Isaacs, T., Revesz, A., & **Trofimovich, P**. (2019-2020). *Investigating IELTS Speaking level distinctions using automated and auditory measures: Communicative adequacy and the complexity-accuracy-fluency triad* (Operating: $34,269). The British Council (England).

Kennedy, S., & **Trofimovich, P**. (2016-2019). *Oral communication training for international engineering students in co-op placements* (Operating: $71,786). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Development Grant.

Lafortune, G., Kanouté, F., & **Plante, I**. (2018-2020). *Exploration des effets croisés du contexte d'acculturation et du genre sur l'expérience scolaire et le rapport aux savoirs de jeunes d'origine haïtienne au secondaire* (Operating: $39,352). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Développement Savoir.

Liakin, D., **Cardoso, W**., & Liakina, N. (2018-2021). *L'utilisation de la technologie mobile dans l'enseignement de la prononciation en langue seconde* (Operating: $54,969). The Social Sciences and Humanities Research Council of Canada (SSHRC). Standard Research Grant.

Masson, S., Allaire Duquette, G., Brault Foisy, L. M., & **Charland, P**. (2018-2019). *École d'été en neuroéducation* (Operating: $20,973). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Connexion.

Masson, S., **Potvin, P**., & Myre-Bisaillon, J. (2015-2020; extended to 2023). *Effets de pratiques pédagogiques adaptées au fonctionnement du cerveau sur certains apprentissages scolaires difficiles* (Operating: $191,222). Social Sciences and Humanities Research Council (SSHRC) - Insight Grant.

Maxwell, B., **McDonough, K**., & **Waddington, D. I**. (2018-2020). *Understanding teacher curricular free expression in the United States and Canada: Limits and possibilities* (Operating: $40,000 USD). Centre for Ethics and Education, Madison, WI.

McDonough, K. (2016-2021). *Canada Research Chair Tier 2 in Applied Linguistics* (Operating: $500,000). Government of Canada.

McDonough, K. (2018-2019). *Understanding teacher curricular free expression in the United States and Canada: Limits and possibilities* (Operating: $39,900 USD). Spencer Foundation - Research Grants Program.

McDonough, K. (2018-2020). *A Mixed-Method Exploration of User Experiences and Agency among Adults with IDD* (Operating: $20,000). Comité des usagers central du CIUSSS Centre-Ouest - Occasional Funding.

McDonough, K., & Ammar, A. (2017-2020). *Using collaborative tasks to promote the development of L2 French writing* (Operating: $149,837). Fonds de recherche du Québec, Société et culture (FRQSC) - Action concertée.

Mekki-Berrada (PI), A., Mossière, G., & **Rousseau, C**. (2017-2020). *L'islamophobie visant les femmes: liberté d'expression, radicalisation ou forme de radicalisation?* (Operating: $25,000). Social Sciences and Humanities Research Council of Canada (SSHRC). Connection Grant.

Mercier, J., **Charland, P**., Saint-Amour, D., **Laplante, L**., **Riopel, M**., **Potvin, P**., & **Venkatesh, V.** (2015-2020). *Dynamics of affect and cognition in learning* (Operating: $215,461). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.

Morin, D., Aoun, S., Bourgeois-Guérin, E., **Hassan, G**., Leman-Langois, S., **Rousseau, C**., & **Venkatesh, V**. (2018-2019). *Prévention de la radicalisation et de l'extrémisme violents en milieu universitaire au Québec (UNI-PREV Québec)* (Operating: $68,000). Ministère de l'Éducation et de l'Enseignement Supérieur.

Morin, D. (2018-2022). *Appui au fonctionnement de la Chaire UNESCO-PREV* (Operating: $400,000). Gouvernement du Québec MRIF, MSP, MIFI.

Morin, D. (2019-2020). *Participation à l'Institut de diplomatie du Québec* (Operating: $25,000). Ministère des relations internationales et de la Francophonie.

Morin, D. (2019-2022). *Programme de soutien aux Chaires UNESCO du Québec* (Operating: $45,000). Fonds de recherche du Québec (FRQ).

Nelson, B. (PI) (2018-2021). *Estranged epistemologies: Science and culture in the Baroque and (Neo)Baroque* (Operating: $50,000). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.

Papazian-Zohrabian (PI), G., & **Rousseau, C**. (2017-2021). *Programmation de recherche interdisciplinaire basée sur une approche systémique visant une meilleure compréhension des réalités complexes des familles réfugiées et demandeuses d'asile et la promotion des pratiques favorisant leur bien-être ...* (Operating: $82,266). Social Sciences and Humanities Research Council of Canada (SSHRC).

Plante, I. (PI), **Dubeau, A**., **Bluteau, J**., **Charland, P**., **Potvin, P**., & Brault Foisy, L. M. (2017-2020). *Chaire de recherche sur l'égalité des genres à l'école (CRÉGÉ)* (Operating: $105,000). Université du Québec à Montréal (UQAM) - Programme des chaires stratégiques.

Plante, I. (2019-2021). *La prévention de l'anxiété de performance chez les élèves du primaire et du secondaire : le rôle des enseignants* (Operating: $80,000). Fonds de recherche du Québec - Santé (FRQS).

Plante, I. (2019-2022). *La prévention de l'anxiété de performance chez les élèves du primaire et du secondaire : le rôle des enseignants* (Operating: $277,526). Fonds de recherche du Québec - Santé (FRQS), Bourse de recherche - Chercheur boursier junior 1.

Plante, I., **Dubeau, A**., & Véronneau, M.-H. (2018-2021). *Persévérance et réussite scolaires en mathématiques et en sciences: rôle et besoins des parents pour offrir un soutien optimal* (Operating: $149,991). Fonds de recherche du Québec, Société et culture (FRQSC) - Programme de recherche sur la persévérance et réussite scolaires.

Plante, I., **Potvin, P**., Dandeneau, S., & Mercier, J. (2018-2020). *Développement d'instruments de mesure des stéréotypes de genre inconscients chez les élèves du secondaire* (Operating: $59,431). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Développement Savoir.

Potvin, P., **Charland, P**., Chastenay, P., **Masson, S**., Mercier, J., & **Riopel, M**. (2015-2020). *Engagement et conflit cognitif dans les processus de changements conceptuels en sciences* (Operating: $122,587). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.

Potvin, P., Kozanitis, A., **Riopel, M**., Bélanger, M., **Charland, P**., Chastenay, P.,… **Masson, S.** (2018-2022). *Processus cognitifs, affectifs et cérébraux, et dispositifs technologiques impliqués dans l'éducation aux sciences et à la technologie (S&T) des élèves et du grand public: enseignement et médiation* (Operating: $323,695). Fonds de recherche du Québec, Société et culture - Équipe de recherche (Renouvellement).

Querrien, D., & **Galante, A**. (2019-2020). *Étude des apports des approches plurielles dans la formation des enseignants de français langue seconde* (Operating: $10,000). Department of French, Concordia University. Start-up Fund.

Rousseau, C. (Co-applicant). (2016-2020). *Understanding Diverse Trajectories in Radicalization over Time and the Role of Internet Use* (Operating: $280,000). Public Safety Canada.

Rousseau, C. (PI) (2014-2020). *Santé, intervention sociale et immigration: des transformations globales aux adaptations locales* (Operating: $756,000). Fonds de recherche du Québec - Société et culture (FRQSC). Soutien aux infrastructures de recherche des Instituts et des Centres affiliés universitaires du sec.

Rousseau, C. (PI) (2016-2020). *La radicalisation: comprendre pour mieux agir* (Operating: $519,594). Fonds de recherche du Québec - Société et culture (FRQSC). Soutien aux équipes de recherche.

Rousseau, C. (2018-2019). *Projet sur la prévention de la radicalisation et de l'extrémisme violent en milieu universitaire au Québec (Uni-Prev Québec)* (Operating: $68,015). Ministere Education Enseignement Supérieur.

Rousseau, C. (2018-2021). *Les programmes d'expression créatrice et d'éveil aux langues pour soutenir la réussite scolaire des enfants réfugiés* (Operating: $221,150). Fonds de recherche du Québec - Société et culture (FRQSC). Projet de recherche.

Rousseau, C. (2018-2021). *The rough journey of children and adolescent refugees: Intervening to address suffering and support wellbeing* (Operating: $450,000). Fondation de la Famille Pathy.

Rousseau, C., Bourgeois-Guérin, E., Daxhelet, M.-L., **Hassan, G**., Leman-Langois, S., Mekki-Berrada, A., & **Morin, D**. (2019). *Déterminants du soutien à la radicalisation violente : enquête universités* (Operating: $20,000). Ministère de l'Éducation et de l'Enseignement Supérieur - Recherche et Action sur les Polarisations.

Rueb, A., & **Cardoso, W**. (2017-2019). *Outils d'apprentissage d'une langue seconde axés sur des jeux pour développer les aptitudes linguistiques* (Operating: $46,664). L'enseignement dans la langue de la minorité et à l'enseignement des langues secondes, Entente Canada-Québec.

Schmid, R. F., **Bernard, R. M**., & *Trudel, L*. (2017-2020). *A quantitative and qualitative synthesis of the empirical research examining the role of technology in K12 science education* (Operating: $139,998). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.

Seale, J., **Fichten, C**., Heiman, T., Fissler, B., & Burgstahelr, S. (2016-2019). *Disabled students, ICT, post-compulsory education & employment: In search of new solutions* (Operating: $100,055 GBP). The Leverhulme Trust, International Network Grant.

Sénécal, S., **Charland, P**., & Léger, P.-M. (2018-2021). *Valorisation des données neurophysiologiques dans l'apprentissage des systèmes d'informations aéronautique et bancaire* (Operating: $1,047,252). PROMPT-Québec, with IVADO, CAE and National Bank.

Simon, L., Cohendet, P., **Venkatesh, V**., Lacasse, S., Mahy, I., Lalonde, J.,…Bisaillon, J.-R. (2017-2020). *Entrepreneuriat culturel et création face aux défis et possibilités du numérique : une approche ancrée de l'analyse des pratiques exemplaires et des reconfigurations des chaînes de valeur au Québec* (Operating: $168,383). Fonds québécois de recherche sur la société et la culture (FQRSC) - Actions concertées.

Thériault, G., **Charland, P**., Araujo-Oliveira, A., & Vivegnis, I. (2018-2020). *Soutenir le développement professionnel des enseignants débutants au regard de leur épistémologie personnelle : investir la piste de l'arrimage entre les croyances et les pratiques dans la formation continue* (Operating: $74,978). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Développement de savoir.

Thibeault, J., **Gauvin, I**., Lyster, R., & Sterzuk, A. (2019-2021). *L'enseignement des verbes de mouvement en immersion française : création et mise à l'essai d'une séquence qui repose sur la didactique intégrée du français et de l'anglais* (Operating: $26,489). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Development Grant.

Trofimovich, P., Abashidze, D., & **McDonough, K**. (2018-2020). *Interlocutor's gaze and learning of second language grammar* (Operating: $36,208). Social Sciences and Humanities Research Council of Canada (SSHRC).

Trofimovich, P., & **Kennedy, S**. (2016-2020). *Second language communication skills: Helping non-native university students align perceived and actual performance* (Operating: $151,846). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.

Turcotte, C., **Chapleau, N**., & Bélanger, J. (2019). *Conception de séquences orthodidactiques/ludiques auprès d'enfants de 6 à 12 ans venant d'un contexte urbain montréalais, afin de prévenir la perte estivale sur le plan des habiletés en littératie* (Operating: $6,000). Université du Québec à Montréal (UQAM) - Mobilisation des connaissances.

Venkatesh, V. (PI), & other CSLP members. (2017-2020). *Centre d'études sur l'apprentissage et la performance (CEAP) - Centre for the Study of Learning and Performance (CSLP)* (Operating: $90,000). Office of the Vice-President, Research and Graduate Studies, Concordia University. Infrastructure Grant.

Venkatesh, V. (PI), & other CSLP members. (2018-2024). *CSLP Research unit recognition* (Operating: $510,000). Office of the Vice-President, Research and Graduate Studies, Concordia University. Infrastructure Grant.

Venkatesh, V., **Abrami, P. C**., **Bernard, R. M**., **Brodeur, M**., **Bures, E**., Canuel, M.,…**Waddington, D**. (2014-2020). *Centre d'études sur l'apprentissage et la performance (CEAP)/Centre for the Study of Learning and Performance (CSLP)* (Operating: 1,354,500). Fonds de recherche du Québec, Société et culture (FRQSC) - Regroupements Stratégiques.

Venkatesh, V., Arvisais, O., **Castro, J. C**., **Chang-Kredl, S**., **Charland, P**., Damji, T.,…Wallin, J. (2018-2019). *Development, implementation and evaluation of capacity-building initiatives from Project SOMEONE (Social Media Education Every Day) to counter terrorism and violent extremism with Lebanese stakeholders in education, public policy and social service* (Operating: $1,051,680). Global Affairs, Government of Canada.

Venkatesh, V., **Morin, D**., & **Hassan, G**. (2017-2021). *UNESCO Global Chair in Prevention of Radicalisation and Violent Extremism* (Operating: $400,000). Government of Québec - Infrastructure funding.

Venkatesh, V., *Thomas, T*., Rabah, J., Urbaniak, K., **Chang-Kredl, S**., **Castro, J. C**.,…Fournier-Sylvester, N. (2017-2019). *Implementing social pedagogical practices via the SOMEONE (Social Media Education Every Day) multimedia portal: Knowledge mobilization and transfer of evidence-based research into communities, scholastic, popular media and public settings to improve resilience to hate speech and radicalization that leads to violent extremism* (Operating: $396,920). Department of Public Safety and Emergency Preparedness, Government of Canada.

Villeneuve, S., & **Plante, I**. (2018-2020). *Cyberintimidation envers le corps professoral universitaire: fréquence, types et solutions* (Operating: $38,653). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Développement Savoir.

Waddington, D. (2019). *Philosophical Inquiry in Education* (Operating: $81,670). Social Sciences and Humanities Research Council of Canada (SSHRC). Aid to Scholarly Journals.

GRANTS—INTERNAL (20)

Abrami, P. C. (PI), Anderson, S., Arshad-Ayaz, A., **Brodeur, M**., **Cardoso, W**., **Chapleau, N**.,…*Wood, E*. (2017-2024). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa* (Operating: $105,000). Faculty of Arts & Science, Concordia University.

Abrami, P. C. (PI), Anderson, S., Arshad-Ayaz, A., **Brodeur, M**., **Cardoso, W**., **Chapleau, N**.,…*Wood, E*. (2017-2024). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa* (Operating: $175,000). Office of the Vice-President, Research and Graduate Studies, Concordia University.

Abrami, P. C. (PI), **Brodeur, M**, **Chapleau, N**, Desrochers, A., Gosselin, C., **Laplante, L**.,…*Wade, A*. (Under Review). *Help improve childhood literacy in Quebec and the world* (Operating: $2,600,000 (Contract)). Concordia University/Advancement.

Bures, E. (2018-2020). *Engaging university students in portfolio creation: Who engages, why, and can we do better?* (Operating: $8,980). Bishop's University - Research and Creativity Grant.

Cardoso, W. (2019-2021). *The creation of an Open Textbook: "Computers in Language Learning"* (Operating: $7,500). Concordia University Open Educational Resources (OER).

Chapleau, N. (PI), Bélanger, C., **Plante, I**., **Riopel, M**., & Turcotte, C. (2019-2020). *L'été, c'est fait pour lire !* (Operating: $7,831). CEAP-UQAM. Programmation chercheurs réguliers.

Chapleau, N., **Laplante, L**., & **Brodeur, M**. (2016-2019). *Étude exploratoire : un programme d'interventions préventives des premiers apprentissages de l'écrit au préscolaire* (Operating: $4,375). CSLP-Concordia - Démarrage.

Fejzo, A., Chatigny, C., & Bélanger, J. (2020). *Créer des modules de formation en ligne pour développer des compétences en analyses de données chez les doctorant.e.s en éducation de l'UQ* (Operating: $28,000). Fonds de développement de l'enseignement à distance du réseau de l'Université du Québec (FODED).

Fichten , C. (2018-2019). *Personal technology in the classroom* (Operating: $18,600). Dawson College (S051 Academic success projects for students with disabilities and/or particular needs).

Fichten, C. & Legault, A. (2020-2021). *Helpful mobile technologies for students with executive functioning difficulties* (Operating: $12,000). Dawson College (S051 Academic success projects for students with disabilities and/or particular needs).

Gauvin, I. (PI), Arvisais, O., **Bluteau, J**., Barroso da Costa, C., Brault-Foisy, L.-M., **Brodeur, M**.,…**Riopel, M**. (2020-2023). *Centre d'études sur l'apprentissage et la performance (CEAP UQAM)* (Operating: $90,000). UQAM – Centres institutionnels.

Gauvin, I., & Barroso da Costa, C. (2019-2020). *Perceptions d'étudiants à propos de leurs propres approches d'apprentissage et des pratiques évaluatives au sein de leur parcours du BES français* (Operating: $5,000). CEAP UQAM.

Gauvin, I., **Brodeur, M**., **Chapleau, N**., **Charland, P**., **Laplante, L**., **Masson, S**.,… **Riopel, M**. (2017-2020). *Centre d'études sur l'apprentissage et la performance (CÉAP-UQÀM)* (Operating: $90,000). Université du Québec à Montréal (UQAM), Centres institutionnels.

