



CENTRE FOR THE
STUDY OF LEARNING
AND PERFORMANCE

ANNUAL REPORT
2016-17



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DIRECTOR'S MESSAGE



It is my pleasure to announce that **Dr. Vivek Venkatesh** has been appointed the director of the CSLP effective January 1, 2018. Since its founding the CSLP has focused its efforts on high quality primary research along with systematic reviews of research and knowledge mobilization activities that outreach to educational communities locally, nationally, and internationally. Dr. Venkatesh's expertise and interests align well with these dual foci and you can expect that under his leadership the CSLP will continue excelling in its traditional areas of strength as well as grow into new and important areas of widespread interest.

Among other things, Dr. Venkatesh is in charge of the Social Media Education Every Day (SOMEONE) project. The SOMEONE vision is to build awareness and resilience, create space for dialogue, and combat online hate. As I write this, immigrants are streaming across the border into Quebec from the United States, "free speech" rallies by the alt-right movement turned violent in Charlottesville, and a van made a deadly charge through crowded streets of Barcelona. Much of this hatred is borne and spread by social media. And that makes the SOMEONE project both timely and important. SOMEONE is an excellent addition to the work of the CSLP and serves as a useful example of how he will insure the vitality and relevance of the CSLP for years to come.

It has been a privilege for me to serve as the director of the CSLP. I have seen it grow from a small departmental research group into a multi-institutional and externally funded research centre of excellence with an international reach. I am grateful to the faculty, staff, and students who have been Centre members and have dedicated themselves to achieving success.

Philip Abrami

ASSOCIATE DIRECTORS' MESSAGES



photo: Thomas Mazerolle

It has been an eventful year for the CSLP, not least because the Centre saw the awarding of a SSHRC Partnership grant and accompanying infrastructure investment by the Canadian Foundation for Innovation worth close to \$3 million to our director, **Dr. Philip C. Abrami**. This grant will enable Phil's multidisciplinary and international team to make great strides with students, teachers and school administrators in sub-Saharan Africa through the rigorous implementation and adaptation of the Learning ToolKit Plus – our flagship literacy software suite. This timely recognition of the immense leadership and vision that Phil possesses is a testament to the great potential of the work engaged in by our Centre members. We are now at a crossroads: with Phil's retirement in December of 2017, the Centre is now preparing to not only continue building capacity as it pertains to literacy and language acquisition in both children and adult populations with our network of national and international partners, but we are also looking to develop our expertise in addressing the paucity of programs that address media literacy and inclusive uses of social media to promote civic education. We are grateful for the leadership that Phil has provided us since the Centre's inception and will strive to build on his successes.

Au nom des membres du Centre - merci, Phil, et bonne retraite!

Vivek Venkatesh



The CSLP unit at UQAM has matured after three years of existence. A key group of about 10 university researchers is ready for the next stage: strengthening alliances with other institutions where CSLP members are hard at work. Given that the Francophone research milieu in Quebec presents certain limits, for me, it is paramount that the CSLP-UQAM members – students as well as faculty researchers – intensify their association with their Anglophone counterparts in ways that lead to a renewal of scientific insights. In this regard, as NeuroLab did last year, using the excellent CSLP space at Concordia for meeting and other points of contact is an excellent way to plant the seeds for new, as well as support existing collaborations. Among recent successes for the CSLP-UQAM in the NeuroLab was the welcoming two postdoctoral interns, with a third forthcoming, as well as the fact that several of our member students were awarded funding as a result of their affiliation with the Centre.

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.

Axis 1: Developing and Testing Software Tools for Learning

THEME 1: LEARNING TOOLKIT

Philip C. Abrami (theme leader); Monique Brodeur; Eva Bures; Nathalie Chapleau; Helena Dedic; Isabelle Gauvin; Line Laplante; Julien Mercier; Steven Rosenfield; Annie Savard; Richard Schmid; Vivek Venkatesh; David Waddington

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

- Philip Abrami, Anne Wade, Larysa Lysenko, Jonathon Marsh and Maina WaGioko published the results of their Kenya literacy study in the article *Using educational technology to develop early literacy skills in Sub-Saharan Africa*.
- Led by Philip Abrami, the CSLP received a \$300,000 donation from the TD Bank for the upgrading of ABRACADABRA.



