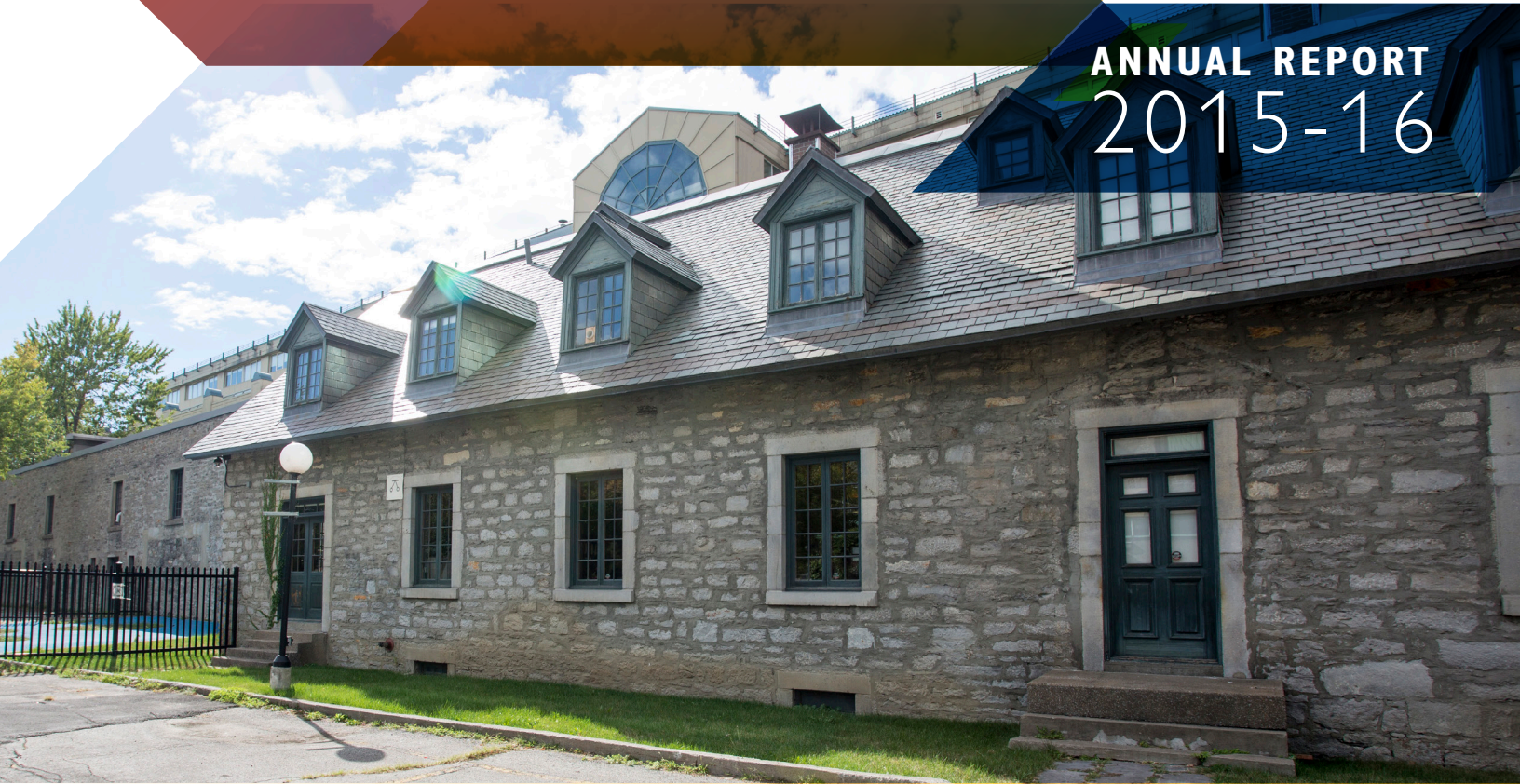


# CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

ANNUAL REPORT  
2015-16







## TABLE OF CONTENTS

<b>2</b>	Director's Message
<b>4</b>	Associate Directors' Messages
<b>5</b>	Objectives and Priorities
<b>6</b>	Theme Areas
<b>6</b>	Axis 1: Developing and Testing Software Tools for Learning
<b>6</b>	Theme 1: Learning Toolkit
<b>6</b>	Milestones
<b>7</b>	Theme 2: Exploratory Work on Emergent Educational Technologies
<b>7</b>	Milestones
<b>7</b>	Axis 2: Analyzing Basic Processes of Learning
<b>7</b>	Theme 1: Language & Literacy
<b>8</b>	Milestones
<b>8</b>	Theme 2: Academic Self-Regulation
<b>8</b>	Milestones
<b>8</b>	Cross-cutting Theme: Systematic Reviews
<b>8</b>	Milestones
<b>9</b>	Seed Grant Recipients
<b>9</b>	Research Project Showcase
<b>10</b>	Student Showcase
<b>11</b>	Productivity 2015-2016
<b>12</b>	Full members
<b>12</b>	Collaborating practitioners (COP)
<b>13</b>	Staff
<b>13</b>	Members, Staff and Partners



# DIRECTOR'S MESSAGE



The line it is drawn, the curse it is cast.  
The slow one now will later be fast.  
As the present now will later be past.  
The order is rapidly fading.  
And the first one now will later be last.  
For the times they are a-changing'.

ROBERT ZIMMERMAN (AKA BOB DYLAN)

My memory is not what it used to be, confused by too many obscure facts you learn in academia aided in recent years by that repository of irrelevant facts called the internet. But I remember sometime in the late 1980s three earnest academics, no longer wet behind the ears but not yet long in the tooth, sitting around a small table planning the future. Could we create a multidisciplinary research centre that would aspire to international standards of excellence? From a small research unit dubbed the *Centre for the Study of Classroom Processes*, we decided on something much broader in scope and deeper in meaning, the Centre for the Study of Learning and Performance. Who were the originators? **Patsy Lightbown**, **Norman Segalowitz**, and yours truly.



Dreams are wonderful things but reality is another matter entirely. Our goal was to become a research centre of excellence funded by the Government of Quebec. Little did we realize the years of hard work that lay ahead. First, we applied for and won a Seagram's Fund for Academic Innovation Award. Around that time we also applied to the university for approval as a university recognized research centre. The paper work in doing the latter was practice we were told for applying externally. It almost killed us.

Our first attempt at an external centre award was to apply as the junior partners of colleagues elsewhere in Quebec. To our surprise that effort was not successful. But the greater surprise was being told we were more likely to be successful if we applied on our own. We took a deep breath and got to work.