Gauvin, I., **Charland, P**., & Saint-Amour, D. (2018-2019). *Charge cognitive associée à l'utilisation des manipulations syntaxiques : élaboration d'une méthodologie* (Operating: $**11,358). CEAP UQAM. Programmation chercheurs réguliers.**

Gauvin, I., Thibeault, J., **Plante, I**., & Barroso da Costa, C. (2019-2020). *Conception et mise à l'essai d'une séquence didactique sur la notion de complément de verbe* (Operating: $9,576). CEAP UQAM. Programmation chercheurs réguliers.

Lalonde, M. (2019-2020). *Relance de projets de recherche et de recherche-création, Subvention* (Operating: $2,000). Université du Québec à Montréal (UQAM). Relance de projets de recherche et de recherche-création.

Lalonde, M. (2019-2022). *Démarrage des nouveaux professeurs, nouvelles professeures, Subvention, Démarrage* (Operating: $7,500). Université du Québec à Montréal (UQAM). Démarrage des nouveaux professeurs, nouvelles professeures.

Laplante, L., **Chapleau, N**., **Brodeur, M**., & **Plante, I**. (2018-2019). *Effet de l'utilisation de la ressource ABRACADABRA sur le motivation d'apprenti-lecteurs de 1re année issus de milieux défavorisés* (Operating: 7,980). UQAM CEAP. Programmation chercheurs réguliers.

Laplante, L., Côté, M.-F., & Barroso da Costa, C. (2018-2019). *Développement et validation d'un outil d'évaluation de la compréhension en lecture d'apprentis lecteurs de 1re année scolarisés en français* (Operating: $11,600). UQAM CEAP. Programmation chercheurs réguliers.

Trofimovich, P. (2020-2021). *Established Researcher Support Opportunity* (Operating: $6257). Office of the Vice-Provost for Research and Graduate Studies, Concordia University.

PUBLICATIONS

JOURNAL ARTICLES (150)

Abashidze, D., **McDonough, K.**, & Gao, Y.* (2019). Exploring the effect of eye gaze cues on novel L2 morphosyntactic pattern learning. *Second Language Research*, Advance online publication. https://doi.org/10.1177/0267658319896829

Abrami, P. C., *Lysenko, L.*, & *Borokhovski, E.* (2020). The effects of ABRACADABRA on reading outcomes: An updated meta-analysis and landscape review of applied field research. *Journal of Computer Assisted Learning, 36*(3), 260-279. https://doi.org/10.1111/jcal.12417

Abrami, P. C., *Wade, A.*, *Lysenko, L.*, WaGioko, M., *Kiforo, E.*, *Iminza, R.*, & Marsh, J. (Submitted). The Learning Toolkit Plus: An overview. *Canadian Journal of Learning and Technology*, *Special Issue*.

Allaire-Duquette, G.*, Belanger, M., Grabner, R. H., Koschutnig, K., & **Masson, S**. (2019). Individual differences in science competence among students are associated with ventrolateral prefrontal cortex activation. *Journal of Neuroscience Research, 97*(9), 1163-1178. https://doi.org/10.1002/jnr.24435

Allaw, E.*, & **McDonough, K**. (2019). The effect of task sequencing on second language written lexical complexity, accuracy, and fluency. *System, 85*, 102104. https://doi.org/10.1016/j.system.2019.06.008

Almoshmosh, N., Jefee Bahloul, H., Barkil-Oteo, A., **Hassan, G**., & Kirmayer, L. J. (2019). Mental health of resettled Syrian refugees: a practical cross-cultural guide for practitioners. *Journal of Mental Health Training, Education and Practice, 15*(1), 20-32. https://doi.org/10.1108/JMHTEP-03-2019-0013

Aloirani, N., & **Cardoso, W**. (2020). Social media in language learning: A mixed-methods investigation of students' perceptions. *Computer Assisted Language Learning*. Advance online publication. https://doi.org/10.1080/09588221.2020.1830804

Apaloo, M., & **Cardoso, W**. (Accepted). Examining the effects of cross-linguistic awareness on the acquisition of English possessive determiners: The case of Brazilian Portuguese speakers. *Language Awareness*.

Appel, R., **Trofimovich, P**., Saito, K., Isaacs, T., & Webb, S. (2019). Lexical aspects of comprehensibility and nativeness from the perspective of native-speaking English raters. *ITL - International Journal of Applied Linguistics, 170*, 24-52. https://doi.org/10.1075/itl.17026.app

Argentino, M.-A.*, & **Gagné, A**. (2019). L'idéologie de la mort et ses représentations dans la propagande de Daech. *Revue Frontières, 31*(1). https://doi.org/10.7202/1066193ar

Arvisais, O., **Charland, P.**, Audet, F., & Skelling, Y. (Submitted). Academic persistence for students involved into the accelerated education programme in Dadaab refugee camp. *Refuge: Canada's Journal on Refugees.*

Arvisais, O., **Charland, P.**, Audet, F., & Skelling, Y. (Submitted). Protection and the sense of safety of students enrolled in an accelerated education program in the Dadaab refugee camp. *Journal of Refugee Studies.*

Ayotte-Beaudet, J.-P., & **Potvin, P**. (2020). Factors related to students' perception of learning during outdoor science lessons in schools' immediate surroundings. *Interdisciplinary Journal of Environmental and Science Education, 16*(2), e2212. https://doi.org/10.29333/ijese/7815

Ayotte-Beaudet, J.-P., **Potvin, P**., & **Riopel, M**. (2019). Factors influencing middle school students' situational interest toward science outdoors in their schools' immediate surroundings. *International Journal of Environmental and Science Education, 14*(1), 13-32. http://www.ijese.net/makale/2100.html

Barcomb, M., & **Cardoso, W**. (2020). Rock or lock? Gamifying an online course management system for pronunciation instruction: Focus on English /r/ and /l/ [[Manuscript submitted for publication].]. *CALICO Journal, 37*(2), 127-147. https://doi.org/10.1558/cj.36996

Bell, P., Fortier, V., & **Gauvin, I**. (2020). Using L1 knowledge about language during L2 error correction: Do students make cross-linguistic connections? *Language Awareness, 29*(2), 95-113. https://doi.org/10.1080/09658416.2020.1729783

Bernard, R. M., *Borokhovski, E*., Mihov, B.[*], & **Schmid, R**. (Under Review). Practices and processes in undergraduate science education: A meta-analysis of combinations of teacher and student-centered practices and processes in undergraduate science education. *International Journal of Science and Mathematics Education.*

Bernard, R. M., *Borokhovski, E*., **Schmid, R. F**., **Waddington, D. I**., & *Pickup, D. I.* (2019). Twenty-first century adaptive teaching and individualized learning operationalized as specific blends of student-centered instructional events: A systematic review and meta-analysis. *Campbell Systematic Reviews, 15*(1-2), e107. https://doi.org/10.1002/cl2.1017

Bérubé, M.[*], Scrivens, R.[*], **Venkatesh, V**., & Gaudette, T[*]. (2019). Converging patterns in pathways in and out of violent extremism: Insights from former Canadian right-wing extremists. *Perspectives on Terrorism, 13*(6), 73-89.

Bione, T., & **Cardoso, W**. (2020). Synthetic voices in the foreign language context. *Language Learning & Technology, 24*(1), 169-186. https://doi.org/10125/44715

Blanchette Sarrasin, J.[*], Brault Foisy, L.-M., Allaire-Duquette, G., & **Masson, S**. (Accepted). Understanding your brain to help you learn. *Frontiers For Young Minds.*

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Soler-Urzua, F., & **Cardoso, W**. (Under Review). Learning english /ɪ/ with a text-to-speech synthesizer. *Computer Assisted Language Learning*.

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Borokhovski, E., **Tamim, R. M**., *Pickup, D., Rabah, J.*, & Obukhova, Y. (2019). Gender-based "digital divide": The latest update from meta-analytical research. In J. T. Bastiaens (Ed.), *Proceedings of EdMedia + Innovate Learning* (pp. 1555-1561). Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/210174/

Cardoso, W., **Waddington, D.**, *Kiforo, E.*, & Sénécal, A.-M.* (2019). Shouting in space: Promoting oral reading fluency with Spaceteam ESL. In F. Meunier, J. V. d. Vyver, L. Bradley, & S. Thouësny (Eds.), *CALL and complexity - short papers from EUROCALL 2019* (pp. 69-74). Research-publishing.net. https://doi.org/10.14705/rpnet.2019.38.988

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Shouma, A.*, & **Cardoso, W.** (2019). Tablets in second language education: Learners' and teachers' perceptions. In F. Meunier, J. V. d. Vyver, L. Bradley, & S. Thouësny (Eds.), *CALL and complexity: Short papers from EuroCALL 2019* (pp. 340-344). Research-publishing.net. https://doi.org/10.14705/rpnet.2019.38.1033

CONFERENCE PAPERS (62)

Abrami, P. C., **Cardoso, W**., Del Col, N., Kwo, S., *Lysenko, L.*, Marsh, J., Naseem, A., *Wade, A.*, & Wood, E. (2020, June). *Using technology for learning: Generalizable lessons learned* [Paper presentation]. Canadian Society for the Study of Education Annual Conference (Cancelled), London, ON.

Arvisais, O., **Charland, P.**, **Venkatesh, V.**, Cyr, S., & Chamsine, C. (2019, April). *A descriptive analysis of Islamic State curriculum narrative and educational intentions implemented in northern Iraq between 2014 and 2017* [Paper presentation]. Comparative & International Education Society Annual Meeting, San Francisco, CA.

Auclair, A., Brault Foisy, L.-M., & **Masson, S.** (2019, mai). *L'amorçage négatif : outil pour mesurer l'apport du contrôle inhibiteur dans l'apprentissage* [Colloque annuel du CSLP Concordia et du CEAP UQAM]. 87e Congrès de l'Association canadienne-française pour l'avancement des sciences (Acfas), Gatineau, QC.

Bernard, R. M., *Borokhovski, E.*, Mihov, B.*, **Schmid, R. F.**, *Pickup, D.*, & **Waddington, D. I.** (2020, April). *A meta-analysis of combinations of teacher and student-centered practices and processes in undergraduate science education* [Paper presentation]. American Educational Research Association Annual Meeting (Conference Canceled), San Francisco, CA.

Blanchette Sarrasin, J.*, Nenciovici, L.*, Brault Foisy, L.-M., Allaire-Duquette, G., **Riopel, M.**, & **Masson, S**. (2019, August). *Effects of teaching the concept of neuroplasticity to induce a growth mindset on motivation and achievement: a meta-analysis* [Paper presentation]. European Science Education Research Association (ESERA) 13th Annual Conference, Bologna, Italy.

Borokhovski, E. (2019, May). *Méthodologie de la méta-analyse en action: Un cas d'enseignement à distance* [Paper presentation]. 87e Congres d'Association canadienne-française pour l'avancement des sciences (Acfas), Gatineau, QC.

Borokhovski, E., Moussa-Inaty, J., *Tamim, R. M*., El Saadi, L., & **Bernard, R. M.** (2019, July). *Implementing principles for extraneous cognitive load reduction improves learning outcomes: Research evidence from a meta-analysis* [Paper presentation]. European Congress of Psychology 16th Anual Meeting, Moscow, Russia.

Brault Foisy, L. M., Skelling-Desmeules, Y., Ahr, E., Blanchette Sarrasin, J.*, **Potvin, P.**, Borst, G., **Masson, S.**, & **Charland, P.** (2019, August). *Conceptual change regarding living/nonliving things relies on inhibitory control : results from reaction times and EEG.* [Paper presentation]. European Science Education Research Association (ESERA) Conference, Bologne, Italy.

Bruyère, M.-H.*, Chastenay, P., & **Potvin, P.** (2019, June). *Concevoir un dispositif de formation pour soutenir les enseignants du primaire dans la planification et la réalisation de visites éducatives aux musées de science* [Paper presentation]. congrès de la Société canadienne pour l'étude de l'éducation, University of British Columbia, Vancouver, BC.

Cardoso, W., **Waddington, D.**, *Kiforo, E.*, & Sénécal, A.-M.* (2019, August). *Shouting in space: Promoting oral reading fluency with Spaceteam ESL* [Paper presentation]. European Association for Computer-Assisted Language Learning (EUROCALL) Annual Conference, Université catholique de Louvain, Louvain-la-Neuve, Belgium.

Chaffee, K. E.,* **Plante, I**., **Dubeau, A.**, & Guay, F. (2020, June). *Secondary students' achievement goals in math and language arts: Determinants and outcomes* [Paper presentation]. SELF International 10th Annual Conference (Postponed), Québec, Canada.

Chastenay, P., & **Riopel, M**. (2019, May). *Un nouvel outil pour mesurer les apprentissages d'élèves de la fin du primaire et du début du secondaire à propos des phases de la Lune* [Colloque]. 87e Congres d'Association canadienne-française pour l'avancement des sciences (Acfas), Université du Québec en Outaouais, Gatineau, Canada,.

Côté, M.-F., **Laplante, L**., & Barroso Da Costa, C. (2019, November). *L'évaluation de la compréhension en lecture en français chez l'apprenti-lecteur de 1re année: validation d'une épreuve* [Paper presentation]. 41e session d'étude de l'Association pour le développement de méthodes d'évaluation en éducation (ADMEE Canada), Sherbrooke, Canada.

Cyr, S., Langlois, S., Poliquin, G., **Charland, P.,** Béchard, N., & St-Hilaire, A. (2019, August). *Interdisciplinarity model for mathematics and science in primary school.* [Paper presentation]. European Science Education Research Association (ESERA) 13th Annual Conference, Bologne, Italy.

dela Cruz, J. W., & **Galante, A.** (2019, June). *Measuring language learners' perceptions of plurilingual and pluricultural competence: The development and validation process of the PPC scale* [Paper presentation]. Canadian Association of Applied Linguistics (ACLA/CAAL) Annual Meeting, Vancouver, BC.

Denisova, E., Kruchkova, A., Klimova, N., & *Borokhovski, E.* (2019, November). *Students Internet usage: psychological and pedagogical aspects* [Paper presentation]. SHS Web of Conferences, Rostov-on-Don, Russia. https://doi.org/10.1051/shsconf/20197006002

Desrochers, A., **Brodeur, M**., & **Laplante, L**. (2019, April). *Le rôle de l'enseignement explicite dans le développement de la conscience phonémique et des connaissances alphabétiques chez les élèves de la maternelle 5 ans* [Paper presentation]. Colloque international en éducation, Montréal, QC.

Dubeau, A., & Beaulieu, M. (2019, May). *Motivation et réussite en formation collégiale technique: Analyse de déterminants personnels et situationnels ciblés* [Paper presentation]. Journée de la recherche sur la motivation au collégial, 2e édition, Gatineau, QC. https://eduq.info/xmlui/bitstream/handle/11515/37728/dubeau-beaulieu-acfas-2019.pdf

Dubeau, A., **Plante, I**., Frenay, M., & Samson, G. (2019, March). *Understanding factors promoting motivation and achievement in vocational training and career & technical programs* [Paper presentation]. Society for Research in Child Development Biennial Meeting, Baltimore, Maryland.

Fejzo, A., Saidane, R.*, Whissell-Turner, K.*, & **Chapleau, N**. (2019, July). *Effects of morphological awareness training on the development of morphological strategy use in polymorphemic word spelling among 4thgrade French-speaking students* [Paper presentation]. Society of Scientific Studies of Reading 26th Annual Conference, Toronto, ON.

Galante, A. (2019, June). *A mixed methods study investigating affordances of plurilingual instructions compared to monolingual instruction in a multilingual university EAP program* [Paper presentation]. Canadian Association of Applied Linguistics (ACLA/CAAL) Annual Conference, Vancouver, BC.

Galante, A. (2019, May). *Can ESL classes be plurilingual? Results from an empirical study in Canada* [Paper presentation]. Second Language Pedagogies 8th International Conference (SLPC8), Sherbrooke, QC.

Galante, A. (2020, March). *I translanguage all the time: Examining language users' plurilingual/pluricultural competence in multilingual contexts* [Paper presentation]. American Association for Applied Linguistics Annual Conference (Cancelled), Denver, CO.

Galante, A. (May, 2019). *Plurilingualism for teaching all languages* [Paper presentation]. Languages Without Borders/Langues sans frontières conference from the Canadian Association of Second Language Teachers, Fredericton, NB.

Gauvin, I. (2019, April). *Recherches en didactique de la grammaire en contexte québécois* [Paper presentation]. Université Toulouse Jean Jaurès et de l'ESPE Midi-Pyrénées, Invitation du groupe de recherche Cognition, langues, langage, ergonomie.

Gauvin, I., **Charland, P**., & Saint-Amour, D. (2020, March). *How to assess cognitive load using EEG during a (grammatical) verbal problem-solving task* [Paper presentation]. Writing Research Across Borders V Conference (Conference Cancelled), Xian, China.

Gauvin, I., **Plante, I**., **Potvin, P**., & **Venkatesh, V**. (2019, mai). *Quelles méthodologies pour rendre compte de l'apprentissage ?* [Colloque]. Association francophone pour le savoir (ACFAS) réunion annuelle, Gatineau, QC.