- Concordia University and the University of Nairobi signed a MOU that will serve as a framework for specific collaborative initiatives to be developed jointly by the faculties, schools and/or research centres of both universities. Led by Dean Akala and Dr. Inyega, the University of Nairobi has served as an active partner on the Kenya LTK literacy project.
- In August, results on a study conducted by researchers at the University of Sydney in Australia were published, revealing **ABRACADABRA**'s positive impact for children with autism spectrum disorder.
- The Education Endowment Foundation published a report on their third party assessment on the use of **ABRACADABRA** in over 50 schools in the UK. The impact of using **ABRACADABRA**, especially with struggling readers was impressive.
- In March, **John Temba** (Deputy Director, Primary Education, Kenya Ministry of Education) and **Jonathon Marsh** (Director, Professional Development, Aga Khan Academies) visited the CSLP and participated in the SSHRC Partnership interview.



- Philip Abrami and the LTK team were the recipients of a \$116,000 grant for the project *Portfolio Électronique Réflexif pour L'apprentissage des Élèves (PERLE) au postsecondaire* under the program Entente Canada-Québec relative à l'enseignement dans la langue de la minorité et à l'enseignement des langues secondes.

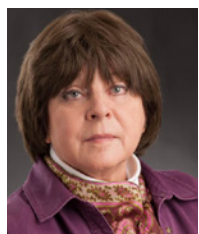
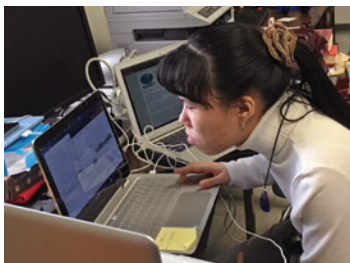
THEME 2: EXPLORATORY WORK ON EMERGENT EDUCATIONAL TECHNOLOGIES

David Waddington (theme leader); Philip C. Abrami; Robert Bernard; Walcir Cardoso; Juan Carlos Castro; Patrick Charland; Catherine Fichten; Isabelle Gauvin, Laura King; Julien Mercier; David Pariser; Richard Schmid; Vivek Venkatesh

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

- Hosted by Dawson College, **Catherine Fichten, Laura King** and **Alice Havel** organized the Leverhulme Trust International Partnership Ed-ICT Network Conference entitled *Stakeholder perspectives on information and communication technology (ICT) accessibility for students with disabilities in post-secondary education*.



- Catherine Fichten** was the recipient of the *Prix Denise Barbeau* from ACFAS.
- The Dawson team finished a 3-year FRQSC grant entitled *Les perspectives des étudiants et des professeurs sur l'excellence dans l'utilisation des TIC et du cyberapprentissage au collégial* and a

SSHRC Connections grant entitled *New perspectives: Role of stakeholder groups in ensuring accessibility of ICTs to postsecondary students with disabilities*.

- Laura King** received the *Mention d'honneur de l'Association québécoise de pédagogie collégiale*.



Axis 2: Analyzing Basic Processes of Learning

THEME 1: LANGUAGE & LITERACY

Kim McDonough (theme leader); Philip C. Abrami; Walcir Cardoso; Sara Kennedy; Laura Collins; 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

- Kim McDonough** and **Ahlem Ammar** from the University of Montreal received a grant through the FRQ-SC Actions Concertées program to support research into the role of peer collaboration in secondary L2 French classes.
- Kim McDonough** and **Pavel Trofimovich** welcomed Dr. Dato Abashidze to Concordia as a Horizon Postdoctoral Fellow to collaborate on their SSHRC-funded research about non-verbal cues in L2 learning.
- Sara Kennedy** and **Pavel Trofimovich** received a SSHRC Insight grant of \$72,000 for their project *Oral communication training for international engineering students in co-op placements*.
- Laura Collins** with colleagues **Philippa Bell** (PI) and **Emma Marsden** received a SSHRC grant to create a cross-sectional corpus of oral and written texts from Quebec primary and secondary school students of ESL. They will use corpus tools to analyze students' grammatical development across the years of compulsory ESL instruction.
- Graduate student **June Ruivivar** and **Laura Collins** had a paper based on Ruivivar's thesis work on spoken grammar and ESL speakers accepted for publication at the prestigious journal *TESOL Quarterly*.
- Graduate student **Caroline Dault** and **Laura Collins** had a paper published on Dault's thesis work on a pedagogical innovation to promote language learning among French second language adult migrants in Quebec, in *The Canadian Modern Language Review*.