Our previous applications, both internal and external, meant we had the foundation for our own centre of excellence application. But two other challenges needed to be overcome. The first was ensuring that other funded centres would see our application as unique from their own interests. So off we set on an academic dog and pony show to convince our colleagues from other centres that we would not encroach on their academic territory. As it turned out, this was a bit of a trick including last minute appeals among vice-rectors who wanted our application withheld for a year. We applied anyway.

To receive government funding, research centres of excellence need to demonstrate how well they conform to the university's mission and how well they are supported by that institution. Concordia is doing a great job these days providing tangible support and real encouragement to individual researchers and research units. But that was not always the case. In those old days, we waited months to learn whether we had institutional support. When it appeared that it wasn't forthcoming, I lost my temper for the first and only time as an academic and it was **Norman Segalowitz** who came to my rescue. Neither of us will ever forget that day. Or the next day when we learned that we would be supported. I'm convinced that we got the support because of my tantrum that afternoon. Norm equally thinks we got the support despite my tantrum.

Well I think you know the final outcome of our efforts. *The Centre for the Study of Learning and Performance* did become an externally funded research centre of excellence. And we owe that success to those folks sitting around a table together years ago and dreaming.

**Patsy Lightbown** left Concordia and Canada some time ago for a different life in Connecticut. I've long since lost touch with her but will never forget her invaluable contributions in those early years.



And that brings me to **Norman Segalowitz**. After many, many years of being a fixture at the CSLP as associate director and member, Norm has decided to resign to pursue other academic interests as he takes a new path in the later phases of a glorious academic career.

Norm's academic accomplishments are many and varied. But to me, his most remarkable gifts are those truly rare qualities of gentleness, thoughtfulness, and caring. With all the people with whom Norm works, whether they are students, staff or other faculty, he shows immense respect for both the person and the person's ideas. He has the rare talent for finding the strength in the ideas of others while communicating weaknesses in ways that others feel honoured and respected. He is truly a gentleman scholar.