Gottardo, A., Wood, E., **Abrami, P. C**., *Wade, A.*, WaGioko, M., *Iminza, R.*, & *Kiforo, E*. (2019, May). *Collaborating to develop optimal training for educators using software as an instructional tool: The Kenyan context* [Paper presentation]. Canadian Association of African Studies Annual Conference, "Penser l'Afrique-Monde : Originalité et pratiques innovantes", Montreal, QC.

Lalonde, M. (2019, July). *Conversing images: Questioning affect, potential and virtuality in student bodies* [Paper presentation]. International Society of Education Through Art Annual Meeting, Vancouver, British Columbia.

Lalonde, M. (2019, June). *L'école comme espace d'exploration pédagogique des nouvelles littératies médiatiques multimodales* [Paper presentation]. Conseil International d'Études Francophones (CIEF) Conférence Annuelle, Université d'Ottawa, Ottawa, Canada.

Laplante, L., **Chapleau, N**., & **Brodeur, M**. (2019, August). *Le développement et la validation d'ABRACADABRA ou comment s'inscrire dans une approche « implicationniste » de la didactique de la lecture* [Paper presentation]. Congrès de l'Association Internationale de la Recherche en Didactique du Français (AIRDF) : Les concepts dans la recherche en didactique du français - Émergence et création d'un champ épistémique., Lyon, France.

Laplante, L., Côté, M.-F., & Barroso da Costa, C. (2019, July). *Assessment of text reading competency in early reading development in French: preliminary results* [Paper presentation]. Society for the Scientific Study of Reading Annual Conference, Toronto, ON.

Laplante, L., Côté, M.-F., & Saidane, R.* (2019, August). *Développement d'un outil de mesure de la compétence à lire pour élèves de 1re année : considérations didactiques, linguistiques et cognitives* [Paper presentation]. l'Association Internationale de la Recherche en Didactique du Français (AIRDF) Congrès Annuel, "Les concepts dans la recherche en didactique du français - Émergence et création d'un champ épistémique", Lyon, France.

Liakin, D., **Cardoso, W.**, & Liakina, N. (May, 2019). *Astronautes FLS: A digital game for L2 French vocabulary and pronunciation* [Paper presentation]. Computer Assisted Language Instruction Consortium (CALICO), Montreal, Canada.

Lysenko, L., *Wade, A.*, & **Abrami, P. C.** (2019, May). *Teaching with LTK+: Preliminary lessons about sustainability and scale up in Kenya schools* [Paper presentation]. Canadian Association of African Studies Annual Conference, "Penser l'Afrique-Monde : Originalité et pratiques innovantes", Montreal, QC.

McDonough, K., Maxwell, B., & **Waddington, D. I.** (2019, April). *Primary and secondary school teachers and academic freedom: A conceptual inquiry* [Paper presentation]. American Educational Research Association Annual Meeting, Toronto, ON.

Morel, M., **Lalonde, M.**, & Bouchard-Valentine, V. (2019, May). *Éduquer par l'art » en lien avec les enjeux sociétaux : réflexions théoriques, expériences et perspectives, à l'école et au-delà* [Paper presentation]. l'Association canadienne-française pour l'avancement des sciences (Acfas) 87e Congrès annuel, Gatineau, QC.

Morin, D. (2019, May). *Renseignement et terrorisme : de la théorie aux pratiques* [Paper presentation]. École d'été sur les terrorismes – 9ème édition, Université Laval, Québec.

Morin, D. (2019, May). *Présentation des activités de la Chaire UNESCO-PREV avec les partenaires africains », Conférence « Québec-Afrique : innovation et opportunités* [Paper presentation]. Les Rendez-vous Gérin-Lajoie, Institut d'études internationales de Montréal et Centre interuniversitaire de recherche sur les relations internationales du Canada et du Québec, Montréal, QC.

Morin, D. (2020, January). *La toile médiatique : levier pour la radicalisation ?* [Paper presentation]. Colloque « Radicalisation, désinformation et mouvements sociaux : Quel rôle pour les médias ? », 7e édition du colloque étudiant du Cérium, Université de Montréal.

Morin, D., & Audet, F. (2019, May). *Gérer le risque et la sécurité à l'étranger* [Paper presentation]. École de printemps Fondements et pratique de la diplomatie, École nationale d'administration publique et Université de Sherbrooke, Montréal, QC.

Morin, D., Carignan, M.-E., & Champagne-Poirier, O. (2019, June). *Couverture médiatique de l'extrémisme violent : quel portrait la presse québécoise a-t-elle dressé des fusillades survenues au Parlement d'Ottawa en 2014 et au bar Pulse à Orlando en 2016?* [Paper presentation]. Colloque annuel de l'Association canadienne de communication, Vancouver, BC.

Moussalli, S., & **Cardoso, W**. (2019, May). *Can Intelligent Personal Assistants help language learners improve their pronunciation? Focus on English simple past tense* [Paper presentation]. Computer Assisted Language Instruction Consortium (CALICO) Annual Conference, Montreal, Canada.

Nelson, B. (2019). *Sor Juana's Primero Sueño as a critique of scholastic utopianism, or early modern science fiction and its limits* [Paper presentation]. Society for Renaissance and Baroque Poetry 14th Biennial Conference, Irvine, CA.

Nelson, B. (2019, February). *Religion and sex crimes in Baroque Spain: The Avemaria as Alibi in His Wife's Executioner, by María de Zayas* [Paper presentation]. Arizona Center for Medieval and Renaissance Studies Annual Conference, Tempe, AZ. https://acmrs.asu.edu/sites/default/files/2019-07/Program_FinalDraft_2019.pdf

Nelson, B. (2019, January). *Doing 'relevance': Medieval and Early Modern perspectives* [Paper presentation]. Modern Language Association Annual Meeting, Chicago, IL.

Nelson, B. (2020). *Cervantes and science: Where fiction and middle science joust in early modernity* [Paper presentation]. Symposium in honor of John Jay Allen, University of Kentucky, Lexington, KY.

Nelson, B. (2020, February). *Morality as an impediment to social transformation: Framing contemporary crime shows with Tirso and Zayas* [Paper presentation]. Arizona Center for Medieval and Renaissance Studies Annual Conference, Tempe, AZ. https://acmrs.asu.edu/sites/default/files/2020-04/Program_FinalDraft1_2020.pdf

Plante, I., Fréchette-Simard, C.*, **Dubeau, A**., & Guay, F. (2019, May). *Influence des pratiques de sélection sur le profil motivationnel et la réussite scolaire des élèves durant la transition primaire-secondaire* [Paper presentation]. Association francophone pour le savoir (ACFAS) 87th Annual Conference, Gatineau, QC.

Plante, I., Fréchette-Simard, C.*, **Dubeau, A**., Guay, F., & Chaffee, K. E.* (2020, June). *Exploring contrast and assimilation effects during the first year in selective and non-selective schools* [Paper presentation]. 10th Self International Conference (Conference Postponed), Québec, Canada.

Potvin, P., **Masson, S.**, Allaire-Duquette, G., Brault Foisy, L.-M., Malenfant-Robichaud, G., **Riopel, M**., **Charland, P**., & Nenciovici, L.* (2019, May). *Développer des tâches cognitives pour mesurer la performance et l'apprentissage en sciences : valeur éducationnelle et propriétés psychométriques en tension* [Paper presentation]. Association francophone pour le savoir (ACFAS) 87th Annual Conference, Gatineau, QC.

Sénécal, A.-M.*, & **Cardoso, W.** (2019, May). *Learning English vocabulary with clickers: Users' perceptions* [Paper presentation]. Computer Assisted Language Instruction Consortium (CALICO) Annual Conference, Montreal, Canada.

Sénécal, A.-M.*, Mezzaluna, V., & **Cardoso, W.** (2020, April). *Learning and teaching English vocabulary with clickers* [Paper presentation]. Supporting Active Learning & Technological Innovation in Studies of Education (SALTISE) 9th Annual Conference (Conference Cancelled),

Shouma, A.*, & **Cardoso, W**. (2019, August). *Tablets in second language education: Learners' and teachers' perceptions* [Paper presentation]. European Association for Computer-Assisted Language Learning (EUROCALL) Annual Conference, Université catholique de Louvain, Louvain-la-Neuve, Belgium.

Sparkes, C. N.*, & **Bernard, R. M**. (2019, April). *Flipped classrooms versus traditional classrooms: A meta-analysis on student achievement in higher education* [Paper presentation]. American Educational Research Association Annual Meeting, Toronto, ON.

Tamim, R. M., *Borokhovski, E.*, El Saadi, L., Kanaan, S., Helder, M., *Pickup, D.*, & **Bernard, R. M.** (2019, April). *Scoping educational technology research: Critical review of publications in selected journals from 2011 to 2017* [Paper presentation]. American Educational Research Association Annual Meeting, Toronto, ON.

Thibeault, J., & **Gauvin, I.** (2019, July). *Quelles sont les similitudes et les différences entre les grammaires du français et de l'anglais ? Le regard d'élèves québécois du secondaire.* [Paper presentation]. l'Association EDiLiC (Éducation et Diversité Linguistique et Culturelle) 8e Congrès international, Instituto de Educação, Universidade de Lisboa, Portugal.

Tsunemoto, A., **Trofimovich, P.**, & **Kennedy, S.** (2020, March). *Examining links between pre-service teachers' experience, their beliefs about pronunciation teaching, and their speech ratings* [Paper presentation]. American Association for Applied Linguistics (AAAL) Annual Conference, Denver, CO.

Tuncay, H.[*], **Cardoso, W.**, & Sarkar, M. (2019, May). *App attrition in computer-assisted language learning: Focus on duolingo* [Paper presentation]. Computer Assisted Language Instruction Consortium (CALICO) Annual Meeting, Montreal, Canada.

Upitis, R., & **Abrami, P. C.** (2019, November). *Predicting enjoyment of music learning across the lifespan: The primary of intrinsic motivation* [Paper presentation]. Education, Research and Innovation 12th International Conference, Seville, Spain.

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Cardoso, W. (2020, September). *New trends in computer-assisted pronunciation teaching* [Invited presentation]. Graduate Program in English, Universidade Federal de Santa Catarina & Departamento de Letras Estrangeiras Modernas (DELEM), at Universidade Federal do Paraná (UFPR), Brazil.

Chapleau, N. (2019, April). *La morphologie dérivationnelle : une approche compensatoire pour l'élève ayant une dyslexie-dysorthographie* [Communication présentée, Conférencière invitée]. La commission scolaire des Navigateurs, Québec, QC.

Chapleau, N. (2019, August). *Comment enseigner la morphologie dérivationnelle?* [Communication présentée aux enseignants]. Centre Académique Lanaudière, Repentigny, QC.

Chapleau, N. (2019, June). *ABRACADABRA : une technologie éducative pour apprendre à lire et à écrire* [Communication proposée]. XIIe congrès de l'Association des Professeurs de Français D'Afrique et de l'Océan Indien (APFA-OI), Dakar, Sénégal.

Chapleau, N., & Beaupré-Boivin, K.* (2019, August). *L'arbre des mots : un programme d'intervention compensatoire de l'orthographe lexicale* [Communication présentée]. L'école d'été en orthopédagogie, Montréal, QC.

Chapleau, N., & Beaupré-Boivin, K.* (2019, May). *La morphologie dérivationnelle dès l'entrée dans l'écrit : une étude exploratoire* [Communication proposée]. 87e congrès de l'ACFAS, Gatineau, ON.

Chapleau, N., & Godin, M.-P. (2019, August). *Apport de la morphologie sur les apprentissages en lecture et en écriture : état des recherches* [Communication présentée]. l'école d'été en orthopédagogie, Montréal, QC.

Chapleau, N., **Laplante, L**., **Brodeur, M**., **Charland, P**., & Beaupré-Boivin, K.* (2019, May). *Les défis de la réalisation d'une étude en milieu scolaire francophone en Côte d'Ivoire* [Communication proposée]. Conférence annuelle de l'Association canadienne des Études africaines, Montréal, QC.

dela Cruz, J. W.,* & **Galante, A.** (2019, September). Plurilingual pedagogy for social justice and transformation: Empowering teachers and learners in second language education. *Addressing social inequity: Local and international perspectives on how to empower and support second language teachers and learners* [Symposium]. EducLang Conference, Ottawa, ON.

Fejzo, A., Saidane, R.*, Whissell-Turner, K.*, & **Chapleau, N.** (2019, mai). Utiliser la stratégie morphologique lors de l'orthographe des mots : peut-on l'enseigner? *Enseigner les connaissances morphologiques : enjeux d'évaluation et d'intervention* [Colloque]. Association francophone pour le savoir (ACFAS) conference, Gatineau, QC.

Fichten, C. (2019, November 14). *Présentation à la Vitrine sur la recherche collégiale* [Invited speaker]. Vitrine sur la recherche au collégiale, Montréal, QC, Canada.

Fichten, C., King, L., *Jorgensen M., & *Havel, A*. (2019, June 11-12). *The potential of mobile technology* [Conference presentation]. 5th Ed-ICT International Network Symposium, Newport Pagnell, England. http://ed-ict.com/workshops/milton-keynes-symposium/programme/

Fichten, C. S., *Rizzo, D., Bailes, S., Creti, L., *Jorgensen, M., & *Libman, E*. (2019, September 20-25). *Is adherence to PAP treatment for apnea associated with improved insomnia-related symptoms?* [Poster session]. World Sleep 2019 Conference, Vancouver, BC.

Galante, A. (2019, April). *How does it feel to use that word? Linking cognition and emotion for social transformation* [Invited talk]. Arts and Multimedia Language Facility at McGill University, Montreal, QC.

Galante, A. (2019, May). Innovative pedagogical practices for second language teacher training. *Bilingual symposium* [Discussant]. Second Language Pedagogies Conference, Sherbrooke, QC.

Galante, A. (2019, May). *"Bonjour, Hi:" From bilingual language separation to plurilingual language integration* [Invited talk]. Discourses in Diversity: Plurilingual Perspectives conference at Vanier College, Montreal, QC.

Galante, A., & dela Cruz, J. W.* (2019, August). Plurilingual speakers navigating monolingual and bilingual policies in Canada. *Plurilingual voices versus bilingual policy: A call for more flexible language policies in Canada and Quebec* [Colloquium]. Multidisciplinary Approaches in Language Policy and Planning Conference, Toronto, ON.

Hassan, G. (2019). *Intimate partner violence; gender roles and sexual violence* [Invited Presentation]. Canadian Academy of Health Science (CAHS), Ottawa, ON.

Hassan, G. (2019). *Violent Extremism in the Digital Era* [Presentation]. Department of Peace and Conflict Studies at the UN mandated University for Peace in Costa Rica.

Hassan, G. (2019, February-March). *Enfants exposés à la violence conjugale: mieux comprendre pour mieux agir. Concertation en violence conjugale: secteur Nord de Montréal* Centre communautaire de Bordeaux-Cartierville, Montréal, QC.

Hassan, G. (2019, May). *Présentation ouverte* [Questions/réponses]. Ateliers «Entre parents d'ados adoptés à l'internationale »,

Hassan, G. (2019, October). *Case management and counselling* [Presentation]. Atlantic Region Association of Immigrant Serving Agencies (ARAISA), Halifax, NS.

Hassan, G. (2019, October). *Intersectionnalité et santé mentale* [Presentation]. Atlantic Region Association of Immigrant Serving Agencies (ARAISA), Halifax, NS.

Hassan, G. (2019, October). *L'évaluation et l'intervention psychosociale en contexte de diversité culturelle: études de cas et ressources* [Colloque]. Cégep Édouard-Montpetit : diversité ethnoculturelle au cégep: de l'inclusion à la réussite éducative, Longueuil, QC.

Hassan, G. (2019, October). *Mental health for newcomers: An overview* [Presentation]. Atlantic Region Association of Immigrant Serving Agencies (ARAISA), Halifax, NS.

Heiman, T., Kaspi-Tsahor, D., & Olenik-Shemesh, D. (Israeli Team) and **King, L., Fichten, C.,** *Jorgensen, M., & **Havel, A**. (Canadian Team). (2019, May 20-22). *The use of personal technologies in the classroom: Canadian and Israeli perspectives* [Conference presentation]. 16th Jerusalem Conference in Canadian Studies, Jerusalem, Israel.

Jorgensen, M., *Havel, A*., **Fichten, C.,** & *King, L.* (2019, June 3-4). *The smartphone in the classroom: Teacher's friend or foe?* [Conference presentation]. 8th Annual Supporting Active Learning and Technological Innovation in the Studies of Education (SALTISE) Conference, Montreal, QC.

King, L., **Fichten, C**., *Jorgensen, M*., Lussier, A., & *Havel, A*. (2019, May 27). Comment marier plusieurs méthodologies et populations complémentaires contribue à faire de la recherche sur l'apprentissage un succès [Presentation]. CSLP Day at the 87e Congrès de l'Acfas, Gatineau, QC.

King, L., *Havel, A.*, Jorgensen, M.,* & **Fichten, C.** (2019, June 11-12). *More than meets the eye: Engaging stakeholders* [Conference presentation]. Ed-ICT International Network 5th Annual Symposium, Newport Pagnell, England. http://ed-ict.com/workshops/milton-keynes-symposium/programme/

King, L., Jorgensen, M.,* **Fichten, C.**, *Havel, A.*, Lussier, A.,* Vo, C.,* & Harvison, M.* (2019, April). *20+ years of Adaptech findings* [Conference presentation]. accessXchange Conference, Montréal, QC.