- **Avery Rueb** and **Walcir Cardoso** received a grant from Entente Canada-Québec for \$47,000 to investigate the use of language gaming on second/foreign language learning.
- PhD candidate **Jennica Grimshaw** and **Walcir Cardoso** had a paper accepted in *Language Learning and Technology*, on the pedagogical benefits of gaming in the development of pronunciation in a second language, particularly oral fluency.
- **Laura Collins** was elected to the executive of the American Association for Applied Linguistics executive as Vice President.
- Led by **David Waddington & Walcir Cardoso**, the cooperative language learning game **Spaceteam ESL** approached 110,000 downloads and installs globally. The game has received positive reviews by *The Wall Street Journal*, *Appszoom*, *Linguisticator* and *For the Love of Languages*.
- Graduate students **Tiago B. Alves**, **Jennica Grimshaw**, **Lauren Strachan**, & **Ross Sundberg** worked on the design and testing of **Spaceteam ESL** and **Astronaute FLS**, which is the French version of **Spaceteam ESL**.
- **Isabelle Gauvin's** study entitled *Knowledge of grammar and of grammar instruction among student high school French teachers: Do future French teachers have a romanticized view of teaching grammar?* resulted in findings that are essential for initiating an objective reflection on the training of future French teachers in grammar and grammar instruction, and may even be extended to future elementary and special education French teachers, in addition to high school teachers.

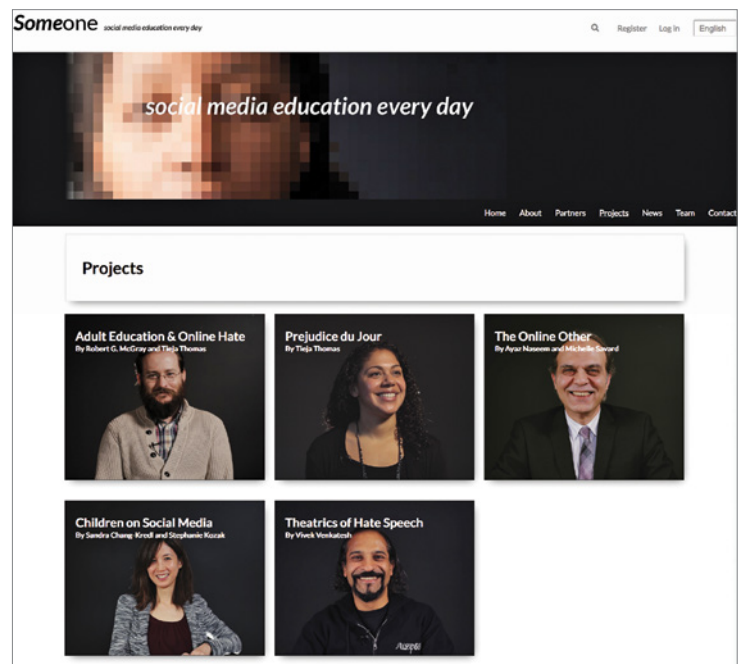
THEME 2: ACADEMIC SELF-REGULATION

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

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

- Led by **Vivek Venkatesh** the SOMEONE initiative was officially launched on May 16, 2016. Created to sensitize youth, educators and the broader public to patterns of online hostility. The researchers' goal is to build resilience against hate speech and radicalization through social pedagogy that encourages the inclusive adoption of mobile and digital media in creating democratic online spaces.



- **Vivek Venkatesh** and his team were awarded a \$367,000 grant from Public Safety and Emergency Preparedness Canada for the project entitled *Implementing Social Pedagogical Practices via the SOMEONE (Social Media Education Every Day) multimedia portal*.

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

- **Bob Bernard** delivered two invited presentations, one to the Pediatrics department of St. Justine's Hospital (Title: *How to integrate meta-analysis into our daily practice: Problems, pitfalls and pearls*), and the other to the Online Learning Consortium (OLC) conference. New Orleans. LA (Title: *What meta-analyses say about the effectiveness of distance education, online learning and blended learning*).
- **Richard Schmid, Bob Bernard** and **Louis Trudel** received SSHRC funding for the project *A quantitative and qualitative synthesis of the empirical research examining the role of technology in K12 Science Education*.
- **Bob Bernard, Eugene Borokhovski, Richard Schmid, Dave Waddington** and **David Pickup** received funding from the Jacobs Foundation and the Campbell Collaboration for the project *A Meta-Analysis of 21st Century Adaptive Teaching and Individualized Learning Operationalized as Specific Blends of Student-Centered Instructional Events*.
- **Bob Bernard, Eugene Borokhovski, Rana Tamin** and **Richard Schmid** submitted two invited chapters to collected works sponsored by the Association for Educational Communication (AECT). One was entitled: *Gauging the effectiveness of technology in education: What the best-quality meta-analyses tell us* and the second was *The state of research on distance, online, and blended learning from the perspectives of meta-analyses and qualitative systematic reviews*.
- **Eugene Borokhovski, Bob Bernard, Rana Tamim** and **Richard Schmid** published "Technology Integration in postsecondary education: A summary of findings from a set of related meta-analyses" in the *Russian Psychological Journal*.
- **Rana Tamim, Eugene Borokhovski, David Pickup, Bob Bernard** and **El Saadi** presented the paper *Tablets and smart mobile devices for teaching and learning: A systematic review and meta-analysis* at the 2016 meeting of the American Educational Research Association.



