CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

30 Year Anniversary Edition

ANNUAL REPORT
2018-2019

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DIRECTOR'S MESSAGE

In 2019, the Centre for Study of Learning and Performance (CSLP) is entering a new era. Our beginnings as a research unit—more than 30 years ago as the Centre for the Study of Classroom Processes—saw educational psychologists conduct ground-breaking primary and applied research, which investigated the cognitive and social factors that impact classroom learning. The CSLP's first members, armed with this expertise, worked with practitioners to develop educational software that would provide the cognitive and metacognitive tools to help learners manage their learning goals, monitor their progress, and build reflection strategies. This set of tools, now known as the Learning Toolkit+ (LTK+), remains a key component of our work today.

Over the last two decades, the discipline of education has progressed substantially and become more interdisciplinary, and the Centre has, in turn, made great strides in this regard. Our own interdisciplinary approach to questions around learning allows space for traditional psychological methodologies and approaches, while also emphasizing the important insights about learning offered by other disciplines. The Centre emphasizes collaborations with scholars from diverse disciplinary backgrounds—it counts amongst its members a Canada Research Chair in Applied Linguistics, two UNESCO Research Chairs (in Curriculum Development and Prevention of Radicalization and Violent Extremism, respectively), as well as institutional research chairs in Science Education and Gender Equality in Classrooms. The targeted recruitment in recent years of several new members from the fields of political science, humanities, religion, psychology, philosophy, multimedia art, and clinical psychiatry have helped create synergies not just for the development of new projects, but also a new leadership that describes a significantly reworked set of axes. Our Centre approaches our main theme of learning from a multiplicity of viewpoints, and we pride ourselves on creating measurable results of this interdisciplinarity in our practices and collaborations.

The CSLP is constantly working to address key learning challenges head-on. Our members are rolling out software to boost literacy and numeracy rates, not only here in Quebec but also in regions of the world that are facing significant challenges. The adaptations of the LTK+ in Canada, the UK, Kenya, and China are demonstrating the effectiveness of a systematically and rigorously developed curricular framework grounded in psychological sciences. Meanwhile, the collaborative socio-communal curricular development practices engaged by our UNESCO Chairs in Lebanon, Syria, Western Africa, and Southern Europe are building resilience to discrimination, prejudice, and marginalization and empowering these youth with critical digital literacies that can help them magnify narratives to counter and resolve modern-day societal problems anchored in social justice.

It is with great pride that I present to you, on behalf of the Centre, our Annual Report for 2018-2019.

Vivek Venkatesh

ASSOCIATE DIRECTORS' MESSAGES

Le CEAP-UQAM, l'antenne uqamienne du CSLP, a connu en 2018-2019 une ascension d'une fulgurance sans précédent! Dix nouveaux membres, chercheurs établis et de la relève, sont venus grossir ses rangs et y insuffler un vent de renouveau autour de projets originaux et fédérateurs. Stéréotypes de genre à l'école, apprentissage par les jeux vidéos, apprentissage en contexte de migration : nos membres réalisent des recherches qui s'attaquent à des enjeux criants d'actualité. Le financement de plus de 90 000$ que le CEAP-UQAM a octroyé cette année à des projets menés par ses membres permet de resserrer des collaborations établies, mais également d'agir comme tremplin à de nouvelles collaborations intra et inter institutions.

L'effervescence du CEAP-UQAM est bien réelle, avec ses conférences-midis, son colloque ACFAS et sa journée d'étude qui ont permis le rassemblement de près de 400 chercheurs et d'une soixantaine de conférenciers provenant d'une douzaine d'universités d'ici, des États-Unis, d'Europe et d'Asie occidentale et orientale. J'aimerais souligner le moment-phare qu'a été pour le Centre la journée d'étude du 5 avril dernier. Interpelés par la question *Les données probantes en éducation existent-elles vraiment ?*, près de 150 acteurs du domaine de l'éducation se sont donnés rendez-vous: chercheur.se.s, administrateur.trice.s, décideur politiques, conseiller.ère.s pédagogiques, formateur.trice.s, enseignant.e.s. Quelle richesse dans les échanges, dans l'écoute des préoccupations, dans la rencontre de tous ces points de vue ! Nous en sommes ressortis inspirés et comptons bien poursuivre la tradition pour remplir encore mieux notre mission : soutenir la connaissance et l'innovation au service de l'apprentissage et de la performance. Tout ce bouillonnement n'est pas le fruit du hasard, mais bien celui du travail concerté de tous les membres du CEAP-UQAM qui, fort enthousiastes, contribuent à la vitalité du Centre !