Lalonde, M. (2019, May). *de l'information en éducation* [Allocution synthèse de 20 minutes et discutant pour les questions du public aux auteurs]. Séminaire International de recherche sur l'Éducation et les Littératies Informationnelle, Médiatique et Numérique (SELIMeN), Montréal, Canada.

Laplante, L., Côté, M.-F., & Saidane, R.* (2019, mai). L'évaluation de la compréhension en lecture en français chez l'apprenti-lecteur de 1re année : défis et enjeux. *Symposium du CEAP* [Symposium]. Association francophone pour le savoir (ACFAS) 87ème réunion annuel, Gatineau, QC.

Lussier, A., **Fichten, C.**, L., K., *Jorgensen, M*., *Havel, A*., & Vo, C.* (2019, mai). Comment donner un coup de pouce aux nouvelles générations de chercheurs. *Colloque de l'ARC* [Colloque]. Association francophone pour le savoir (ACFAS) 87ème réunion annuel, Gatineau, Qc.

Lysenko, L., *Wade, A.*, & **Abrami, P. C.** (2020, June, Scaling up educational technology in Kenyan elementary schools. *Using Technology for Learning: Generalizable Lessons Learned* [Symposium]. Canadian Society for Studies in Education 48th Annual Conference (Conference Cancelled), Western University, Ontario, Canada.

Lysenko, L. V., Maina, G. A., **Venkatesh, V.**, *Kiforo, E.*, & Gatende, A. (2019, May). Electronic portfolios in Kenyan secondary classrooms: Results of the ePEARL pilot study. *The Learning Toolkit in Kenya* [Symposium]. Canadian Association of African Studies Annual Conference, Montreal, QC.

Mamlok, D.* (2020, February). *Guest speaker on behalf of Project Someone* [Media panel]. Youth Resilience 4th Annual Conference, "Call to Action: Approaches to build Youth Resilience and Prevent Radicalization to Violence", Toronto, ON.

McDonough, K. (2019, May). *Citizenship status and social inclusion* [Invited presentation]. Pre-INSAR Local Community Conference, Montreal, QC.

Morin, D. (2019, April). *Rencontre avec le Comité consultatif Communautés culturelles immigrantes* CIUSSS de l'Estrie-CHUS, Sherbrooke, QC.

Morin, D. (2019, June). *Participation à la première rencontre de la table consultative universitaire concernant la mise sur pied de l'Institut diplomatique québécois, en présence de Madame Nadine Girault* [Round table discussion]. Ministre des relations internationales et de la Francophonie, Québec.

Morin, D. (2019, May). *Présentation des résultats du projet UNI-PREV Québec, Direction des affaires étudiantes et institutionnelles* [Invited presentation]. Ministère de l'éducation et de l'éducation supérieure, Québec.

Morin, D. (2019, November). *2ème Rencontre du Comité de pilotage.* Réseau FrancoPREV, Palais des Congrès de Liège, Belgique.

Nenciovici, L.*, Brault Foisy, L.-M., **Potvin, P.**, & **Masson, S.** (2019, mai). Utilisation de l'imagerie par résonance magnétique fonctionnelle (IRMf) en éducation : discussion des principaux types de devis et de leurs caractéristiques respectives. *Annual colloquium of the CSLP Concordia and CEAP UQAM* [Session]. l'Association canadienne-française pour l'avancement des sciences (Acfas) 87e Congrès annuel, Gatineau, Québec.

Rabah, J. (2019, December). *Empowering youth to build peace through the protection and preservation of heritage* [Information sessions]. Arab World Heritage Young Professionals Forum, Tunis, Tunisia. https://projectsomeone.ca/project-someone-at-the-arab-world-heritage-young-professionals-forum/

*Rizzo, D., Lavigne, G., Bergeron, J., Bailes, S., Creti, L., **Fichten, C.,** & *Libman, E.* (2019, September 20-25). *Dangerous driving risk in drivers with obstructive sleep apnea who experience fatigue* [Poster session]. World Sleep 2019 Conference, Vancouver, BC, Canada.

Simon, L., Gateau, T. B., **Venkatesh, V.**, Bérubé, J.*, Germain, O., Bisaillon, J.-R., & Mahy, I. (2019, mai). L'« esprit entrepreneurial » artistique et culturel au Québec en dialogue avec les potentialités et les défis du numérique : approches empiriques des pratiques. [Colloque]. Association francophone pour le savoir (ACFAS) 87e congrès annuel, Gatineau, QC.

Snider, L.*, & **Venkatesh, V.** (2019, mai). Les apports du numérique dans la production, diffusion et médiation d'œuvres nées de la scène musicale du métal extrême. *L'« esprit entrepreneurial » artistique et culturel au Québec en dialogue avec les potentialités et les défis du numérique : approches empiriques des pratiques* [Symposium]. Association francophone pour le savoir (ACFAS) 87e congrès annuel, Gatineau, QC.

Venkatesh, V. (2019, October). *The Walrus Talks Toronto* [Invited speaker]. Part of a national series, each featuring seven key speakers who discuss important and relevant Canadian topics for seven minutes each, Toronto, ON. https://youtu.be/ylxDwziIYwA

Venkatesh, V. (2019, October). *Challenges and solutions in the prevention of violent extremism through education: Promoting evidence-based activities for youth resilience and engagement* [Interactive debate side event]. UNESCO General Conference 40th Session. https://projectsomeone.ca/pve-through-education-event-unesco-general-conference/

Venkatesh, V., Bérubé, M.*, Harb, R.*, Hichri, J., & **Gauvin, I.** (2019, mai). Le préjugé du jour : une analyse mixte sur les cyberdiscussions portant sur l'islamophobie au Québec entre 2014 et 2018. *Quelles méthodologies pour rendre compte de l'apprentissage ?* [Colloque]. l'Association canadienne-française pour l'avancement des sciences (Acfas) 87e Congrès annuel, Gatineau, QC.

Wade, A., **Abrami, P. C.**, & Del Col, N. (2020, January 27). *Using technology to improve literacy in the Global South: LTK+* [Invited presentation]. World Vision Rwanda, Kigali, Rwanda.

Wade, A., **Abrami, P. C.**, & Marsh, J. (2020, January 20). *Using technology to improve literacy in the Global South: LTK+* [Invited presentation]. A2i, Dhaka, Bangladesh.

Wade, A., **Abrami, P. C.**, & WaGioko, M. (2019, May 19). *Using ePEARL to develop self regulated learning skills* [Invited presentation]. Kenya Girl Guides Association, Nairobi, Kenya.

WORKSHOPS & OTHER ACTIVITIES (23)

Borokhovski, E. (2019). *Methodology and practice of meta-analyses* [32 hours of seminars and workshop activities]. Training for Ph. D. students and the faculty at Southern Federal University (Academy of Psychology and Pedagogy), Rostov-on-Don, Russia.

Center for the Study of Learning & Performance. (2019 onwards). *Teaching Early Literacy with the Learning Toolkit+* [Training modules for teachers using the LTK+]. https://literacy.concordia.ca/tpd/

Center for the Study of Learning & Performance. (2020, March). *Literacy Portal* [Website portal for LTK+ resources]. https://literacy.concordia.ca/en/index.html

Galante, A. (2019, December). *The plurilingual turn in ESL teaching and learning—Implementing linguistically and culturally responsive pedagogy* [Workshop]. Commission scolaire de la Pointe-de-l'Île, Montréal, QC.

Galante, A. (2019, May). *Practical applications and tasks for including plurilingual and pluricultural competence in the second language classroom* [Invited workshop presentation]. Languages Without Borders/Langues sans frontières conference from the Canadian Association of Second Language Teachers, Fredericton, NB.

Hassan, G. (2019). *Promouvoir la résilience identitaire des enfants réfugiés et immigrants* [Webinar]. Centre for Addiction and Mental Health (CAMH): Projet sur la santé mentale des immigrants et des réfugiés, Toronto, ON.

Hassan, G. (Ongoing). *Eight training modules on the prevention of violent radicalization intended to health and social services, as well as education professionals* [Sessions offered to various groups].

Kiforo, E., & Iminza, R**.** (2019, April). *ICL ABRA teacher training, Meru and Kirindon, Kenya* [Workshop]. In support of the Learning Toolkit, Concordia University.

Kiforo, E., & Iminza, R**.** (2019, April-May). *ABRA refresher training, Kirindon, Kenya* [Workshop]. In support of the Learning Toolkit, Concordia University.

Kiforo, E., & Iminza, R. (2019, June). *STTC English faculty training, Kenya* [Workshop]. In support of the Learning Toolkit, Concordia University.

Mekki-Berrada, A., **Venkatesh, V.**, & Harb, R.* (2019, December). *Round table discussions and workshops on youth engagement* [Workshops]. Euro-Mediterranean seminar for the engagement of youth and women against extreme violence and radicalization, Rabat, Morocco. https://projectsomeone.ca/canadian-delegation-at-the-euro-mediterranean-seminar-for-the-engagement-of-youth-and-women-against-extreme-violence-and-radicalization/

Morin, D. (2019, December). *Atelier de travail sur les « mauvaises pratiques » en prévention/intervention* [Workshop]. RAPS et Chaire UNESCO-PREV, CLSC du Parc Extension, Montréal.

Morin, D. (2019, November). *Échanges de bonnes pratiques en matière d'évaluation des politiques* [Workshop]. Comité de pilotage du Réseau FrancoPREV, Palais des Congrès de Liège, Belgique.

Project Someone, & **Venkatesh, V**. (2019, April). *Digital citizens of tomorrow: A handbook for trainers* [Booklets of training materials (in English and Arabic) that address critical digital literacy]. Project Someone (Lebanon Project). https://projectsomeone.ca/digital-citizens-of-tomorrow-workbooks/

Prosper, W., & **Project Someone** (2020, March). *PROFILE explainer* [Video short]. Project Someone. https://vimeo.com/397546083

Rabah, J., **Chang-Kredl, S**., Shaikh, M., Galloway, B., Varas-Diaz, N., **Venkatesh, V.,** & **Hassan, G.** (2019). *"Hate To Hope" Massive Open Online Course Videos* [Seven videos available with English, French and Arabic subtitles]. Project Someone. https://projectsomeone.ca/hate-to-hope-massive-open-online-course-videos/

Snider, L.*, Haraké, E., *Urbaniak, K.*, Narayana, M., & **Venkatesh, V**. (2019). *Social and racial profiling in Canada: A silent landscape* [Infographics tool]. Project Someone. https://projectsomeone.ca/new-infographics-tool-to-combat-racial-and-social-profiling/

Thomas, T.*, Faucher, J.*, Morrow, J., Dimitrakopoulos, P., & **Project Someone**. (2019, June). *New policy briefs targeting Canadian social issues* [Five policy briefs]. Project Someone. https://projectsomeone.ca/new-policy-briefs-targeting-canadian-social-issues/

Venkatesh, V. (2019, April). *Social pedagogy to promote a pluralistic dialogue: Lessons learned from the SOMEONE project* [Webinar]. Association for the Educational Application of Computer Technology at the Post-Secondary Level (APOP), Québec, QC. https://projectsomeone.ca/social-pedagogy-to-promote-a-pluralistic-dialogue-lessons-learned-from-the-someone-project-webinar/

Venkatesh, V., & **Chapman, O.** (2019, May). *Landscape of Hope Explainer* [Nine-minute video short]. Project Someone. https://projectsomeone.ca/new-landscape-of-hope-explainer-video/

Venkatesh, V., & **Chapman, O.** (2019, October). *Landscape of Hate Explainer* [Five-minute video short]. Project Someone. https://projectsomeone.ca/landscape-of-hate-explainer-video/

Venkatesh, V., Mondesir Villefort, E. F., Hayes, J. R., & Prosper, W. (2019, August). *Panel on racial and social profiling* [Youth workshop and panel on racial and social profiling moderated by **Annabelle Brault**]. Project Someone, Grimposium, & Heavy Montréal. https://projectsomeone.ca/panel-on-racial-and-social-profiling-available-online/

Venkatesh, V., *Urbaniak, K.*, Narayana, M., Scrivens, R.*, Harb, R.*, Cheikh-Ibrahim, R., Thomas, T.*, & Rodier, S. (2019). *Words in Context Database* [Database that uses Corpus-Assisted Critical Discourse Analysis (CACDA) to critically analyze recent hate discourse on popular online spaces]. Project Someone. https://projectsomeone.ca/new-database-to-inform-online-hate-speech/

MEDIA APPEARANCES & POPULAR PRESS (156)

Addressing hate is a collective action. (2019, April 2). *The McGill Tribune*. [**D. Morin** interviewed]

Revendication de Daech des attentats au Sri Lanka. (2019, April 23). *L'heure du monde | ICI Radio-Canada Première*. [**D. Morin** interviewed] https://ici.radio-canada.ca/premiere/emissions/l-heure-du-monde/episodes/432297/audio-fil-du-mardi-23-avril-2019/5

Les revendications opportunistes du groupe État islamique. (2019, April 24). *Le Devoir*. [**D. Morin** interviewed]

Why hasn't Facebook banned any far-right groups in Quebec? (2019, April 25). *CBC News*. [**D. Morin** interviewed]

Le père d'Alexandre Bissonnette demande au PM Trudeau de ne plus associer son fils au terrorisme. (2019, April 26). *106.9 FM, Drainville PM*. [**D. Morin** interviewed]

Acte commis par un terroriste à El Paso. (2019, August 5). *Ici Radio-Canada Première, C'est encore mieux l'après-midi*. [**D. Morin** interviewed]

Acte commis par un terroriste à El Paso. (2019, August 5). *104,7 FM, Solide comme le Roch*. [**D. Morin** interviewed]

Acte commis par un terroriste à El Paso. (2019, August 5). *98,5 FM, Drainville PM*. [**D. Morin** interviewed]

Acte commis par un terroriste à El Paso. (2019, August 6). *Ici Radio-Canada Première, Le 6 à 9*. [**D. Morin** interviewed]

Le suprémacisme blanc, une maladie nationale et non mentale. (2019, August 12). *Le Devoir*. [**D. Morin** interviewed]

La disparition d'Édith Blais. (2019, December 12). *Ici Radio-Canada Première, Par ici l'info*. [**D. Morin** interviewed]

Il reste de l'espoir de retrouver Édith Blais. (2019, December 13). *107,7 FM, Que l'Estrie se lève*. [**D. Morin** interviewed]

Nés en Syrie de parents djihadistes. (2019, November 12). *ICI RDI, 24/60*. [**D. Morin** interviewed]

Combattants et leurs enfants, nés en Syrie de parents djihadistes. (2019, November 24). *Ici Radio-Canada, Les faits d'abord*. [**D. Morin** interviewed]

Extrémisme écologique. (2019, October 8). *Ici Radio-Canada Première, Écoutez l'Estrie*. [**D. Morin** interviewed]

Éco-terrorisme : un mouvement naissant. (2019, October 9). *107,7 FM, Estrie (Les meilleurs moments du 98,5)*. [**D. Morin** interviewed]

Extrémisme écologique. (2019, October 9). *107,7 FM, Estrie, Le Québec maintenant*. [**D. Morin** interviewed]

Terrorisme. (2019, October 15). *Ici RDI*. [**D. Morin** interviewed]

Mort du chef de l'État islamique. (2019, October 28). *ICI Radio-Canada Première, Première heure*. [**D. Morin** interviewed]

Mort du chef de l'État islamique. (2019, October 29). *ICI RDI, 24/60*. [**D. Morin** interviewed]

Bientôt une équipe de lutte à la radicalisation en Estrie. (2019, September 10). *Ici Radio-Canada Estrie*. [**D. Morin** interviewed]

Dix-huit ans après les attentats du onze septembre. (2019, September 11). *Ici Radio-Canada Première Estrie*. [**D. Morin** interviewed]

L'équipe de prévention contre la radicalisation a suivi six personnes depuis sa création. (2019, September 16). *La Tribune*. [**D. Morin** interviewed]

Libération des otages : comment réagit-on au Canada? . (2020, March). *TV5 Monde info*. [**D. Morin** interviewed] https://www.youtube.com/watch?v=_CgguH50pGo

Alves, A. R. (2020, May 1). Crise evidencia symbiose entre Trump e evangélicos [**A. Gagné** interviewed]. *O Globo (Brazil)*.

Argentino, M.-A.*, & **Gagné, A.** (2020, April 10). Les prêcheurs au temps de la COVID-19: Complots, combat spirituel et remèdes miracles [Op-Ed]. *La Conversation Canada*. https://theconversation.com/les-precheurs-au-temps-de-la-covid-19-complots-combat-spirituel-et-remedes-miracles-135482

Asselin, G. (2019, July 10). La sortie du film 'Unplanned' et l'influence de la droite chrétienne aux ÉtatsUnis et au Canada [**A. Gagné** interviewed]. *Le Téléjournal de Radio-Canada, Montreal*.