STUDENT SHOWCASE



Supporting Canadian minority language revitalization with interactive ebook development

Emily Sheepy, Ross Sundberg, & Anne Laurie

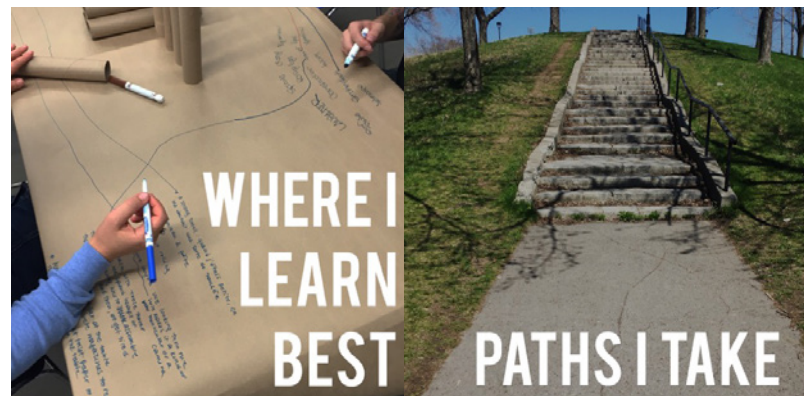
Graduate students **Emily Sheepy**, **Ross Sundberg** and **Anne Laurie** received CSLP seed funding to help develop a software program named *OurStories*. The software is a prototype of an open-source mobile application that would enable language learners or teachers to easily create simple ebooks and interactive web pages. This tool is intended for learners of less-spoken languages (e.g., minority, heritage languages) where not a lot of educational resources are created, and therefore, available to them. Processes have been incorporated into the program that are compatible with Task-Based Language Teaching frameworks in order to support the development of progressive materials centred around the completion of tasks. They have presented the tool at EUROCALL 2017 and submitted a short paper to appear in the conference proceedings.

RESEARCH PROJECT SHOWCASE

MonCoin

Juan Carlos Castro, David Pariser and Martin Lalonde

MonCoin, which means “MyCorner” in English, is a research project that investigates the practical, curricular, and theoretical implications of teaching and learning using mobile and social media in the visual arts classroom. In the last five years, CSLP researchers **Juan Carlos Castro**, **David Pariser** and Ph.D. candidate **Martin Lalonde** have collaborated with secondary school art educators and over 200 secondary students in four different French and English language after-school and in-school programs. Their objective is to design, test, and develop a visual art curriculum using mobile media (e.g. smartphones and tablets) and social media (e.g. Instagram) to connect students to their schools, surroundings and each other. The data analysis has already yielded insights into the potentials and pitfalls of using mobile media in schools. In terms of civic engagement, the team found that youth were initially more interested in learning how to make “good-looking” images, and once they were technically confident, some used their images to look critically at their civic environments. It was also revealed that youth are invested in constructing their identity online through the multimodal documentation of the physical and temporal spaces of the everyday. Further, the use of mobile media was initially hypothesized as a means for engaging at-risk youth outside



of school, only to find that, when given the choice of where they could move and meet, participants expressly sought out opportunities to be together in school. It was shown how mobile media can be used to amplify peer-learning and educational engagement. In the final phase of data analysis, the team will be investigating ways that art educators can use mobile and social media to shift students' social relationships, and enhance teaching and learning in art classrooms through the use of mobile and social media.