Isabelle Gauvin, directrice du CEAP-UQAM

It has been an interesting year as Associate Director at the CSLP. The Learning Toolkit+ continues to make strides in Kenya and Project SOMEONE has launched some exciting new initiatives. I've been particularly impressed by the Landscape of Hate and Landscape of Hope interventions—these live, participatory multimedia performances designed to counteract online narratives of hate are something genuinely new.

Overall, I find that the 2019 CSLP is a productive mix of proven technologies and radical innovation. On the one hand, the technologies in our Learning Toolkit+ have been carefully tested and refined over the years and are backed by far better evidence than most educational interventions. In addition, our teams in curriculum and pedagogy, educational psychology, and meta-analysis continue to explore key questions within their paradigms. On the other hand, we are venturing into less charted but exciting territory with educational games and avant-garde artistic performances that have educational components. What is always critical is to facilitate an intelligent conversation between radical educational innovation and established findings—the former prevents the latter from becoming stodgy and the latter prevents the former from reinventing the wheel. The researchers in the Centre are good at bringing different educational approaches together, and I'm confident that we will have even more productive diversity of this kind as we move forward.

David Waddington

ABOUT THE CSLP

The mission of the Centre for the Study of Learning and Performance (CSLP), hosted at Concordia University in Montreal, is to advance scholarship on teaching and learning processes and to develop new pedagogical tools based on this new knowledge. In May 2018, the CSLP was very pleased to learn that its mandate was renewed by Concordia University.

OUR OBJECTIVES AND PRIORITIES

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

1. **ESTABLISH**
   collaborative and productive partnerships among researchers,
   educational practitioners, and policy-makers.

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

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

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

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

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

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

THEME AREAS

This past year we celebrated our 30 years as a research centre, welcomed a variety of new members, and were gearing up for the renewal of our FRQSC Regroupements Stratégiques application. As a result, the CSLP Executive Board felt the time was right to review our thematic areas of research. Below is the CSLP's new structure consisting of two modified axes and five theme areas.

AXIS 1: LEARNING, AFFECT AND PERFORMANCE

This axis is the Centre's theoretical research base—it captures the multiple ways that we analyze the "What is to be learned?" and "How do we learn?" questions. It brings together a breadth of perspectives, including specialists from curriculum, pedagogy, instructional remediation, educational psychology, neuroscience, psychiatry and philosophy. Under the "What is to be learned?" question, our researchers analyze broad educational goals, how to create and structure curricula, and how best to draw upon learners' existing experiences and knowledge. Under the "How do we learn?" question, researchers investigate the way learners learn (their learning processes), what they experience while learning (their affect before, during, and after their learning), as well as how they perform (the outcomes of their learning). Our theories are built in diverse learning contexts (school, extracurricular, online, community, professional training) at the national as well as the international level.

THEME 1.1: DIDACTIQUE / CURRICULUM AND PEDAGOGY

Research conducted under this theme helps deepen and widen scientific knowledge about the processes for teaching and learning specific subject matter content. This research is also important for policy makers as it helps to inform them in building curriculum frameworks such as MELS programs and « Progressions des apprentissages ».

MILESTONES

- In April 2018 **Patrice Potvin** (UQAM Chair in Science Education) received a grant for his project "Processus cognitifs, affectifs et cérébraux, et dispositifs technologiques impliqués dans l'éducation aux science et à la technologies des élèves et du grand public : enseignement et médiation". This grant, obtained notably in collaboration with members **Martin Riopel, Patrick Charland** (UNESCO Chair in Curriculum Development), and **Steve Masson**, supports EREST, a research team directed by **Patrice Potvin**, and will involve the completion of literature reviews, each covering the aims of its axes. For example, this past year the team completed a literature review of CIT in science teaching as well as another on conceptual change models.

- **Phil Abrami** and others received funding for the design of an online teacher professional development (TPD) environment primarily aimed at the LTK+ global audience. This project will draw on the emerging TPD research, especially in international contexts, as well as evidence-based practices for effective online learning. The TPD team will be learning about successful TPD at scale, and will use the Expectancy theory as a framework for understanding teacher attitudes, beliefs, and behaviors linked to using technology in the classroom.

- In March 2019 Professor Garvin Brod of the German Institute for International Educational Research of the Goethe University (Frankfurt, Germany) visited the CSLP to give the lecture "Asking children to generate predictions before telling them solutions: An effective strategy to improve science learning?" Over 20 participants and CSLP members interested in science teaching particularly enjoyed this lecture.

THEME 1.2: COGNITIVE AND AFFECTIVE PROCESSES IN LEARNING

Research conducted under this theme relates to either cognitive aspects of learning or the affective and motivational aspects of learning.