Beaumont, M. (2020, January). Arrestation de M. Auclair à Granby. *Radio-Canada Estrie, Par ici l'info*. [**D. Morin** interviewed]

Beaumont, M. (2020, March 16). La libération d'Édith Blais. *Radio-Canada Estrie, Par ici l'info*. [**D. Morin** interviewed]

Biron, P. P. (2020, March 5). S'assurer d'outiller le réseau face au phénomène. *Le Journal de Québec*. [**M. Brodeur** & *M. Janosz* interviewed] https://www.journaldequebec.com/2020/03/05/sassurer-doutiller-le-reseau-face-au-phenomene

Bitu-Tshikudi, P. (2020, January 17). Arrestation de Patrick Matthews. *6 à 9, Radio-Canada Manitoba*. [**D. Morin** interviewed]

Brennan, J. (2020, April 9). Concordia's literacy tools are a key part of the Government of Quebec's new online learning portal for the pandemic [**A. Wade** quoted]. *Concordia News*. http://www.concordia.ca/news/stories/2020/04/09/concordias-literacy-tools-are-key-to-the-government-of-quebecs-new-online-learning-portal-for-the-pandemic.html

Briggs, M. (2020, January 27). Paula White's Strange Prayer Doesn't Make Sense to Most People [**A. Gagné** quoted]. *Church Leaders*. https://churchleaders.com/news/369725-paula-white-prayer.html

Brochu, T. (2020, January 8). Le djihadisme continue, l'extrême-droite émerge. *La Tribune*. [**D. Morin** interviewed] https://www.latribune.ca/retrospectives-de-la-decennie/immigration-terrorisme-et-laicite-698673802a0b9c004959288a8330ed6a

Brochu, T. (2020, March 14). Édith Blais : « Pas la fin de l'histoire », pense le prof Morin. *La Tribune*. [**D. Morin** interviewed] https://www.latribune.ca/actualites/sherbrooke/edith-blais--pas-la-fin-de-lhistoire--pense-le-pr-morin-bf0d4ca98f8e8292f1246d8e15082d05

Brochu, T. (2020, March 14). Édith Blais a échappé à ses ravisseurs. *La Tribune*. [**D. Morin** quoted] https://www.latribune.ca/actualites/sherbrooke/edith-blais-a-echappe-a-ses-ravisseurs-977399679ff6f44703a808c27eec12d3

Browne, R. (2019, July 22). How a proposed conversion therapy ban and LGBTQ2 issues are mobilizing Canada's Christian Right [**A. Gagné** interviewed]. *Global News*. https://globalnews.ca/news/5511047/conversion-therapy-ban-3/

Brulotte, R. (2019, May 23). Retrouvailles en sciences de l'éducation. *Le Journal de Montréal*. [**M. Brodeur** featured] https://www.journaldemontreal.com/2019/05/23/retrouvailles-en-sciences-de-leducation

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STUDENT SUPERVISION

STUDENTS—POSTDOCTORAL SUPERVISION (11)

Bérubé, M. (2019-2021). *Building counter narratives to Islamist propaganda* [Post-doctoral fellow, supervised by **V. Venkatesh** (Total value of SSHRC award $90,000)]. Concordia University.

Bordeleau, M.-L. (In Progress). *Narration groupale et trauma* [Postdoctoral fellowship, supervised by **C. Rousseau**]. McGill University.

Chaffee, K. E. (In Progress). *Math is for boys, language is for girls: How parents' gender stereotypes affect students' education* [Postdoctoral fellowship, supervised by **I. Plante**]. Université du Québec à Montréal (UQAM).

Frounfelker, R. (In Progress). *The determinants of sympathy for violent radicalization : a meta analysis* [Postdoctoral fellowship, supervised by **C. Rousseau**]. McGill University.

Mamlok, D. (2018-2020). *Media literacy to develop resilience against hate in children* [Post-doctoral fellow, co-supervised by **S. Chang-Kredl** and **V. Venkatesh**]. Concordia University.

Miconi, D. (In Progress). *Evaluation of youth sympathy for violent radicalisation in college students* [Postdoctoral fellowship, supervised by **C. Rousseau**]. McGill University.

Rizzo, D. (In Progress). *Sleep, driving and OSA* [Group supervision, including **C. Fichten**]. McGill University.

Rodriguez Burgos, J. C. (In Progress). *Project teaching and learning pronunciation: Speech technologies* [Visiting scholar, Universidad de Quintana Roo - Mexico; supervised by **W. Cardoso**]. Concordia University.

Scrivens, R. (2017-2019). *Building resiliency against hatred and radicalization leading to violent extremism in Canada* [Post-doctoral fellow, supervised by **V. Venkatesh**]. Concordia University (Concordia Horizon Postdoctoral Fellowship Program, total value $110,00).

St. Laurent, M.-R. (2020-2022). *Studying extremist narratives in underground cultural scenes* [Post-doctoral fellow, supervised by **V. Venkatesh**]. Concordia University (SSHRC Postdoctoral Fellowship, $90,000).

Zoldan, Y. (In Progress). *Evaluation of a training program for cultural competence* [Postdoctoral fellowship, supervised by **C. Rousseau**]. McGill University.

STUDENTS—PHD SUPERVISION, DISSERTATIONS DEFENDED (6)

Arvisais, O. (2020). *Accès, persévérance scolaire et sentiment de sécurité des élèves du programme d'éducation accélérée au camp de réfugiés de Dadaab au Kenya* [Doctoral dissertation, supervised by **P. Charland**]. Université du Québec à Montréal (UQAM).

Jaimes, A. (2019, September). *L'expérience des professionnels de la santé ayant travaillé en Haïti suite au séisme du 12 janvier 2010. Perspectives croisées* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Lesage, M. (2019, December). *Le développement et la mise en œuvre d'une application internet pour l'implantation d'un processus d'évaluation hiérarchique des apprentissages* [Doctoral dissertation, co-supervised by **M. Riopel**]. Université du Québec à Montréal (UQAM).

Martin, C. (2019, May). *L'enseignement du cinéma dans la classe d'arts plastiques : deux études de cas d'écoles secondaires de la province de Québec* [Doctoral dissertation, supervised by **D. Pariser**]. Concordia University.

Mercier, M.-J. (2019, December). *Évaluation des critères d'admissibilité au programme SIPPE par des mères immigrantes* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Narayana, M. (2019). *Developing 21st century skills in workplace settings* [Doctoral dissertation, co-supervised by **V. Venkatesh**]. Concordia University.

STUDENTS—PHD SUPERVISION (104)

Abdul-Rahman, I. (In Progress). *Les facteurs de changement dans la thérapie de personnes ayant un vécu de violence familiale dans l'enfance* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Affes, A. (In Progress). *Age effects on the acquisition of French as a second language pronunciation by Arabic-speaking children* [Doctoral dissertation, co-supervised by **W. Cardoso**]. Concordia University. INDI Program (Tunisia-Canada partnership).

Aillon, J.-L. (In Progress). *Le malaise des adolescents dans un contexte de globalisation* [Doctoral dissertation, co-supervised by **C. Rousseau**]. McGill University.

Akbari, E. (In Progress). *Topic not yet defined* Concordia University.

Albanese, C. (In Progress). *Processus migratoires et santé mentale : Une étude de l'alcoolisme chez les immigrants et réfugiés salvadoriens à Montréal* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Alves, T. B. (In Progress). *An evaluation of text-to-speech synthesizers forthe foreign language classroom* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University.

Argentino, M.-A. (In Progress). *Digital ideologies: The rise of the QAnon conspiracy theory as an ideologically motivated violent extremism threat.* (Doctoral dissertation, supervised by **A. Gagné**), Concordia University, Montreal, QC.

Auclair, A. (in progress). *Rôle du mécanisme d'inhibition dans l'apprentissage des concepts de base en mathématiques des élèves en début de parcours scolaire* [Doctoral dissertation, supervised by **S. Masson**]. Université du Québec à Montréal (UQAM).

Baba, N. (In Progress). *The Uprising of Women in the Arab world: the use of the web and Facebook for the empowerment of women* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Barcomb, M. (In Progress). *Video interactions and the acquisition of L2 pronunciation* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University.

Beaulieu, M. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM).

Bergeron, A. (In Progress). *Learners' attitudes towards French: Preferences, pronunciation and motivation from a sociolinguistic view* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.

Bissonnette, M. (In Progress). *Scientific literacy at the secondary level: Adding a peer-review step to scientific inquiry interventions* [Doctoral dissertation, supervised by **P. Potvin** & **P. Chastenay**, Université du Québec à Montréal (UQAM)].

Blanchette-Sarrasin, J. (in progress). *Effets d'un enseignement du concept de neuroplasticité sur la mobilisation du contrôle inhibiteur et sur la performance à une tâche en mathématiques chez des élèves en difficulté d'apprentissage* [Doctoral dissertation, supervised by **S. Masson**]. Université du Québec à Montréal (UQAM).

Brault Foisy, L.-M. (in progress). *Effets de deux interventions pédagogiques en lecture sur les processus de recyclage neuronal de lecteurs novices* [Doctoral dissertation, co-supervised by **S. Masson** and **M. Riopel**]. Université du Québec à Montréal (UQAM).

Brito, J. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **A. Gagné**]. Concordia University: Department of Religions and Cultures.

Broley, L. (In Progress). *Mathematics problem-solving in elementary school students* [Doctoral dissertation, co-supervised by **V. Venkatesh**]. Concordia University.

Bruyère, M.-H. (in progress). *Topic not yet defined* [Doctoral dissertation, supervised by **P. Potvin**]. Université du Québec à Montréal (UQAM).

Budd, J. (In Progress). *Learning disabilities, technologies, and quality of life* [Doctoral dissertation, co-supervised by **C. Fichten**]. McGill University.

Campbell, H. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **A. Gagné**]. Concordia University: Department of Theological Studies.

Chacon Valdez, Y. (in progress). *L'influence du soutien parental sur la persévérance et la réussite scolaire des élèves issus de l'immigration en mathématiques et sciences* [Doctoral dissertation, co-supervised by **I. Plante**]. Université du Québec à Montréal (UQAM).

Chalupa, A. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **C. Rousseau**]. McGill University.

Chen, T.-H. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **K. McDonough**]. Concordia University.

Chiras, M. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **A. Galante**]. McGill University.

Chung, R. (In Progress). *Input variation and the learning of French as a second language* [Doctoral dissertation, co-supervised by **L. Collins** and **W. Cardoso**]. Concordia University.

Colannino, D. (In Progress). *Constructions of childhood in youth literature and graphic novels* [Doctoral dissertation, supervised by **S. Chang-Kredl**]. Concordia University.

Cyr, G. (In Progress). *L'intégration de la diversité sexuelle dans l'enseignement des sciences au secondaire* [Doctoral dissertation, supervised by **M. Riopel**]. Université du Québec à Montréal (UQAM).

Das, S. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **V. Venkatesh**]. Concordia University.

de Souza, A. M. (In Progress). *La pertinence de la coda miroir en tant qu'objet phonologique* [Doctoral dissertation, co-supervised by **W. Cardoso**]. Université du Québec à Montreal.

dela Cruz, J. W. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **A. Galante**]. McGill University.

Doyon, N. (In Progress). *Matter, meaning and migration: Developing inclusive pedagogies* [Doctoral dissertation, supervised by **D. Pariser**]. Concordia University.

Etheridge, J. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J. C. Castro**]. Concordia University.

Farkhak, S. (In Progress). *Fragmentary art education: A strategy of becoming pedagogical in Iranian communities* [Doctoral dissertation, co-supervised by **D. Pariser** & L. Blair]. Concordia University.

Farran, C. (In Progress). *La perception du diagnostic et de la médication des enfant souffrant de TDAH par des parents issus de minorités ethniques et culturelles* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Faucher, J. (In Progress). *The Picaresque and promoting being* [Doctoral dissertation, supervised by **B. Nelson**]. Concordia University.

Forget, B. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J. C. Castro**]. Concordia University.

Fréchette-Simard, C. (In Progress). *Rôle de l'anxiété de performance dans la qualité de la transition du primaire au secondaire chez les filles et les garçons* [Doctoral dissertation, supervised by **I. Plante**]. Université du Québec à Montréal (UQAM).

Frissen, T. (In Progress). *The determinants of sympathy for violent radicalization: a meta analysis* [Doctoral dissertation, advised by **C. Rousseau**]. McGill University.

Ghandour, Y. (In Progress). *Montessori Curriculum and Children's Play* [Doctoral dissertation, co-supervised by **S. Chang-Kredl**]. Concordia University.

Greer, G. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by J. C. Castro]. Concordia University.

Griffiths, E. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **S. Kennedy**]. Concordia University.

Grimshaw, J. (In Progress). *Speech technologies in second/foreign language learning* [Doctoral dissertation, co-supervised by **W. Cardoso** and **L. Collins**]. Concordia University.

Hamed, H. (In Progress). *Topic not yet defined* [Doctoral dissertation, co-supervised by **S. Kennedy**]. Concordia University.

Hamed, H. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **A. Galante**]. McGill University.

Harb, R. (In Progress). *Philosophy of adult education* [Doctoral dissertation, supervised by **V. Venkatesh**]. Concordia University.

Hendry, C. (In Progress). *The effects of instruction on the L2 acquisition of Mandarin tones* [Doctoral dissertation, co-supervised by **W. Cardoso** and **L. Collins**]. Concordia University.

Jackson, S. (In Progress). *The problem with English /h/: Its perception, production and pedagogy* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University.

Javaherpour, A. (In Progress). *Teaching critical judgment through financial literacy* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University.

Johnson-Lafleur, J. (In Progress). *Using electronic knowledge resources for person-centered medicine* [Doctoral dissertation, supervised by **C. Rousseau**]. McGill University.

Jutras-Dupont, C. (In Progress). *Influence de l'approche pédagogique sur la motivation et la réussite scolaires des élèves de la formation professionnelle* [Doctoral dissertation, co-supervised by **A. Dubeau** & **I. Plante**]. Université du Québec à Montréal (UQAM).

Khyar, R. (In Progress). *Le parcours de travail des réfugiés Syriens* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Labrie, M.-P. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J. C. Castro**]. Concordia University.

Lacombe Barrios, J. (In Progress). *Création et validation d'un testévaluant la conscience morphologique chez les enfants québécois du primaire* [Doctoral dissertation, co-supervised by **N. Chapleau**]. Université du Québec à Montréal (UQAM).

Lapierre, C. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **S. Kennedy**]. Concordia University.

Lapierre, H. G. (In Progress). *Étude de l'enseignement apprentissage dans un système tutoriel émotivement et cognitivement intelligent* [Doctoral dissertation, supervised by **P. Charland**]. Université du Québec à Montréal (UQAM).

Lavoie, L. (In Progress). *La création d'un projet commun comme espace transitionnel et l'expérience de l'altérité qu'elle implique chez les adolescents : une initiative de prévention des polarisations* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Lebrun, A. (In Progress). *Évaluation du service de consultation interculturelle en centre jeunesse* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Lecours, V. (In Progress). *L'impact de la pression parentale sur l'anxiété de performance et la certitude du choix de carrière à la fin du secondaire* [Doctoral dissertation, supervised by **I. Plante**]. Université du Québec à Montréal (UQAM).

Lindberg, R. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.

Liu, C. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **K. McDonough**]. Concordia University.

Long, N. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J. C. Castro**]. Concordia University.

Loumakis, S. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **A. Gagné**]. Concordia University: Department of Religions and Cultures.

Lyonnais-Lafond, G. (In Progress). *Living together in Challenging times: the predictors of violent radicalizations among college youth in Canada* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Maclean, T. (In Progress). *Epistemic democracy and music education* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University.

Marec, C. É. (In Progress). *Les enseignants du primaire face à l'enseignement de la science et de la technologie : analyse de leur sentiment de compétence et de leur attitude envers l'enseignement des S&T sous l'angle de leur rapport au savoir* [Doctoral dissertation, co-supervised by **P. Potvin** & P. Chastenay]. Université du Québec à Montréal (UQAM).

Mehpidou, D. (In Progress). *L2 Writing via speech recognition (preliminary)* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University.

Miceli, C. (In Progress). *Imaging the self onto Christ: The (futile) quest for the face of Jesus* [Doctoral dissertation, supervised by **A. Gagné**]. Concordia University: Department of Religions and Cultures.

Molano Nino, N. Y. (In Progress). *Pratiques pédagogiques en ERE* [Doctoral dissertation, co-supervised by **P. Charland**]. Université du Québec à Montréal (UQAM).

Moussally, S. (In Progress). *The use of personal assistants (speaking robots) in second/ foreign language learning* [Doctoral dissertation co-supervised by **W. Cardoso** and **S. Kennedy**]. Concordia University.

Naweed, O. (In Progress). *Family violence towards older immigrant women: complex solutions for a complex problem* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Nenciovici, L. (In Progress). *Effets immédiats et différés d'un enseignement comprenant des alertes émotives exécutives sur l'apprentissage de concepts scientifiques contreintuitifs et sur l'activation des régions liées au contrôle inhibiteur* [Doctoral dissertation, co-supervised by **S. Masson** and **P. Potvin**]. Université du Québec à Montréal (UQAM).

Noroozi, N. (In Progress). *A study on the temporal dimensions of theorizing for struggle* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University.

Notici, N. (In Progress). *La déshumanisation en prévention de la radicalisation violente* [Doctoral dissertation, co-supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Ousman, S. (In Progress). *L'évaluation du risque dans les trajectoires des radicalisation violente* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Paradis, A. (In Progress). *Dyslexie et traitement des informations de nature visuelle et phonologique lors de l'identification des mots écrits* [Doctoral dissertation, co-supervised by **L. Laplante**]. Université du Québec à Montréal (UQAM).