Norm, we wish you well in the years ahead. For the times they are a-changin'.



*Philip Abrami*





# ASSOCIATE DIRECTORS' MESSAGES



It has been another excellent year for the CSLP, and the last two years have been an interesting time to be associate director. There have been positive signs of new intellectual ferment all over the place—from a productive strategic planning session in the fall, to the CSLP's sponsorship of an education graduate student symposium that attracted students from a number of universities and a variety of disciplines. There have also been some exciting new releases on the software front this year, the LTK+ being the signature development in this regard.

However, for me, the year's most exciting development has been the CSLP's deepened partnership with UQAM. In the last few years, UQAM faculty like **Julien Mercier**, **Line Laplante**, and **Patrice Potvin** have brought new ideas to our centre, and at our retreat last fall, it was clear that their fresh energy could lead to some exciting projects for the centre in the future. As I put my own work on pause to go on paternity leave next year, I have confidence that the next few years will be fruitful ones at the CSLP.

*David Waddington*

Inter-institutional collaboration has been affected through research projects involving researchers from several universities. However, strategic and operational coordination occurs through close collaboration between the universities through the CSLP executive, which includes researchers and students from many, if not all, the institutions. Meetings take place on a rotational basis between Concordia and UQAM. In order to additionally structure the UQAM group of researchers around inter-institutional collaborations, several activities were organized on a regular basis: invited speakers, special interest groups (two are currently active: 1 - educational neuroscience and 2 – reasoning and learning), student presentations and general scientific activities: global themes, research methodology, etc. These different activities are now ready to be shared with members from other institutions.

*Julien Mercier*



# ABOUT THE CSLP

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



## Objectives and Priorities

To fulfill its mission, the CSLP has defined seven principal objectives and priorities by which it is dedicated to making a long-term contribution to the quality of instruction and learning, and thereby to the quality of society.

1. To **establish** collaborative and productive partnerships among researchers, educational practitioners and policy-makers.
2. To **conduct** basic and applied research and systematic reviews.
3. To **address** a range of learner and professional populations, including the disabled and gifted minorities, from preschool to postsecondary, all of whom face barriers, temporary or long-term, to achieving their potential in personal, academic and professional domains.
4. To **develop** and **evaluate** curricular and technology-enhanced tools consistent with best practices in contemporary educational reform that have meaningful and generalizable effects and important social impact.
5. To **assemble** an outstanding team of researchers and thinkers, from both within and outside Québec, involved in a range of basic and applied disciplines devoted to our mission.
6. To **transfer** effective and widely applicable strategies promoting basic literacy and numeracy, core academic competencies, additional language learning, language and literacy, and enhanced learning capabilities that complement modern learning environments.
7. To **educate** the next generation of innovators, including practitioners, scholar-researchers, and policy-makers, and to promote the blending of these roles wherever possible.



# THEME AREAS

## Axis 1: Developing and Testing Software Tools for Learning

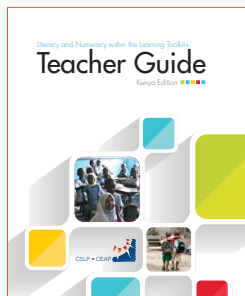
### THEME 1: LEARNING TOOLKIT

Philip C. Abrami (theme leader); Monique Brodeur; Eva Bures; Nathalie Chapleau; Ann Louise Davidson; Helena Dedic; Andréanne Gagné; Isabelle Gauvin; Line Laplante; Julien Mercier; Steven Rosenfield; Annie Savard; Richard Schmid; France Trudeau; Catherine Turcotte; Vivek Venkatesh; Jacques Viens; David Waddington; Bev White

This theme addresses the ongoing design, development, and testing of the Learning Toolkit (LTK), which includes ABRACADABRA early reading software, ELM early mathematics software, the ePEARL e-portfolio, and ISIS-21, an inquiry tool. Drawing on insights from Axis 1, work in this theme aims to improve student learning and foster students' understanding of their own motivational and self-regulatory processes.