RESEARCH PROJECT SHOWCASE

Reported and measured effects of contextualization of problems in science among girls and boys – A psycho-physiologic approach

Patrick Charland (principal investigator)

For more than a decade, numerous studies have reported a global decline in the young people's interest in the domain of science. Thus, there is a consensus, shared globally, concerning the decline of students' interest as they advance in their schooling. The problem of declining interest in the sciences is as well amplified among girls in certain disciplines such as physics. For a number of experts, this issue is explained by the fact that the nature of the activities proposed by teachers in their classes is often purely theoretical and decontextualized from the students' lives. In fact, when science problems are contextualized, they mainly refer to predominately male-oriented sports and to weapons, neglecting the reality of girls' experience. Consequently, the varied contextualization of learning activities as a teaching strategy would constitute an approach to prioritize so as to encourage interest in science classes. Numerous authors have observed that contextualization of learning activities is a strong curricular trend and found in many education systems. Yet, in a literature review on the question, Taasobshirazi and Carr (2008) observed that research results that are actually available are inadequate for recommending to teachers the adoption of this strategy. In particular, they observed that few studies have empirical data on its effectiveness (7/500), and, among those that have been published, several have significant methodological weakness. The research project then has as a general objective to evaluate to what extent contextualizing science teaching (chemistry and physics) can influence the interest and performance of secondary-level girls and boys. Using a method for measuring interest developed by the applicant (Charland et al., 2015), the study will bring a promising and complementary, psycho-physiologic perspective to the results of studies which use student self-reporting instruments measuring interest. With the help of instruments normally used in neurosciences (electro-encephalography, electrodermal response, eye tracking, etc.), these data allow continuous quantification of variation in three dimensions (behavioral, cognitive and emotional) of interest during a task. Thus, the project aims particularly to: 1) measure the effect of contextualization on the three dimensions of interest during science tasks, 2) measure the effect of contextualization on performance in science tasks, and 3) determine the extent to which certain time sequences influence interest and performance in contextualized or decontextualized problems in science.

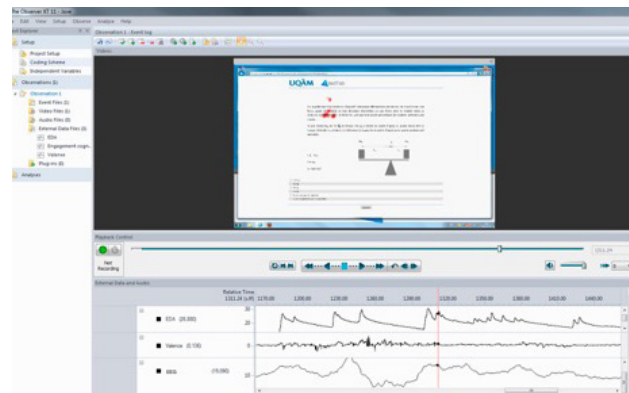


Figure 1 . Monitoring screen for measuring interest in real time with the software Noldus Observer XT (eye tracking on the screen above, EEG signal, facial recognition of emotions, and electrodermal response below) See also the prior article and video which presents the technique and which is the foundation of the funding obtained.

Cabinet Shuffle

Created by doctoral student **William Robison** as part of **Dave Waddington's** broader research project on games and citizenship, **Cabinet Shuffle** is a political simulation game that explores a critical moment in Canadian politics: Prime Minister Justin Trudeau's inaugural federal cabinet.

In 2015, Trudeau explained that he wanted to "present to Canada a cabinet that looks like Canada" and was widely lauded for his unprecedented commitment to diversity and gender parity in his cabinet selections. However, Trudeau was criticized for selecting ministers with comparatively less experience in federal politics, sparking a debate about meritocracy.

Inspired in part by Trudeau's choices, **Cabinet Shuffle** is a game that lets players explore a simplified version of these decisions in a casual and fun way. It hopes to encourage discussion about identity and politics, while also familiarizing players with the people who govern Canada.



PRODUCTIVITY 2016-2017

For the period April 1, 2016 to March 31, 2017, the CSLP had the following productivity:

Funding:

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

30 FACULTY MEMBERS

\$1,747,748

The estimated total value held for the 2016-2017 period (i.e. one year of multi-year grants) :

Publications:

TOTAL PUBLICATIONS **101** Journal Articles & Manuscripts

178 **69** Books Chapters Proceedings

8 OTHER

Other Dissemination Activities:

TOTAL ACTIVITIES **173** Presentations & Seminars

226 **15** Training & Instruction

38 Technology Based Tools and Other Transfer Activities

Training of Students:

TOTAL STUDENTS **77** M.A. Theses and Internships

143 **55** PhD supervision

4 Post Doc **7** Research Assistants

Please refer to the *CSLP Annual Report 2016-17, Part II* for a complete listing of grants, publications, workshops and students.

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.