Pauls, K. (In Progress). *Love, Care and Professionalism in Early Childhood Education* [Doctoral dissertation, supervised by **S. Chang-Kredl**]. Concordia University.

Perron, J.-F. (In Progress). *L'indécision scolaire et professionnelle à l'adolescence : facteurs motivationnels, sources d'indécision et développement des fonctions exécutives liées à la prise de décision* [Doctoral dissertation, co-supervised by **S. Masson**]. Université du Québec à Montréal (UQAM).

Pigeon-Gagné, É. (In Progress). *La stigmatisation de la maladie mentale dans un contexte de mondialisation : une étude ethnographique courte au Burkina Faso* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Pronovost, M. (In Progress). *Identification des facteurs qui influencent les l'intérêt et la motivation pour les études en sciences* [Doctoral dissertation, co-supervised by **P. Potvin** & **M. Riopel**]. Université du Québec à Montréal (UQAM).

Pugliese Castro, A. (In Progress). *Topic not yet defined* [Doctoral dissertation, co-supervised by **D. Pariser** & L. Blair]. Concordia University.

Reid, E. (In Progress). *Albertan pre-service teachers' views on the role of religious literacy as an educational aim for civic competency in K-12 schools* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University.

Ruivivar, J. A. (In Progress). *Spoken grammar and the second language speaker* [Doctoral dissertation, supervised by **L. Collins**]. Concordia University.

Saidane, R. (In Progress). *Les effets d'un programme en conscience morphologique sur le développement du lexique orthographique chez des élèves arabophones scolarisés en français langue seconde* [Doctoral dissertation, co-supervised by **A. Fezjo** & **N. Chapleau**]. Université du Québec à Montréal (UQAM).

Saleh, T. (In Progress). *Higher educational access for racialized communities in metropolitan Canada* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University.

Savard, C. (In Progress). *La sélection d'aide formelle et informelle pour soutenir leur enfant autiste par cinq familles de l'Asie du Sud vivant dans ParcExtension : étude qualitative de cas* [Doctoral dissertation, supervised by **C. Rousseau**]. McGill University.

Savard, É. (In Progress). *L'évaluation du risque dans les trajectoires des radicalisation violente* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Sellami, A. (In Progress). *Topic not yet defined* [Doctoral dissertation, co-supervised with A. Ammar by **K. McDonough**]. Université de Montréal.

Sheepy, E. (In Progress). *Exploring students' concepts of sampling and inference: A meta-analysis of instructional methods* [Doctoral dissertation, supervised by **R. Schmid**]. Concordia University.

Shodjaee-Zrudlo, I. (In Progress). *Modernity and moral education* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University.

Skelling-Desmeules, Y. (In Progress). *Étude neurophysiologique de la performance d'apprenants dans un jeu sérieux pour apprendre la physique* [Doctoral dissertation, co-supervised by **P. Charland** & **M. Riopel**]. Université du Québec à Montréal (UQAM).

Snider, L. (In Progress). *Topic not yet defined* [Doctoral dissertation, co-supervised by **V. Venkatesh**]. Concordia University.

Strachan, L. (In Progress). *More than meets the ear: Lexical, social, and contextual influences on aural perception of non-salient morphology* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.

Sundberg, R. (In Progress). *The effects of music on the acquisition of a second language in a mobile environment* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University.

Tairi, T. (In Progress). *Comment le discours théologique peut contribuer efficacement dans le processus de déradicalisation et du disengagement de l'extrémisme violent.* (Doctoral dissertation, co-supervised by **D. Morin** & D. Bouzar). Université de Sherbrooke, Montreal, QC.

Taylor Reid, K. (In Progress). *Do accents speak louder than words? Exploring social attitudes toward L2 speakers of English in two Canadian linguistic environments* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.

Tekin, O. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.

Thibault, F. (In Progress). *Effet d'une intervention pédagogique basée sur l'inhibition sur la performance académique, le changement conceptuel et le développement de l'inhibition* [Doctoral dissertation, co-supervised by **P. Potvin** and **S. Masson**]. Université du Québec à Montréal (UQAM).

Toubiana, D. (In Progress). *Traumatisme, génocide et création littéraire* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

Tsunemoto, A. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.

Uludag, P. (In Progress). *Assessing L2 writing* [Doctoral dissertation, co-supervised by **K. McDonough** & **S. Kennedy**]. Concordia University.

Vinuesa, V. (In Progress). *Études des cas d'établissements de formation d'enseignants au primaire valorisant les stages à l'étranger* [Doctoral dissertation, co-supervised by **P. Charland**]. Université du Québec à Montréal (UQAM).

Wilkie, G. (In Progress). *Queer Theories and Childcare Educators* [Doctoral dissertation, supervised by **S. Chang-Kredl**]. Concordia University.

Wuyckens, G. (In Progress). *Study of design fiction as a critical inquiry tool in media education* [Doctoral dissertation, co-supervised by **M. Lalonde**]. Université du Québec à Montréal (UQAM).

Zineb, S. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

STUDENTS—MA SUPERVISION, THESES DEFENDED (23)

Apaloo, M. (2019, September). *Examining the effects of cross-linguisticawareness on the acquisition of English possessive determiners: The case of Brazilian Portuguese speakers* [Master's thesis, supervised by **W. Cardoso**]. Concordia University.

Bissonnette, M. (2019, September). *Portrait de la compétence en pensée critique d'adolescents de la fin du secondaire à l'égard des informations scientifiques transmises par des médias québécois* [Master's thesis, supervised by **P. Chastenay**]. Université du Québec à Montréal (UQAM).

Bretholz, R. (2020, June). *Arts entrepreneurship and the importance of shared spaces* [Master's thesis, co-supervised by **D. Pariser** & L. Blair]. Concordia University.

Cheng, Z. (2019). *The potential of alternate reality games forexperiential learning in China* [Master's degree, supervised by **D. Waddington**]. Concordia University.

Christiaans, J. (2019, January). *Designing and developing curriculum for a Guadeloupean high school: Exploring youth identity with Tumblr* [Master's thesis, supervised by **V. Venkatesh**]. Concordia University.

dela Cruz, J. W. (2019). *Cross linguistic influence and plurilingual pedagogy* [MA thesis, supervised by **A. Galante**]. McGill University.

Dumas, J. (2019, April). *Using CentralReach: Technology as a tool to improve educator and parent experiences in early childhood intervention therapy for children with ASD* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University. https://spectrum.library.concordia.ca/985232/1/Dumas_MA_S2019.pdf

Lackmann, S. (2020, February). *Comparing traditional and enriched video in distance education - a neurophysiological perspective* [Master's thesis, co-supervised by **P. Charland**]. Université du Québec à Montréal (UQAM).

Lee, S. (2019, June). *Early Childhood Teachers' Perspectives of Outdoor and Nature Play in Seoul, South Korea and Montreal, Canada* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University.

Léger, G. (2019, October). *Rôle de la perception de la relation pédagogique bienveillante dans l'engagement scolaire de cégépiens qualifiés de clientèles émergentes* [Master's thesis, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM).

Lemay, R. (2019, August). *L'utilisation du métalangage par des futurs enseignants* [Master's thesis, supervised by **I. Gauvin**]. Université du Québec à Montréal (UQAM).

Liang, Y. (2019). *Why do we need more sexuality education in China? A review of government policy and some prescriptions for change* [Master's degree, supervised by **D. Waddington**]. Concordia University.

Lindberg, R. (2019). *L2 learners' attitudes towards French varieties: The roles of learning experiences and social network* [MA thesis, supervised by **P. Trofimovich**]. Concordia University.

Massé, C. (2020, January). *L'intégration du tinkering à l'école secondaire lors du cours de sciences et technologie ainsi que ses effets sur l'intérêt et l'apprentissage* [Master's thesis, supervised by **P. Potvin**]. Université du Québec à Montréal (UQAM).

Mihov, B. (2019, October 2nd). *Student-centered learning in undergraduate level science post-secondary education and academic achievement: A meta-analysis* [MA thesis, supervised by **R. Schmid**]. Concordia University.

Murphy-Gelderman, F. (2020, January). *"Children learn what they live": Foster Parents' Experiences and the Emotional Curriculum* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University.

Radu, L. (2019). *Student attitudes towards nonnative ESL teachers in Quebec* [MA thesis, supervised by **P. Trofimovich**]. Concordia University.

Ren, H. (2019). *Elite high school education in China: an emerging trend* [Master's degree, supervised by **D. Waddington**]. Concordia University.

Roy-Vallières, M. (2019, June). *Effets d'une séquence d'écriture collaborative sur la rétention du vocabulaire chez des élèves de 6e année du primaire* [Master's thesis, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM).

Shouma, A. (2019). *Tablets in second language learning: Learners' and teachers' perceptions* [Master's thesis, supervised by **W. Cardoso**]. Concordia University.

Sobrinho, V. O. (2020). *A theology of fear: Dispensationalism in Brazilian context* [Master's thesis, supervised by **A. Gagné**]. Concordia University: Department of Theological Studies.

Sodano, A. (2019, June). *Introducing gender diversity in preschool curriculum: Storybooks and toys* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University.

van Lieshout, C. (2019). *Learning Dutch in a self-directed environment using Google Translate* [Master's thesis, supervised by **W. Cardoso**]. Concordia University.

STUDENTS—MA/BA SUPERVISION (65)

Aliaga, G. (In Progress). *L'ultranationalisme en France et au Québec : analyse comparative de la transmédialité des stratégies de communication du groupe de La Meute et du groupe Génération identitaire* [Master's thesis, co-supervised by **D. Morin** & M.-E. Carignan, Université de Sherbrooke].

Aubenas, S. (In Progress). *Étude sur le bien être, la santé mentale et la réussite scolaire des élèves de classes flexibles et régulières* [Master's thesis, co-supervised by **J. Bluteau**]. Université du Québec à Montréal (UQAM).

Beaupré-Boivin, K. (2020, December). *Utilisation technologique pour l'enseignement de l'orthographe lexicale auprès des élèves en difficulté d'apprentissage* [Master's thesis, supervised by **N. Chapleau**]. Université du Québec à Montréal (UQAM).

Bélanger, S. (in progress). *Allocentrisme versus géocentrisme dans un planétarium numérique : étude de deux approches pour enseigner les phases de la Lune à des élèves de 12 à 14 ans* [Master's thesis, supervised by **P. Chastenay**]. Université du Québec à Montréal (UQAM).

Bérard, J. (In Progress). *Articulation grammaire et lecture (titre provisoire)* [Master's thesis, co-supervised by **I. Gauvin**]. Université du Québec à Montréal (UQAM).

Bertrand, M.-A. (In Progress). *Colonizing' Childhood in Children's Literature: A Case for Self Determination During the Golden Age of Child Fiction* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University.

Blanchette, K. (In Progress). *Enseigner dans la marge: portrait des approches pédagogiques de quatre spécialistes en arts plastiques dans le contexte d'écoles primaires alternatives publiques au Québec* [Master's thesis, supervised by **M. Lalonde**]. Université du Québec à Montréal (UQAM).

Bouchard, I. (In Progress). *Émergence et évolution du groupe La Meute au sein des médias traditionnels canadiens* [Master's thesis, co-supervised by **D. Morin** & M.-E. Carignan, Université de Sherbrooke].

Calman, B. (In Progress). *Topic not yet defined* [Master's thesis, co-supervised by **A. Galante**]. Concordia University.

Charest, F. (In Progress). *Étude des mécanismes d'inhibtion dans une tâche en sciences - une étude en spectroscopie proche-infrarouge fonctionnelle (fNIRS)* [Master's thesis, co-supervised by **P. Charland**]. Université du Québec à Montréal (UQAM).

Darabi, S. (In Progress). *Topic not yet defined* [Master's Studio Thesis, co-supervised by **D. Pariser** & L. Blair]. Concordia University.

Day, K. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **J. C. Castro**]. Concordia University.

Delage, I. (In Progress). *Les effets de l'utilisation du correcticiel Antidote sur la qualité orthographique des textes produits par des étudiants dyslexiques du collégial* [Master's thesis, supervised by **L. Laplante**]. Université du Québec à Montréal (UQAM).

Delisle, É. (In Progress). *Expérimentation du jeu de société pour susciter l'engagement et l'intérêt des élèves du secondaire envers l'appréciation d'œuvres d'arts en classe d'arts plastiques* [Master's thesis, supervised by **M. Lalonde**]. Université du Québec à Montréal (UQAM).

Desjardins, G. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **A. Gagné**]. Concordia University: Department of Theological Studies.

Deslandes-Martineau, M. (In Progress). *Caractérisation de l'environnement éducatif d'écoles secondaires alternatives au Québec* [Master's thesis, supervised by **P. Charland**]. Université du Québec à Montréal (UQAM).

Dunbar, A. (In Progress). *Reading curriculum and students' use of SparkNotes* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University.

Gagné, M. (In Progress). *Influence des stéréotypes de genre sur la motivation et la réussite scolaire chez étudiants de formation collégiale technique* [Master's thesis, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM).

Gagnon, P.-L. (In Progress). *Perceptions des enseignants de la formation professionnelle à l'égard de leur sentiment d'efficacité personnelle à enseigner* [Master's thesis, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM).

Gagnon-Nolet, L. (2019, May). *Expérimentation du programme In vivo auprès de jeunes âgés entre 12 et 14 ans ayant un trouble du spectre de l'autisme* [Master's thesis, co-supervised by **J. Bluteau**]. Université du Québec à Montréal (UQAM).

Gauthier Brochu, S. (In Progress). *L'interdisciplinarité telle que vécue par des enseignants généralistes du secondaire à l'École Les trois saisons* [Master's thesis, co-supervised by **P. Charland**]. Université du Québec à Montréal (UQAM).

Gil, L. (in progress). *The use of corrective feedback in the second language teaching of American Sign Language* [Master's thesis, supervised by **L. Collins**]. Concordia University.

Gravel St-Pierre, A. (In Progress). *Relations entre les pratiques pédagogiques des enseignants et l'anxiété de performance des élèves qui entament leur secondaire: examen des différences selon le genre des élèves* [Master's thesis, supervised by **I. Plante**]. Université du Québec à Montréal (UQAM).

Greiss, J. (In Progress). *Teacher and Student Perspectives on the Phenomenon of Grading* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University.

He, Y. (In Progress). *The affordances and pedagogical applications of TTS/ASR in translation tools* [Master's thesis, supervised by **W. Cardoso**]. Concordia University.

Hobby, P. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **D. Waddington**]. Concordia University.

Hopps, D. (In Progress). *Topic not defined* [Master's thesis, supervised by **E. Bures**]. Bishop's University.

Hoteit, R. (2020, June). *A story of becoming an artist/teacher* [Master's thesis, supervised by **D. Pariser**]. Concordia University.

Huang, J. (In Progress). *A philosophical rationale for children's right to participate in their own education* [Master's thesis, supervised by **Kevin McDonough**]. McGill University.

Jandaly, A. (In Progress). *Disney and Children's Popular Culture* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University.

Johnson, C. (In Progress). *Examining the affordances of using automatic speech recognition (ASR) tools embedded in word processing applications (e.g. Google Docs) for writing in an L2* [Master's thesis, supervised by **W. Cardoso**]. Concordia University.

Jutras-Dupont, C. (2018, December). *L'effet des pratiques sélectives sur la motivation scolaire et le rendement des élèves présentant des comportements perturbateurs lors du passage primaire-secondaire* [Master's thesis, supervised by **I. Plante**]. Université du Québec à Montréal (UQAM).

Kajoba, D. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **A. Gagné**]. Concordia University: Department of Theological Studies.

Khademi, H. (In Progress). *Examining the affordances of Google Translate for learning L2 pronunciation: Focus on English past -ed* [Master's thesis, supervised by **W. Cardoso**]. Concordia University.

Khorshidi, E. (in progress). *Frequency effect in second language acquisition* [Master's thesis, supervised by **A. Galante**]. McGill University.

Klassen, C. (In Progress). *Migration, psychological distress, and parenting: The experience of Syrian refugees in Quebec* [Master's thesis, co-supervised by **C. Rousseau**]. McGill University.

Koné, S. (In Progress). *Les pratiques d'enseignement du vocabulaire chez les enseignants en contexte de francisation* [Doctoral dissertation, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM).

Lacasse-Pelletier, F. (In Progress). *Évolution de la capacité à produire des mots écrits : comparaison de méthodes de notation issues d'approches binaire et non binaire auprès de scripteurs débutants en difficulté d'apprentissage scolarisés en français* [Master's thesis, supervised by **L. Laplante**]. Université du Québec à Montréal (UQAM).

Lachance, M. (In Progress). *Enseignement de la fluidité chez des élèves avec des troubles de langage* [Master's thesis, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM).

LaFontaine, J. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **A. Galante**]. Concordia University.

Lavend'homme, É. (In Progress). *Comment développer l'esprit d'entreprendre chez les enfants d'école primaire ?* [Master's thesis, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM).

Lavoie, S. (In Progress). *Comment expliquer le réengagement du Canada dans les opérations de maintien de la paix des Nations Unies?* [Master's thesis, supervised by **D. Morin**, Université de Sherbrooke].