### Milestones

- In January, *Literacy and Numeracy within the Learning Toolkit+: Teacher Guide [Kenya Edition]* was published with over 200 pages of teacher aids, lesson plans, and work sheets designed to help teachers integrate the LTK+ tools into Kenyan classrooms.
- CSLP collaborators **Alan Cheung**, **BarleyMak** and **Phil Abrami** were awarded \$60,000 from the Canadian International Development Research Centre for the project *Examining the effects of ABRACADABRA, a web-based literacy program on primary school students in rural China*, an expansion of our Hong Kong literacy project (December 2015).
- Phil Abrami** and his team were the recipients of a \$250,000 grant from the Aga Khan Foundation Canada's Strengthening Education Systems in East Africa enabling the team to continue their literacy and numeracy work in Mombasa and Nairobi classrooms. (July, 2015)



- Led by **Monique Brodeur** and **Phil Abrami** the French ABRA team launched **French ABRACADABRA**, an early literacy tool to teach young francophone children. (September 8, 2015)



- In August (2015) the team released the Learning Toolkit Plus with two new tools: ELM (Emerging Literacy in Mathematics) software in French and English, and the French adaptation of ABRACADABRA. This launch also included a French version of ISIS-21 (Inquiry Strategies for the Information Society in the Twenty-First Century) and an expanded READS.



- The CSLP and Aga Khan Academies' joint literacy and numeracy project, made possible by a grant from Aga Khan Foundation Canada's Strengthening Education Systems in East Africa, was discussed in the major daily **Kenyan Star** on September 30, 2015.





## THEME 2: EXPLORATORY WORK ON EMERGENT EDUCATIONAL TECHNOLOGIES

David Waddington (theme leader); Philip C. Abrami; Robert Bernard; Walcir Cardoso; Juan Carlos Castro; Patrick Charland; Ann Louise Davidson; Catherine Fichten; Laura King; Julien Mercier; David Pariser; H elene Poissant; Patrice Potvin; Martin Riopel; Richard Schmid; Vivek Venkatesh; Jacques Viens

CSLP members in this theme are using diverse methods to study promising learning technologies that are in a nascent stage of development. A wide range of cutting-edge technologies are currently being examined, including Personal Response Systems (clickers), topic maps and the use of mobile technologies to enhance the lives of intellectually disabled people.

### Milestones



- **David Pariser** was named National Art Education Distinguished Fellow (March, 2016)

- A 3.9 million Norwegian Kroner (approximately \$700,000 Canadian) grant was received from the Research Council of Norway with **Vivek Venkatesh** as co-PI for the project entitled *iSCOPE – integrating Sciences of Oceans, Physics and Education*. See under Project Showcase.



photo: Magnus Svendsen Nerheim



- **Catherine Fichten** received the Fred Strache Leadership Award, for mentoring students and leadership in research on disability and assistive technology from California State University (March 2016).

- **Catherine Fichten's** Adaptech team compiled a repository of free and/or inexpensive hardware and software alternatives and launched the Free and Inexpensive Assistive Technology Database (FIAT)

- **Vivek Venkatesh** produced, co-wrote and co-filmed *Blekkmetal*, a feature documentary about the Norwegian black metal scene. The film addresses the socio-cultural, political, technological and economic factors impacting the development of a niche music scene in Norway.



- Post-doctoral student **Tom Fennewald** launched **Troubled Lands**, an educational game that explored the geopolitics of climate change (April 2015).

- **Juan Carlos Castro & David Pariser** were awarded a *Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Research Grant* entitled *MonCoin: Investigating mobile learning networks to foster educational engagement with at-risk youth*.

- **Patrick Charland** commenced Phase 2 of a pilot study working with CSDM primary school teachers in the comparison of different pedagogical strategies with Slice fraction game.



## Axis 2: Analyzing Basic Processes of Learning

### THEME 1: LANGUAGE & LITERACY

Laura Collins (theme leader); Philip C. Abrami; Walcir Cardoso; Sara Kennedy; Kim Mcdonough; Pavel Trofimovich,

Within this theme, researchers from psychology, educational psychology, applied linguistics and educational technology collaborate to understand language processing and learning. This theme is mainly focused on identifying the core perception and production processes that underlie speaking, listening, reading, and writing skills in first, second, and additional languages.