MEMBERS, STAFF AND PARTNERS

Full Members

Philip C. Abrami	Director & Professor	Concordia University
Robert M. Bernard	Professor	Concordia University
Monique Brodeur	Doyenne	Université du Québec à Montréal
Eva Mary Bures	Associate Professor	Bishop's University
Walcir Cardoso	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
Helena Dedic	Professor	Vanier College
Catherine Fichten	Co-Director Adaptech & Professor	Dawson College
Isabelle Gauvin	Professeur Titulaire	Université du Québec à Montréal
Sara Kennedy	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
Pavel Trofimovich	Professor	Concordia University
Vivek Venkatesh	Associate Director & Associate Professor	Concordia University
David Waddington	Associate Professor	Concordia University

Collaborating Practitioners (COP)

Sandra Furfaro	Director, Educational IT Services	Commission scolaire English-Montréal
Tina Korb	Director, Educational Services	Commission scolaire Sir Wilfred Laurier
Micheal Canuel	CEO	Leading English Education and Resource Network (LEARN)

We extend a warm thank you along with best wishes to our departing members:

Ann-Louise Davidson	Associate Professor	Concordia University
Leif French	Professeur	Université du Québec à Chicoutimi
Andréanne Gagné	Professeur	Université du Québec à Montréal
Magda Fusaro	Professeur	Université du Québec à Montréal
Catherine Turcotte	Professeur	Université du Québec à Montréal
Jacques Viens	Professeur	Université de Montréal
Michael Checile	Director General	Lester B. Pearson School Board
Paola Miniaci	Deputy Director General	Commission scolaire English-Montréal
France Trudeau	Directrice générale adjointe	Commission Scolaire Riviere du Nord

Staff



from left to right: Patricia, Evelyne, Anne

ADMINISTRATION

Evelyne Cypihot	Grants Officer
Anne Wade	Manager & Information Specialist
Patricia Yetman	Administrative Assistant



DESIGN & DEVELOPMENT

- Manuela Bertoni Creative Director
- Sébastien Hotte Developer
- Jeong-Jea Hwang Developer
- Steven Kanellopoulos Developer
- Nara Van Rossum Developer
- Jean-Charles Verdier Developer



INSTRUCTIONAL DESIGN AND TRAINING

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



RESEARCH

- Eugene Borokhovski Project Manager, Systematic Reviews
- Larysa Lysenko Research Coordinator
- David Pickup Information Specialist
- Kathryn Urbaniak Project Coordinator, Project SOMEONE

POSTDOCTORAL STUDENTS

- Dr. Dato Abashidze Dr. Jihan Rabah
- Dr. Chen Qu Dr. Rosane Silveira

Partnerships

Our research and development projects are much richer because of our collaborations with a variety of partner institutions. We extend thanks to all of our partners, including:

- Affiliate academic institutions: **The Center for Enhancing English Learning and Teaching (CEELT) at the Chinese University of Hong Kong, Queen’s University, Shanzu Teacher Training College (Kenya), University of British Columbia, the Center for Pedagogy and Andragogy at the University of Nairobi, University of Stockholm, Wilfrid Laurier University, and CHILL at Zayed University (Dubai).**
- International development agencies: **Aga Khan Academies, Aga Khan Foundation Canada, Aga Khan Foundation East Africa, Aga Khan Foundation Mali, Camara Education, I Choose Life, SAIDE, World Vision Canada, and World Vision Kenya.**
- Other educational organizations: **AQETA, CTREQ, Centre d’alphabétisation, Fédération autonome de l’enseignement, Fédération des comités de parents du Québec, Fédération des syndicats de l’enseignement, Fondation pour l’alphabétisation, Kenya Ministry of Education and its agencies (CEMASTE, KICD), LEARN, the Observatoire interdisciplinaire de création et recherche en musique (OICRM), Quebec Ministère de l’Éducation et de l’Enseignement supérieur, Réunion Réussir, participating Canadian school boards, to name a few.**
- Other partners include: **Solidarité Mercier-est and Centre de prévention de la radicalisation menant à la violence.**



CONCORDIA.CA/CSLP

CSLP, Concordia University

1455 De Maisonneuve Blvd. W., GA-1.210

Montréal, Québec, Canada H3G 1M8

The main office of the CSLP is located in the Grey Nuns Annex, 1211 St. Mathieu. Built in 1869 by the architect Victor Bourgeois, the two beautiful and historic buildings-- la Maison mère des Soeurs-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, or from the Faubourg. Come visit us any time!

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