Lévesque, C. (In Progress). *Trauma reenactment in youth attending a drop-in* [Master's thesis, supervised by **C. Rousseau**]. McGill University.

Maillet, D. (2020, September). *Effet d'une intervention pédagogique sur le vocabulaire et la production de mots écrits d'élèves allophones de niveau secondaire* [Master's thesis, co-supervised by **N. Chapleau** & **A. Fejzo**]. Université du Québec à Montréal (UQAM).

McMullin, S. (In Progress). *Effets d'entraînements visant le développement des fonctions exécutives: une méta-analyse* [Master's thesis, supervised by **S. Masson**]. Université du Québec à Montréal (UQAM).

Meilleur, B. (In Progress). *Recherche évaluative orientée vers la conception d'outils numériques permettant aux élèves du secondaire d'avoir accès à la démarche d'artistes reconnus en art actuel* [Master's thesis, supervised by **M. Lalonde**]. Université du Québec à Montréal (UQAM).

Merveilleux-du-Vignaux, M. (In Progress). *Effets psychophysiologiques de l'immersion d'apprenants en collaboration dans un dôme immersif* [Master's thesis, co-supervised by **P. Charland**]. HEC-Montréal.

Mongrain, J. (In Progress). *L'impact des habiletés en communication de l'enseignant sur les apprentissages et la mobilisation des étudiants en classe au niveau collégial* [Master's thesis, co-supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM).

Monier, M. (In Progress). *Topic not yet defined* [Master's thesis, co-supervised by **W. Cardoso**]. Concordia University.

Morin-Alsbury. (In Progress). *Apprentissage de la grammaire auprès d'évèves « dys » (titre provisoire)* [Master's thesis, supervised by **I. Gauvin**]. Université du Québec à Montréal (UQAM).

Nakic, M. (In Progress). *The Kingdom of God in the Gospel According to Thomas* [Master's thesis, supervised by **A. Gagné**]. Concordia University: Department of Theological Studies.

Osman, T. (2019, June). *Lutte contre l'abandon scolaire : analyse de programmes gouvernementaux mis en place au Québec pour favoriser la persévérance scolaire* [Master's thesis, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM).

Paquet, P. (In Progress). *Topic not yet defined* [Master's thesis, co-supervised by **A. Galante**]. Concordia University.

Plamondon, M. (In Progress). *Apports de l'enseignement individualisé sur la motivation et la réussite scolaires des élèves de la formation professionnelle* [Master's thesis, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM).

Poisson-Proulx, J. (In Progress). *Sources of cross-linguistic influence in third language phonological acquisition: Comparison of simultaneous and sequential bilinguals' acquisition of voice onset time* [Master's thesis, co-supervised by **W. Cardoso** & **L. Collins**]. Concordia University.

Raskin, L. (In Progress). *Soundscape ecology* [Master's thesis, supervised by **O. Chapman**]. Concordia University.

Razel, H. (In Progress). *Enseignement du vocabulaire en français par les morphèmes chez les adultes hispanophones* [Master's thesis, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM).

Restom, R. (In Progress). *Effet de la révision collaborative sur la cohérence des textes d'élèves du secondaire* [Master's thesis, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM).

Rodier, S. (In Progress). *Topic not yet defined* [Master's thesis, co-supervised by **V. Venkatesh** & **R. Schmid**]. Concordia University.

Salame, Y. (In Progress). *Effets psychophysiologiques de l'immersion d'apprenants passifs ou actifs dans un dôme immersif* [Master's thesis, co-supervised by **P. Charland**]. HEC-Montréal.

St-German Duval, È. (In Progress). *Quels sont les effets de l'enseignement du concept de neuroplasticité sur l'état d'esprit et sur la capacité à corriger des erreurs persistantes à la suite d'une rétroaction chez les élèves de troisième cycle du primaire?* [Master's thesis, supervised by **S. Masson**]. Université du Québec à Montréal (UQAM).

Stotz, Q. (In Progress). *Identifying the dynamic properties of multilingual repertoires: Applying complex dynamic systems theory to the study of multilingual development* [Master's thesis, supervised by **W. Cardoso**]. Concordia University.

Tardieu Marina, K.-K. (In Progress). *Les effets de programmes d'apprentissage du français langue seconde de la USAID sur la performance en lecture de jeunes haïtiens* [Master's thesis, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM).

Turgeon, N. (In Progress). *Effet de l'utilisation d'un environnement de réalité virtuelle sur l'apprentissage d'apprenants en arts et en histoire* [Master's thesis, supervised by **P. Charland**]. Université du Québec à Montréal (UQAM).

Wang, H. (In Progress). *Philosophical implications of AI in schools* [Master's thesis, supervised by **Kevin McDonough**]. McGill University.

THESIS EXAMINATION COMMITTEES (9)

Brodeur, M. (2020). Présidente du Comité du jury pour la thèse doctorat. Université du Québec à Montréal. Boily, Élizabeth, Étude des rôles de l'enseignant, de l'orthopédagogue et de leur collaboration en contexte d'implantation du Modèle de réponse à l'intervention en lecture au primaire. Directrice de thèse : Pascale Thériault. Co-directrice : Chantal Ouellet.

Brodeur, M. (2019). Membre du Comité du jury pour la thèse doctorat. Université du Québec en Outaouais. Fontaine, Myriam, *L'effet et l'implantation d'un programme d'intervention orthopédagogique intégrant des aides technologiques sur la production de mots écrits en français d'élèves dysorthographiques âgés de 9-12 ans ».* Directeur de thèse : André Moreau. Co-directrice : Carole Boudreau.

Cardoso, W. (2019-2020). *Thesis committee member.* Zhang, Yan Qing, PhD external supervision (UQAM); Uribe, Cristina, PhD external supervision (UQAM); Price, David, PhD; Zaare, Masoumeh, PhD; Taylor, Kym, PhD; Bergeron, Annie, PhD; Papin, Kevin, PhD external supervision (Université de Montréal); Ruivivar, June, PhD; Soler-Urzua, Fernando, PhD external supervision (McGill); dos Reis, Leonice, PhD external supervision (Federal University of Santa Catarina, Brazil); Gomes, Almir, PhD external supervision (Federal University of Paraiba, Brazil).

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

Galante, A. (current). *Thesis committee member.* Alvarez, Hector, PhD; Ahooia, Alexa, PhD; Baker, Marianne, PhD; Govender, Sumanthra, PhD; Grant Erasmus, Heather Christine, PhD external supervision (University of Praetoria).

Lalonde, M. (current). *Membre du jury d'évaluation.* Coydon, B., Mémoire de maitrise, Motiver les adolescents aux arts plastiques selon leur genre par le développement de projets multimodaux inspirés de leurs pratiques culturelles; Mendoça, P., thèse de doctorat, Influence d'activités d'appréciation d'oeuvres d'art visuel sur l'attention sélective et soutenue d'élèves du 2e cycle du primaire; Vézeau, M-C., Mémoire de maitrise, Créer un répertoire d'approches pédagogiques adaptées aux élèves atteints du trouble du spectre de l'autisme en classe d'arts plastiques.

McDonough, K. (current). *Thesis committee member.* Alves, Luciana Martins, PhD; Cote, Emmy, PhD; Moya, Milagros Calderon, PhD; Neil McIntosh, PhD.

Pariser, D. (current). *Thesis committee member.* Guillard, Isabelle, PhD in Art Education, Un modèle d'enseignement sur l'eco-art dans le cours d'art plastiques au niveau secondaire (Thesis completed 2019); Lalonde, Martin, PhD in Art Education, Systemes mobiles d'apprentissage et enjeux sociaux, culturels et cognitifs de la mediatisation numerique des processus de construction identitaire adolescente en milieu éducatif formel (Degree awarded 2019); Boily, Judith, MA in Art Education, Judith par Judith: Exposition identitaire presente a travers une education museale creative (Thesis accepted 2019); Parenteau, Julie, MA in Art Education, Du dépaysement à l'envie de créer: Recherche de création sur l'art et le voyage (Thesis accepted 2019); Stong, Jesse, MA in Art Education, Durational performance as pedagogy: 200 hours of queer puppets, or "Real men don't play with puppets" (Thesis accepted 2019); Bassal, Karine, MA thesis proposal in Art Education: Self Study as an Artist Teaching in a Public Elementary School. (Proposal accepted 2019); Marinkovic, Branka, Comprehensive Doctoral Exam: Embodied Cognition and Material Engagement Theory; Research in the Arts; The Artist-Teacher.(Comprehensive exam passed June, 2020); Meija, Gabriela, MA thesis proposal :Chavon La Escuela de Diseno: The history and legacy of a community of artists and designers in the Dominican Republic. (Proposal accepted May 2020).

Venkatesh, V. (current). *Thesis committee member.* Sheepy, Emily, PhD in Education; Broley, Laura, PhD Individualized; Martin, Frédérica, PhD Individualized; Labrie, Marie-Pierre, PhD Art Education; Forget, Bettina, PhD Art Education.

STUDENTS—RESEARCH ASSISTANTS (79)

Akbari Sharbaf, E. (Ongoing). *PhD student*. Concordia University. Employed by **J. C. Castro** & **V. Venkatesh**.

Al-Bare, R. (Ongoing). *Stagiaire en politique appliquée*. Université de Sherbrooke. Employed by **D. Morin**.

Aliaga, G. (Ongoing). *Stagiaire en communication*. Université de Sherbrooke. Employed by **D. Morin**.

Barcomb, M. (Ongoing). *PhD Student*. Concordia University. Employed by **W. Cardoso**.

Beaulieu, L.-A. (Ongoing). *Research assistant*. Concordia University. Employed by **V. Venkatesh**.

Bergeron, A. (Ongoing). *PhD student*. Concordia University. Employed by **P. Trofimovich**.

Bérubé, M. (2019-2020). *Post-doc*. Concordia University. Employed by **V. Venkatesh**.

Blanchette, K. (Ongoing). MA Student. Université du Québec à Montréal (UQAM). Employed by **M. Lalonde**.

Bouchard, I. (Ongoing). *Auxiliaire de recherche*. Université de Sherbrooke. Employed by **D. Morin**.

Chaffee, K. E. (Ongoing). *Post-doc*. Université du Québec à Montréal (UQAM). Employed by *E. Borokhovski* (Insights into effective instructional strategies for teaching Mathematics to preschoolers).

Cheikh-Ibrahim, R. (Ongoing). *Research assistant*. Concordia University. Employed by **V. Venkatesh**.

Chen, T.-H. (2019-2020). *PhD student*. Concordia University. Employed by **P. Trofimovich**.

Chiras, M. (2019-2020). *PhD student*. McGill University. Employed by **A. Galante** (Plurilingual Shift).

Day, K. (Ongoing). *MA student*. Concordia University. Employed by **J. C. Castro**.

Dela Cruz, J. W. (2018-2021). *PhD student*. McGill University. Employed by **A. Galante** (Plurilingual Shift).

Deli, C. (Ongoing). *Auxiliaire de recherche*. Université de Sherbrooke. Employed by **D. Morin**.

Dib Tajrine, D. (2020). *MA, Educational Technology*. Concordia University. Employed by P. Abrami (SSHRC PG, ELM, ABRA studies).

Dufort, C. (2019-2020). *Research assistant*. Concordia University. Employed by **V. Venkatesh**.

Durocher-Corfa, L. (Ongoing). *Auxiliaire de recherche*. Université de Sherbrooke. Employed by **D. Morin**.

Elsayed, D. (2019-2020). *PhD, Education*. Concordia University. Employed by **P. Abrami** (SSHRC PG, Sustainability and scalability of EdTech interventions).

Falcone, A. (2019-2020). *BA, Applied Linguistics*. Concordia University. Employed by
P. Abrami (SSHRC PG, ePEARL study).

Faucher, J. (Ongoing). *PhD Student*. Concordia University. Employed by **B. J. Nelson**
& **V. Venkatesh**.

Fontaine, M.-A. (2020-2021). B.A. Undergraduate. Université du Québec à Montréal
(UQAM). Employed by **M. Lalonde**.

Forget, B. (Ongoing). *PhD student*. Concordia University. Employed by **J. C. Castro**.

Forrest, N. (Ongoing). *Research assistant*. Concordia University. Employed by
V. Venkatesh & **O. Chapman**.

Fréchette-Simard, C. (Ongoing). *PhD student*. Université du Québec à Montréal
(UQAM). Employed by **I. Plante** (Insights into effective instructional strategies for
teaching Mathematics to preschoolers).

Frounfelker, R. (Ongoing). Post-doc. McGill University. Employed by **C. Rousseau**.

Gagnon-Rouillard, J. (2020-2021). MA Student. Université du Québec à Montréal
(UQAM). Employed by **M. Lalonde**.

Girard, M. (Ongoing). *Auxiliaire de recherche*. Université de Sherbrooke. Employed by
D. Morin.

Greer, G. (Ongoing). *PhD student*. Concordia University. Employed by **J. C. Castro**.

Haraké, E. (2019-2020). *Research assistant*. Concordia University. Employed by
V. Venkatesh.

Harb, R. (Ongoing). *PhD student*. Concordia University. Employed by **V. Venkatesh**.

Harvison, M. (Ongoing). *B.A. Undergraduate*. Employed by **C. Fichten**.

Hendry, C. (Ongoing). *PhD student*. Concordia University. Employed by **L. Collins** &
W. Cardoso.

Hichri, J. (Ongoing). *PhD Student*. Concordia University. Employed by **V. Venkatesh**.

Jandaly, A. (Ongoing). M.A. Student. Concordia University. Employed by
S. Chang-Kredl.

Johnson-Lafleur, J. (Ongoing). PhD student. McGill University. Employed by
C. Rousseau.

Jorgensen, M. (Ongoing). *M.A. Student, no thesis*. Employed by **C. Fichten**.

Labrie, M.-P. (Ongoing). *PhD student*. Concordia University. Employed by **J. C. Castro**
& **V. Venkatesh**.

Lambert, G. (Ongoing). *Stagiaire en communication*. Université de Sherbrooke.
Employed by **D. Morin**.

Lamontagne, S. (2019-2020). B.A. Undergraduate. Université du Québec à Montréal
(UQAM). Employed by **M. Lalonde**.

Lindberg, R. (Ongoing). *PhD student*. Concordia University. Employed by
P. Trofimovich.

Liu, C. (Ongoing). *PhD student*. Concordia University. Employed by **P. Trofimovich**.

Lyonnais Archambault, M. (Ongoing). B.A. Undergraduate. Université du Québec à
Montréal (UQAM). Employed by **M. Lalonde**.

Majeau, C. (2020-2021). PhD Candidate. Université du Québec à Montréal (UQAM). Employed by **M. Lalonde**.

Mamlok, D. (2018-2020). *Étudiant postdoctoral*. Université de Sherbrooke & Concordia University. Employed by **S. Chang-Kredl** & **V. Venkatesh**.

Mehpidour Kolour, D. (Ongoing). *PhD Student*. Concordia University. Employed by **W. Cardoso**.

Meilleur, B. (2020-2021). MA student. Université du Québec à Montréal (UQAM). Employed by **M. Lalonde**.

Miconi, D. (Ongoing). Post-doc. McGill University. Employed by **C. Rousseau**.

Mihov, B. (2019-2020). *MA student*. Concordia University. Employed by **R. Bernard** (Systematic Review Team).

Morson, O. (2019-2020). *Research assistant*. Concordia University. Employed by **V. Venkatesh**.

Nair, D. (2019-2020). *Research assistant*. Concordia University. Employed by **V. Venkatesh**.

Naud-Dubé, N. (2019-2020). MA student. Université du Québec à Montréal (UQAM). Employed by **M. Lalonde**.

Ousman, S. (Ongoing). *Étudiante au doctorat*. Université de Sherbrooke. Employed by **D. Morin**.

Pauls, K. (2019-2020). *PhD Student*. Concordia University. Employed by **S. Chang-Kredl** & **V. Venkatesh**.

Payet, C. (Ongoing). *Stagiaire*. Université de Sherbrooke. Employed by **D. Morin**.

Pitre, G. (2020-2021). MA student. Université du Québec à Montréal (UQAM). Employed by **M. Lalonde**.

Poulin, M. (Ongoing). PhD student. Université du Québec à Montréal (UQAM). Employed by **M. Lalonde**.

Preteroti, J. (Ongoing). *Stagiare*. Université de Sherbrooke. Employed by **D. Morin**.

Raskin, L. (Ongoing). *MA student*. Concordia University. Employed by **V. Venkatesh**.

Reid, K. T. (Ongoing). *PhD student*. Concordia University. Employed by **P. Trofimovich**.

Renauld Robitaille, M. (Ongoing). *Webmaster*. Université de Sherbrooke, Employed by **D. Morin**.

Ruivivar, J. (Ongoing). *PhD student*. Concordia University. Employed by **L. Collins** and **W. Cardoso**.

Scrivens, R. (2017-2019). *Post-doc*. Concordia University. Employed by **V. Venkatesh**.

Sénécal, A.-M. (Ongoing). *MA Student*. Concordia University. Employed by **W. Cardoso**.

Sheepy, E. (2019). *Ph.D. student*. Concordia University. Employed by **R. Bernard** (Systematic Review Team).

Slipp, W. (2019-2020). *Research assistant*. Concordia University. Employed by **V. Venkatesh**.