## Milestones

- **Pavel Trofimovich** and his UK-based colleague Talia Isaacs finalized an edited volume on assessment of second language pronunciation to be published in an Open Access format through *Multilingual Matters*.
- **Pavel Trofimovich** and **Sarita Kennedy** received a SSHRC Insight Grant to support an international collaboration involving Concordia and UK researchers to investigate how second language learners can benefit from self-regulation/self-assessment activities in developing speaking skills in a second language.
- **Walcir Cardoso** and **David Waddington** launched **Spaceteam ESL**, which is an interactive multi-player game designed to help ESL students develop their English skills. The game received positive reviews from the *Wall Street Journal* and *Appszoom.com*.
- **Walcir Cardoso** and **Laura Collins** received a SSHRC Insight Grant to implement technology in classrooms to help students improve their oral communication abilities.
- **Kim McDonough's** Canada Research Chair position was renewed for a second five-year term.



photo: Nathalie St-Pierre, UQAM

- **NeuroLab** directed by **Julien Mercier** was officially launched in December 2015 with the rector of UQAM, the research team and official partners present.

## CROSS-CUTTING THEME: SYSTEMATIC REVIEWS

*Robert Bernard (leader) and Richard Schmid*

CSLP members in this theme are involved in the production of major systematic reviews of the impact of educational interventions.

## Milestones

- **Eugene Borokhovski, Bob Bernard, Rana Tamim** and **Richard Schmid** were recipients of the EDMedia Outstanding Paper Award for their paper entitled "Technology Integration in Postsecondary Education: A Summary of Findings of a Series of Meta-Analytical Research" (June 2015).
- **Bob Bernard** was the recipient of the American Educational Research Association (AERA) and the *Review of Educational Research* Outstanding Reviewer Award (April 2015) (his sixth in seven years).
- The Systematic Review Team received funding from the Social Sciences and Humanities Research Council of Canada for the years 2016-2019, for a proposal entitled "*Prospects and problems of implementing blended learning in higher education as viewed through the lens of systematic review and meta-analysis.*"
- Members of the Systematic Review Team completed two contracts for the Commonwealth of Learning, Vancouver, BC.



## THEME 2: ACADEMIC SELF-REGULATION

*Vivek Venkatesh (theme leader); Philip C. Abrami; Monique Brodeur; Eva Bures; Julien Mercier; Jacques Viens*

Within this theme, researchers from various fields collaborate to consider students' cognitive and motivational processes within individual and group contexts. Our focus has been on (a) supporting the development of self-regulation skills within the key phases of forethought, execution and reflection; (b) creating instruments that reliably measure self-regulation; and (c) developing theories and methodologies that address self-regulation in technology-enhanced learning environments.

## Milestones



photo: Thomas Marcellier

- **Vivek Venkatesh** was awarded seed funding from Concordia's Office of the Vice-President, Research and Graduate Studies for the project: Developing multivariate models to relate perceptions of academic self-regulatory behaviors with academic outcomes and perceptions of innovative pedagogical techniques in

post-secondary classrooms across science, social sciences and humanities contexts.



# SEED GRANT RECIPIENTS

## **Exploratory study:** A program of preventive interventions at the level of the first apprenticeships in reading-writing for preschool students

*Nathalie Chapleau, Monique Brodeur, Line Laplante, Caroline Viriot-Goedel, Jacques Crinon and Virginie Leclercq-Faure*

This seed funding is supporting the pre experimentation regarding the implementation of teaching practices for the prevention of learning difficulties in reading and writing with pre-school students. We will combine the use of some activities of the online resource ABRACADABRA as well as apprenticeship activities issued from intervention programs validated by researchers. In addition, we will develop some evaluation tools and questionnaires about teaching practices. This study will be an opportunity to evaluate the effects of certain activities within ABRACADABRA that have not yet been the subject of a rigorous analysis in francophone schools. This is the first collaborative project between a team of researchers from France and our own team from the Province of Québec.