MILESTONES

- In April 2018 invited speaker, Tierry Geoffre, professor and Director of the l'Unité de Recherche en Didactique des Langues of the Haute École Pédagogique of Fribourg, Switzerland spoke to CSLP members on "De la morpholoie du français au développement d'outils numériques. Réflexions sur les liens entre connaissance des processus cognitifs des élèves, progression des élèves et outils didactiques". About 20 people attended the lecture by the creator of *L'orthodyssée des Gram*, an online interactive tool for learning grammatical agreement.

- Researchers in this theme have presented at dozens of international conferences and published over twenty papers, including:

  - **Laura Collins** and Joanna White published the chapter "Observing language-related episodes in intact classrooms: Context Matters" in the volume *(Doing) SLA research with implications for the classroom (Reconciling methodological demands and pedagogical applicability)*.

  - *Souheila Mousalli* and **Walcir Cardoso** published the article "Intelligent personal assistants: Can they understand and be understood by accented L2 learners?" in *Computer Assisted Language Learning.*

Laura Collins, Associate Professor, Department of Education at Concordia University and a CSLP full member was conference chair for the American Association for Applied Linguistics.

- **Walcir Cardoso** and Fernanda Soler-Urzua (McGill University and Universidad de Chile) organized a symposium at *WorldCALL* (Universidad de Concepción, Chile, November 2018) entitled "Text-to-Speech Synthesis and L2 Education: Focus on pronunciation." The symposium included papers by **Walcir Cardoso**, his graduate students, and colleagues in the field of text-to-speech synthesis research from Brazil, Canada, and Chile.

- **Kim McDonough** (Canada Research Chair in Applied Linguistics) and **Pavel Trofimovich** presented the paper *Exploring the visual signature of interactional feedback* at the Canadian Association of Applied Linguistics in Vancouver, BC.

- **Pavel Trofimovich** continued as editor for *Language Learning*, a top journal in the field of applied linguistics.

- **Sara Kennedy** presented an invited talk at the colloquium *Assessing Lingua Franca Competence* in Atlanta, entitled "Assessing French as a lingua franca: Teachers' and learners' perspectives."

- Doctoral student *Pakize Uludag* (supervisor: **Kim McDonough**) started two projects: "A corpus-based examination of L2 integrated writing: Reporting verbs and personal pronouns," a new collaborative research project for which Uludag received funding from MITACS to travel to Arizona to work with corpus researchers; and "Writing from sources: Predicting L2 writers' task performance from text readability" with funding from the British Council.

- Working with PhD student *Aki Tsunemoto*, **Pavel Trofimovich** developed and carried out a new study examining teacher cognition and teacher beliefs about second language teaching in the context of university-level teacher education in Japan.

- Working with PhD student *Aki Tsunemoto* and a Georgia State University colleague Dr. Eric Friginal, **Pavel Trofimovich** has been developing a new study examining linguistic dimensions underlying on-the-job effectiveness of call centre employees.

- Working with PhD student *Kym Taylor Reid* and a University of Calgary colleague Dr. Mary O'Brien, **Pavel Trofimovich** carried out a study examining social bias effects in the assessment of student performances by teachers of German as a second language.

- **Laura Collins** was Conference Chair for the American Association for *Applied Linguistics* in Atlanta, Georgia, in March 2019.

THEME 1.3: INTERDISCIPLINARY PERSPECTIVES ON LEARNING

Research conducted under this theme addresses: (1) Questions about the purposes of education—what is being learned and why, as well as the broader societal implications of these choices. (2) A commitment to critique of dominant approaches to learning. (3) An emphasis on the importance of learners' lived experiences and (4) An openness toward alternative and radical approaches to learning, with an eye to social transformation.

UNESCO CHAIR IN PREVENTION OF RADICALIZATION AND VIOLENT EXTREMISM

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) named Concordia researcher **Vivek Venkatesh** a co-chair on the Prevention of Radicalization and Violent Extremism. Venkatesh's UNESCO co-chairs are David Morin from Université de Sherbrooke and Ghayda Hassan from Université du Québec à Montréal (UQAM).

Created in the fall of 2017, the main mission of the Chair is to act as a centre of excellence in order to develop, share, and promote research and actions in the context of primary, secondary, and tertiary prevention of violent radicalization and extremism. It will ensure close cooperation among researchers and communities of practice in a comparative, multidisciplinary, and north-south perspective.

The Chair has set the following objectives:
- Identify, network, and enhance cooperation between centres, structures of expertise, and communities of practice in preventing radicalization, both in Canada and abroad.

- Provide a high level of expertise and develop innovative action research programs, as well as models based on evidence and best practices, to shape not only public policy, but also radicalization and violent extremism prevention programs at the local, national, and international levels.

- Support the capacity-building of key stakeholders, particularly in research, school, and community settings, as well as the online realm.

- Raise awareness, ensure visibility, and transfer knowledge to the public and media.