Snider, L. (Ongoing). *PhD student.* Concordia University. Employed by **V. Venkatesh**.

St-Laurent, M.-R. (2020-2022). *Post-doc.* Concordia University. Employed by **V. Venkatesh**.

St-Laurent, S. (Ongoing). *B.A. Undergraduate (Psychology)*. Université du Québec à Montréal (UQAM). Employed by **I. Plante** (CRÉGÉ) & *E. Borokhovski* (Insights into effective instructional strategies for teaching Mathematics to preschoolers).

Strachan, L. (Ongoing). *PhD student.* Concordia University. Employed by **L. Collins** & **P. Trofimovich**.

Strachan, L. (Ongoing). *PhD student.* Concordia University. Employed by **P. Trofimovich**.

Tekin, O. (Ongoing). *PhD student.* Concordia University. Employed by **P. Trofimovich**.

Tsunemoto, A. (Ongoing). *PhD student.* Concordia University. Employed by **P. Trofimovich**.

Uludag, P. (Ongoing). *PhD student.* Concordia University. Employed by **P. Trofimovich**.

Vo, C. (Ongoing). *D.E.C. Cegep Student.* Dawson College. Employed by **C. Fichten**.

Wilkie, G. (2018-2019). *PhD Student.* Concordia University. Employed by **S. Chang-Kredl** (A Multi-Site Study on Teacher Conceptualizations of Childhood: Memories, Artefacts, and Cultural Tropes, Grant, Establishment).

Younes, J. (Ongoing). *Research assistant.* Concordia University. Employed by **V. Venkatesh**.

Zeaiter, L. (2020-2021). *PhD Student.* McGill University. Employed by **A. Galante**.

Zoltan, Y. (Ongoing). Post-doc. McGill University. Employed by **C. Rousseau**.

PROFESSIONAL ACTIVITIES **(97)**

Brodeur, M. (2020). *Membre du Comité de validation*. Québec, Ministère de l'Éducation et de l'Enseignement supérieur. Guide pour la mise en oeuvre de la réponse à l'intervention dans le milieu scolaire.

Brodeur, M. (2020). *Membre du Comité institutionnel des Prix et Distinctions*. Université du Québec à Montreal.

Brodeur, M. (2019). *Membre du Comité pour l'évaluation des demandes de promotion des professeurs*. l'Université du Luxembourg.

Cardoso, W. (2007 onwards). *Co-editor (and Founder)*. Concordia University Working Papers in Applied Linguistics (COPAL).

Cardoso, W. (2013-2019). *Disciplinary College*. Research Ethics & Compliance, Concordia University.

Cardoso, W. (2014 onwards). *Representative of Department of Education*. Concordia University Faculty Association (CUFA).

Cardoso, W. (2014 onwards). *Elected President*. The Canadian Modern Language Review/ La Revue canadienne des langues vivantes (3-year mandate; renewed).

Cardoso, W. (2016 onwards). *Member*. Concordia's Navigator Program.

Cardoso, W. (2017-2019). *Member*. Communications Committee, Department of Education, Concordia University.

Cardoso, W. (2018-2019). *Member*. Scientific Committee of the 6th International Conference on English Pronunciation: Issues & Practices (EPIP), Skopje, Macedonia.

Cardoso, W. (2018 onwards). *Editorial Board Member*. ANPOLL Journal (Revista da Associação Nacional de Pós-Graduação e Pesquisa em Letras e Linguística – Journal of the National Association for Graduate Studies and Research in Letters and Linguistics; Brazil).

Cardoso, W. (2018 onwards). *Editorial Board Member*. Revista Letras e Letras (Universidade Federal de Uberlândia, Brazil).

Cardoso, W. (2018-2020). *Graduate Program Director*. Applied Linguistics program, Department of Education, Concordia University.

Cardoso, W. (2019). *Abstract Reviewer*. 2020 International conference on second language pedagogies (Montreal, 2020).

Cardoso, W. (2019). *Abstract Reviewer*. World Congress of Applied Linguistics (AILA), Groningen, the Netherlands.

Cardoso, W. (2019). *Abstract Reviewer*. 2020 American Association for Applied Linguistics Conference (AAAL), Second Language Pronunciation Strand - Denver, USA.

Cardoso, W. (2019). *Abstract Reviewer*. 55th Chicago Linguistic Society conference. Chicago, IL, USA.

Cardoso, W. (2019). *Abstract Reviewer*. 2019 Second Language Research Forum (SLRF). Michigan State University, East Lansing, USA.

Cardoso, W. (2019). *Chair*. American Association for Applied Linguistics (AAAL) Task Force on Virtual Meetings.

Cardoso, W. (2019). *Manuscript reviewer*. Computer-Assisted Language Learning Journal (3 papers).

Cardoso, W. (2019). *Manuscript reviewer*. (3 papers) for the Short Papers of EuroCALL. Dublin.

Cardoso, W. (2019). *Member*. Review Panel for the 2018-2019 Insight Development Grants Competition. Social Sciences and Humanities Research Council of Canada (SSHRC).

Cardoso, W. (2019-2020). *Member*. Multidisciplinary Review Panel for the Exploration competition of the Canada Research Coordinating Committee (including SSHRC, CIHR and NSERC): New Frontiers in Research Fund (NFRF).

Cardoso, W. (2019-2020). *Member*. Scientific Committee of the 2020 International conference on second language pedagogies (Montreal, 2020).

Cardoso, W. (2019 onwards). *Editorial Board Member*. Canadian Association of Applied Linguistics (CAAL).

Cardoso, W. (2019 onwards). *Job Shadow Host*. McGill's Job Shadowing Program.

Cardoso, W. (2020). *Abstract Reviewer*. 2020 Generative Approaches to Language Acquisition - North America conference (GALANA), University of Iceland.

Cardoso, W. (2020). *Abstract Reviewer*. 2020 Chicago Linguistic Society Conference (CLS 56), The University of Chicago, IL, USA.

Cardoso, W. (2020). *Abstract Reviewer*. 2020 Second Language Research Forum (SLRF). Vanderbilt University, Nashville, TN, USA.

Cardoso, W. (2020). *Abstract Reviewer*. 2020 Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, Brock University, ON, Canada.

Cardoso, W. (2020). *Member*. Review Panel for the 2019-2020 Insight Development Grants Competition: Linguistics committee. Social Sciences and Humanities Research Council of Canada (SSHRC).

Collins, L. (2018). *Reviewer*. Tense, Aspect and Modality Conference; Canadian Association for Applied Linguistics; American Association for Applied Linguistics Conference; several scholarly journals, including The Modern Language Journal and International Journal of Learner Corpus Research.

Collins, L. (2019-2020). *President*. American Association for Applied Linguistics.

Collins, L. (current). *Chair of Advisory Board*.

Collins, L. (current). *Conference Chair*.

Collins, L. (current). *Founding and Executive Board Member*.

Collins, L. (current). *Member of the Editorial Board*. The Modern Language Journal.

Collins, L. (current). *Vice-President.* American Association for Applied Linguistics.

Fichten, C. (2019, 2020). *Reviewer for Banting Postdoctoral Fellowship Competition.* McGill University.

Fichten, C. (2019). *REB Ad Hoc Advisor.* Dawson College.

Fichten, C. (2019-2020). *Member.* Dawson AI community.

Fichten, C. (2020). *Member.* Research Grant Adjudication Committee SSHRC.

Fichten, C. (2019-2020). *Reviewer.* Revue internationale de pédagogie de l'enseignement supérieur (RIPES); Studies in Higher Education; International Journal of Disability, Development and Education.

Fichten, C. (ongoing). *Editorial Board Member.* Behavioral Sleep medicine.

Galante, A. (2019). *Abstract reviewer for conferences.* American Association for Applied Linguistics (5 abstracts); Canadian Association of Applied Linguistics (8 abstracts); Multidisciplinary Approaches in Language Policy and Planning conference (LPP) (10 abstracts).

Galante, A. (2019). *Manuscript reviewer of chapters in edited books.* Piccardo, E., Germain-Rutherford, A., & Lawrence, G. (Eds.), Handbook of plurilingual language education. Routledge (one chapter). Zhongfeng, T., Aghai, L., Sayers, P., Schissel, J. (Eds.), Envisioning TESOL through a translanguaging lens: Global perspectives. Springer. (one chapter). Trentman, E., Wenhao, D. (Eds.), The multilingual turn for study abroad research. Routledge. (one chapter).

Galante, A. (2019). *Seminar Organization.* Raciolinguistic ideologies at work, Dr. Vijay Ramjattan (OISE/University of Toronto). Invited talk at Plurilingual Lab Speaker Series on Oct 31, 2019 at McGill University.

Galante, A. (2019). *Seminar Organization.* Roots and routes to belonging and participation: Translanguaging pedagogy with youth from refugee backgrounds, Dr. Saskia Van Viegen (York University). Invited Talk at Plurilingual Lab Speaker Series on Nov 21, 2019 at McGill University.

Galante, A. (2020). *Editorial Board Member.* Canadian Journal of Applied Linguistics.

Galante, A. (2020). *Seminar Organization.* Towards an inclusive grammar in francophone schools, Dr. Joël Thibeault. Invited talk at Plurilingual Lab Speaker Series on Jan 23, 2020, McGill University.

Galante, A. (2020). *Seminar Organization.* "Like a bird in a cage:" Translanguaging as agentive and transformative for minoritized language learners, Dr. Shakina Rajendran (OISE/University of Toronto). Invited talk at Plurilingual Lab Speaker Series on Feb 27, 2020, McGill University. https://www.mcgill.ca/plurilinguallab/article/plurilingual-lab-speaker-series-translanguaging-transformation-dr-shakina-rajendram

Galante, A. (2020). *Seminar Organization*. Promoting plurilingual practices in higher education: A crosslinguistic approach to teaching additional languages in Quebec & Mexico, Dr. Nina Woll (Université du Québec à Trois-Rivières) and Dr. Pierre-Luc Paquet (University of Texas at Tyler). Invited Talk at the Plurilingual Lab Speaker Series on March 12, 2020, McGill University.

Galante, A. (2020-2021). *Chair of AAAL Graduate Student Award Committee (appointed)*. American Association for Applied Linguistics.

Galante, A. (2020-2021). *Conference Organization*. Co-chair (with Dr. Mela Sarkar) of the Multidisciplinary Approaches in Language Policy and Planning conference (LPP), Faculty of Education, McGill University.

Galante, A. (2020-2021). *Member-at-Large (elected)*. Canadian Association for Applied Linguistics.

Galante, A. (current). *Committee Member (elected)*. Undergraduate and Teacher Education Program Committee (UTEPC), Department of Integrated Studies, McGill University.

Galante, A. (current). *Committee Member (elected)*. Equity and Diversity Committee, Faculty of Education, McGill University.

Galante, A. (current). *Conference Session Chair, Canadian Association of Applied Linguistics, Toronto, ON*.

Galante, A. (current). *Director of the Plurilingual Lab, McGill University's Department of Integrated Studies in Education*.

Galante, A. (current). *Manuscript Reviewer for the peer-reviewed journals*. Canadian Modern Language Review, TESOL Quarterly Journal, Journal of Language and Education, Canadian Journal of Applied Linguistics, TESL Canada Journal.

Galante, A. (current). *Member*. Belonging, Identity, Language, Diversity Research Group (BILD-LIDA).

Galante, A. (current). *Member of the Belonging, Identity, Language, Diversity Research Group (BILD-LIDA)*.

Galante, A. (current). *Member*. American Association of Applied Linguistics; Canadian Association of Applied Linguistics; Canadian Association of Second Language Teachers; Teaching English for Speakers of Other Languages; Teaching English as a Second Language Ontario.

Galante, A. (current). *Participant in the Indigenizing and Decolonizing Education Directions Group, Concordia University*.

Hassan, G. (current). *Clinical consultant*. SHERPA - Recherche et Action sur les Polarisations Sociales (RAPS). https://sherpa-recherche.com/sherpa/equipes-recherche/raps/

Hassan, G. (current). *Clinical consultant*. CIUSSS Centre-Ouest-de-l'Île-Montréal (CODIM).

Hassan, G. (current). *Co-chair*. UNESCO (Prevention of Violence Radicalization).

Hassan, G. (current). *Director*. Canada Practitioners Network for the Prevention of Radicalization and Extremist Violence (CPN-PREV).

Kennedy, S. (current). *Chair*. Department of Education, Concordia University.

Lalonde, M. (current). *Chercheur du Réseau*. Réseau de recherches sur le numérique.

McDonough, K. (2019). *Member, Editorial Review Board*. Educational Theory (Journal).

McDonough, K. (current). *Co-editor in chief*. Philosophical Inquiry in Education.

McDonough, K. (current). *Member, Editorial Board*. On Education: Journal for Research and Debate.

McDonough, K. (current). *Reviewer*. McGill Journal of Education.

Morin, D. (2019, December). *Journées euro-méditerranéennes pour l'engagement de la jeunesse et des femmes contre les violences extrêmes et la radicalisation, Chaire UNESCO-PREV, Rabat (Maroc)* [Organisation/responsable de colloques, conférences et ateliers].

Morin, D. (2019, December). *Atelier de travail sur les « mauvaises pratiques » en prévention/intervention, RAPS et Chaire UNESCO-PREV* [Organisation/responsable de colloques, conférences et ateliers].

Morin, D. (current). *Codirecteur*. Observatoire sur la radicalisation et l'extrémisme violent.

Morin, D. (current). *Codirecteur scientifique*. Centre interuniversitaire de recherche sur les relations internationales du Québec et du Canada (CIRRICQ).

Morin, D. (current). *Conseiller à la direction*. Réseau de recherche sur les opérations de paix l'Université de Montréal (ROP).

Morin, D. (current). *Directeur de l'axe sécurité*. Observatoire sur les politiques publiques de l'Université de Sherbrooke (OPPUS).

Morin, D. (current). *Membre*. Centre de recherche Société, Droit et Religions de l'Université de Sherbrooke (SoDRUS).

Rousseau, C. (2019). *Fellow*. Canadian Academy of Health Sciences.

Rousseau, C. (current). *Investigator, RI-MUHC, Glen Site*. Brain Repair and Integrative Neuroscience (BRaIN) Program, McGill University Health Centre.

Trofimovich, P. (2012-2019). *Editor*. Language Learning.

Trofimovich, P. (current). *Editorial board member*. Journal of Second Language Pronunciation.

Trofimovich, P. (current). *Grant reviewer*. Education & Linguistics, SSHRC.

Trofimovich, P. (current). *Reviewer.* American Journal of Speech-Language Pathology; Applied Psycholinguistics; Bilingualism: Language and Cognition; Canadian Journal of Applied Linguistics; Canadian Modern Language Review; Concordia Working Papers in Applied Linguistics; International Journal of Bilingual Education and Bilingualism; International Journal of Multilingualism; International Review of Applied Linguistics; Journal of Phonetics; Journal of Second Language Pronunciation; Language Learning; Language Learning and Technology; Language Teaching; Language Testing; Learning and Individual Differences; Mental Lexicon; Modern Language Journal; Proceedings of the Pronunciation in Second Language Learning and Teaching Conference; Prospect (Australia); Studies in Second Language Acquisition; TESOL Quarterly.

Venkatesh, V. (2017-2021). *Co-Chair for the Prevention of Radicalisation and Violent Extremism*. UNESCO.

Venkatesh, V. (2018-2020). *Member*. Conseil supérieur de l'éducation – Comité du rapport sur l'état et les besoins de l'éducation (CREBE).

Venkatesh, V. (2018 - present). *Director*. Centre for the Study of Learning and Performance.

Venkatesh, V. (2018 onwards). *Président/Chair*. UNESCO Chairs of Canada.

Venkatesh, V. (2019). *Committee member*. Montreal Museum of Fine Arts (MMFA) Digital Cultural Mediation Committee. https://www.mbam.qc.ca/en/news/digital-committee-lab-mmfa/

Venkatesh, V. (2019-2020). *Member*. Department Hiring Committee - Studio Arts.

Venkatesh, V. (2019-2020). *Member*. Department Hiring Committee – Creative Arts Therapy.

Venkatesh, V. (Ongoing). *Director*. Project Someone. https://projectsomeone.ca/

AWARDS **(4)**

Abrami, P. C. (2020). *Distinguished Professor Emeritus.* Conferred by Concordia University Senate. https://www.concordia.ca/cunews/artsci/learning-performance/2020/07/28/distinguished-professor-emeritus.html

Galante, A. (2019). *Pat Clifford Award for Early Career Research in Education.* Presented by the Canadian Education Association.

Schmid, R. F. (2020). *Honorary Life Membership.* Awarded by Concordia Alumni Association. https://www.concordia.ca/cunews/artsci/education/2020/01/28/Prof-Richard-Schmid-to-be-awarded-Honorary-Life-Membership-Award-by-Alumni-Association.html

Venkatesh, V. (2019). *Alumnus of the Year.* Presented by Concordia University. https://www.concordia.ca/cuevents/offices/vpaer/aar/2019/05/02/alumni-recognition-awards.html

CONCORDIA.CA/CSLP

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

The main office of the CSLP is located in the Grey Nuns Annex, at 1211 St. Mathieu Street. Built in 1869 by the architect Victor 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.

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SHERBROOKE