## **Integrating Language Learning Within and Beyond the Classroom Walls**

*Laura Collins, David Waddington, Laura King and Walcir Cardoso*

This seed grant is supporting the creation of a new collaboration among four CSLP members who share a common interest in the integration of classroom and real world learning activities. It addresses the disconnect with, and potential bridges across, the two environments. Our first joint project is a survey of francophone students learning English as a second language (ESL) in Quebec high schools and cégeps. Our study will:

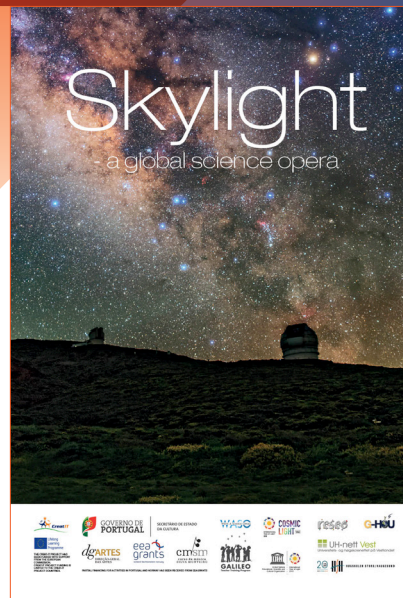
1. Identify the tools and activities students currently use which involve English, and from which they perceive learning benefits (such as video gaming);
2. Obtain students' perspectives on how well this out of class practice with English is currently integrated into the curriculum of their ESL courses;
3. Gauge their willingness to engage in supervised out of class learning activities that would be integrated into the existing curriculum.

The findings will guide the design of our follow up research in which planned integrated practice interventions will be explored, across a range of second languages and other subject matter such as citizenship.

## RESEARCH PROJECT SHOWCASE

### **iSCOPE** (integrating Science of Oceans, Physics and Education)

is an international research initiative that aims to create a suite of verifiably effective, innovative science pedagogies. The project brings together four partners (University of California at Berkeley, University of Bergen Norway, University College of Stord and Haugesund Norway, and Concordia University) to use trans-disciplinary approaches on multinational case studies to identify and evaluate, transfer, and test award-winning methods of educational intellectual stimulation. The team, that includes **Vivek Venkatesh**, evaluates the University of Bergen's Center of Excellence In Biology Education (bioCEED) and masters course BIO300 Biology Bootcamp, as well as UNESCO's International Year of Light 20152 project "Skylight - a Global Science Opera" lead by Stord/Haugesund University College. These projects are both partnered with the University of California at Berkeley's Lawrence Hall of Science and its "Global Hands On Universe" project.



# STUDENT SHOWCASE



## Ross Sundberg

I am currently a PhD student at Concordia and a student representative on the CSLP Executive Board.

My research interests include language-learning resources that complement classroom-learning experiences. Currently I am looking at the benefits of second language (L2) music. I have developed a music application, alongside CSLP faculty member **Walcir Cardoso**, to promote the noticing of L2 French features and increase comprehensible input through grading the vocabulary in songs.

My role on the Executive was to communicate on behalf of graduate students and encourage student involvement with the centre. This included connecting students with research opportunities and assisting with collaborative events involving both students and the CSLP (e.g., receptions, supporting the graduate student symposium). Over the past year I've had the fortunate opportunity of learning more about the CSLP (strands of research, partnership between Universities, funding opportunities, etc.), and I hope to help more graduate students benefit from involvement with the centre.



## Mélanie Bédard

As a doctoral student, my participation in the CSLP-UQAM executive committee as a student representative has been enriching. Generally, it has allowed me to participate in a steering committee of a research centre, an experience that I will draw from in my future career as a professor-researcher.

I was introduced to the process of reviewing student applications to ensure they fit into the centre's axes, and to determine the allocation of funds to various student projects—all activities that are performed by professor-researchers.

Executive committee meetings enabled me to interact in a special way with the CSLP researchers and graduate students. Because our research interests were similar, the discussions about centre-related concerns, led me to adopt a more global vision about issues related to research.

Serving as a student representative allowed me to meet and consult with my student colleagues who are fellow members of the centre to ensure that I represented them well in decision making, e.g., proposed activities and bursaries/funding responded to students' needs, evaluation criteria were fair, etc.

Finally, because I was a part of the executive committee, I felt very involved in the various activities for centre members (interest groups, monthly meetings, social activities, etc.). I felt engaged and included in the various activities, which means that even if my participation in the executive committee has come to an end, I will continue to be involved with great enthusiasm.



# OUR PRODUCTIVITY

For the period April 1, 2015 to March 31, 2016, the CSLP had the following productivity:

## Funding:

**65** The total number of **grants** and **contracts** awarded to the CSLP's

**36** FACULTY MEMBERS

**\$2,238,315**

The estimated total value held for the 2015-2016 period (i.e. one year of multi-year grants) :

## Publications:

TOTAL PUBLICATIONS

**173**

**115** Journal Articles & Manuscripts

**49** Books Chapters Proceedings

**9** OTHER

## Other Dissemination Activities:

TOTAL ACTIVITIES

**145**

**115** Presentations & Seminars

**8** Training & Instruction

**22** Technology Based Tools and Other Transfer Activities

## Training of Students:

TOTAL STUDENTS

**137**

**69** M.A. Theses and Internships

**56** PhD supervision

**2** Post Doc

**10** Research Assistants

Please refer to the CSLP Annual Report 2015-16, Part II for a complete listing of grants, publications, workshops and students.

# OUR MEMBERS, STAFF AND PARTNERS

We would like to extend a warm welcome to our new members: **Juan Carlos Castro, Patrick Charland, Isabelle Gauvin, David Pariser, Helen Poissant, Patrice Potvin and Martin Riopel**

We also extend a warm thank you along with best wishes to our retiring members **Norm Segalowitz, Elizabeth Gatbonton, Marlise Horst, Joanna White and Roma Medwid** from the English Montreal School Board.

## Full Members

Philip C. Abrami	Director &	Concordia University
Robert M. Bernard	Professor Professor	Concordia University
Monique Brodeur	Doyenne	Université du Québec à Montréal
Eva Mary Bures	Associate Professor	Bishop's University
Walcir Cardoso	Associate Professor	Concordia University
Juan Carlos Castro	Associate Professor	Concordia University
Nathalie Chapleau	Professeur	Université du Québec à Montréal
Patrick Charland	Professeur	Université du Québec à Montréal
Laura Collins	Associate Professor	Concordia University
Ann-Louise Davidson	Associate Professor	Concordia University
Helena Dedic	Professor	Vanier College
Catherine Fichten	Co-Director Adaptech & Professor	Dawson College
Leif French	Associate Professor	Université du Québec à Chicoutimi
Andreanne Gagné	Professor	Université du Québec à Montréal
Elizabeth Gatbonton	Associate Professor	Concordia University
Isabelle Gauvin	Professeur Titulaire	Université du Québec à Montréal
Marlise Horst	Associate Professor	Concordia University
Sara Kennedy	Associate Professor	Concordia University
Laura King	Enseignante	CEGEP Andre Laurendeau
Line Laplante	Professor	Université du Québec à Montréal
Kim McDonough	Professor	Concordia University
Julien Mercier	Associate Director & Associate Professor	Université du Québec à Montréal
David Pariser	Professor	Concordia University
Hélène Poissant	Professeur Titulaire	Université du Québec à Montréal



Patrice Potvin	Professeur	Université du Québec à Montréal
Martin Riopel	Professeur	Université du Québec à Montréal
Steven Rosenfield	Professor	Vanier College
Annie Savard	Associate Professor	McGill University
Richard F. Schmid	Professor	Concordia University
Norman Segalowitz	Professor	Concordia University
Pavel Trofimovich	Professor	Concordia University
Catherine Turcotte	Professor	Université du Québec à Montréal
Vivek Venkatesh	Associate Director & Associate Professor	Concordia University
Jacques Viens	Professor	Université de Montréal
David Waddington	Associate Director & Associate Professor	Concordia University
Joanna White	Associate Professor	Concordia University
<b>Collaborating Practitioners (COP)</b>		
Michael Chechile	Director of Educational Services	Lester B. Pearson School Board
Paola Miniaci	Deputy Director General	Commission scolaire English-Montréal
France Trudeau	Directrice générale adjointe	Commission Scolaire Rivière du Nord
Bev White	Director of Studies & Community Development	Leading English Education and Resource Network (LEARN)



## Staff



from left to right: Pat, Dominique, Evelyne

### ADMINISTRATION

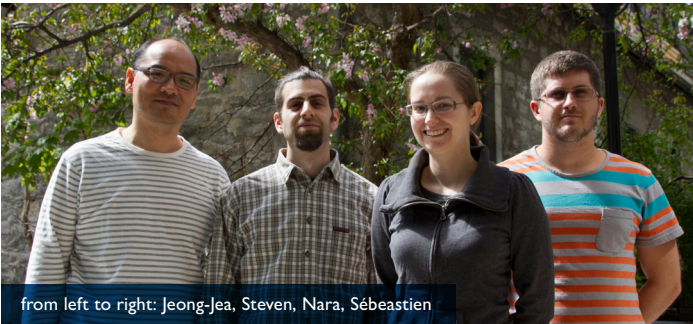
Evelyne Cypihot	Grants Officer
Dominique Laguë	UQAM- Research Associate
Anne Wade	Manager & Information Specialist
Patricia Yetman	Administrative Assistant



from left to right: David, Eugene, Larysa

### RESEARCH

Eugene Borokhovski	Researcher
Larysa Lysenko	Researcher
David Pickup	Information Specialist



from left to right: Jeong-Jea, Steven, Nara, Sébastien

### DESIGN & DEVELOPMENT

Manuela Bertoni	Creative Director
Andrew Gardener	Developer
Sébastien Hotte	Developer
Jeong-Jea Hwang	Developer
Steven Kanellopoulos	Developer
Nara Van Rossum	Developer
Jonathan Wilansky	Web Designer



from left to right: Einat, Vanitha, Liz

### INSTRUCTIONAL DESIGN AND TRAINING

Estel Grimard	Instructional Designer
Jennifer Head	Instructional Designer
Einat Idan	Instructional Designer
Vanitha Pillay	LTK Trainer
Liz Warwick	Instructional Designer

## About the Grey Nuns Annex

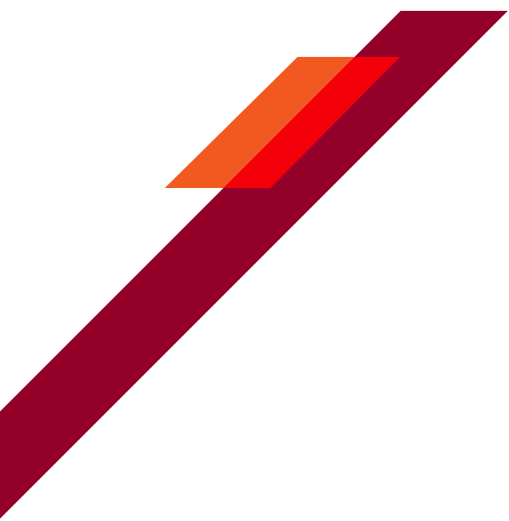
The main office of the CSLP is located in the Grey Nuns Annex, 1211 St. Mathieu. Built in 1869 by the architect Victor Bourgeau, the two beautiful and historic buildings-- la Maison mère des Soeurs-Gris-de-Montréal (Grey Nuns) and la Maison des Hommes (Grey Nuns Annex)--are now owned by Concordia University.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

We'd like to thank all of our **partners**—our affiliate universities, Queen's University, CRIFPE, the Center for Enhancing English Learning and Teaching (CEELT) at the Chinese University of Hong Kong, the Center for Pedagogy and Andragogy at the University of Nairobi, Shanzu Teacher Training College (Kenya), CHILL at Zayed University (Dubai), the Observatoire interdisciplinaire de création et recherche en musique (OICRM), as well as LEARN, the Quebec school boards, The Royal Conservatory, the Aga Khan Academies Unit, Evenko and Decibel Magazine to name a few.

Lastly, on behalf of all CSLP members, we extend a sincere thank you to all of our provincial and federal **funders**, along with our **donors** (for a complete list please refer to Part 2 of this Annual Report). Without their generous contributions, the CSLP's research and development projects would not be achievable.

Design: University Communications Services

Compilation and editing: Anne Wade, Patricia Yetman, Dominique Laguë, Manuela Bertoni



[CONCORDIA.CA/CSLP](http://CONCORDIA.CA/CSLP)

CSLP, Concordia University, 1455 De Maisonneuve Blvd. West, GA-1.210 Montréal, Québec, Canada H3G 1M8

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