MILESTONES

- **Vivek Venkatesh**, Sandra Chang-Kredl, Brad Nelson, André Gagné, Patrick Charland and their team of curricular specialists in Lebanon successfully completed a $1 million project which enabled them to work with community organizations to co-create workshops that build competencies in multimedia development and critical thinking, as well as information literacy in refugee contexts.

- In August 2018 seven lecturers from the Institute for Research Excellence in Learning Sciences (IRELS) in Taiwan, including Dr. Chin-Chung Tsai, arrived at UQAM for two days of lectures and sharing about teaching-learning sciences, in the company of **Robert Bernard, Richard Schmid**, *Eugene Borokhovski* and **Patrice Potvin.**

UNESCO co-chairs: David Morin, Ghayda Hassan, Vivek Venkatesh

Michel Caron, Université de Sherbrooke

A group photo of the participants in the two-day conference at UQAM welcoming the Tsai delegation from Taiwan

Eugene Borokhovski, Systematic Reviews Project Manager, speaks during his presentation the two-day Tsai delegation conference at UQAM

- In the winter 2019 **Steve Masson** prepared the program for the École d'été en neuroéducation 2019 at UQAM with the collaboration of others, including *Lorie Marlène Brault Foisy* and **Martin Riopel**. CEAP-UQAM provided the support to bring in invited speaker Lilach Shalev (University of Tel-Aviv, Israel), who presented a lecture on attention deficit troubles and the brain.

AXIS 2: LEARNING TOOLS

Work in the Centre's second axis addresses the design, implementation and evaluation of innovative learning tools both in extra-curricular and informal digital environments and within classroom environments. Our learning tools are developed and tested in a variety of disciplines, including numeracy, literacy, information literacy, language learning, civic education, and media

literacy, and they benefit from insights generated across our three themes in Axis 1. Some of the Centre's work in this area (particularly the *LTK+*) consists of mature learning platforms that have been carefully validated and tested. Some of the Centre's newer work (for example, *Project SOMEONE*) combines well-tested theories with new, experimental technologies and techniques in response to urgent calls from policy-makers to better manage the ways in which our society adapts to problems caused by discriminatory and hateful rhetoric in online environments. The varied methodologies employed—including systematic reviews, action-research, design-based research and research-creation—draw on both psychological insights and interdisciplinary work in civic education to develop critical digital literacy skills and pluralistic dialogue spaces wherein alternative narratives can be magnified.

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

This theme includes projects associated with tools designed, developed and implemented by the Center's researchers. Such tools reveal novel and rigorously tested environments and spaces for learning and performance, supporting peer learning, facilitating interactions with and among teachers and providing learning resources to important stakeholder such as parents, educators, and policy-makers.

MILESTONES

- In April 2018 **Nathalie Chapleau** travelled to Abidjan, Ivory Coast, for a research mission aimed at implementing ***ABRACADABRA*** in primary schools in the country. During this visit, teachers received training in ***ABRACADABRA***. This mission was part of a series of initiatives by **Monique Brodeur, Phil Abrami** and **Line Laplante** for developing literacy in Francophone regions of Africa.

- In June, the Spring 2018 edition of the *LTK+ Newsletter* was published.

- In September 2018, *Anne Wade* wrote a guest article for the *Aga Khan Academies Newsletter*. **Read it to find out more** about our partnerships and vision for the future.

- In December 2018, the CEAP-UQAM provided support to **Line Laplante** for carrying out her project "Effet de l'utilisation de la ressource *ABRACADABRA* sur la motivation d'apprenti-lecteurs de 1ʳᵉ année issus de milieux défavorisés". This project support enabled **Line Laplante** and her team to broaden the study of the impact of *ABRACADABRA* by investigating motivation as a variable in addition to what is known about the resource and learning. The project also allowed a new collaboration to emerge between the researchers involved in the development of the French *ABRADACABRA* resource and new CSLP member, **Isabelle Plante** (UQAM Research Chair on Gender Equity in Education).

- Funded under the Entente Canada-Quebec and led by **Phil Abrami**, the CSLP's design and development team continued work on *ePEARL 4.0*, an electronic portfolio designed for postsecondary classrooms and adult learners.

- The latest version of the *Learning Toolkit+* was launched in December 2018.

- In February 2019, *Spaceteam ESL* which was designed by David Waddington and Walcir Cardoso, was featured in several media outlets: The Conversation, The Montreal Gazette, The Vancouver Sun, and The National Post.

- In the spring 2019, *Spaceteam ESL* passed the 250,000 install mark!

THEME 2.2: SOCIAL PEDAGOGICAL TOOLS TO PROMOTE DIGITAL LITERACY

Research projects conducted under this theme are at the forefront of adopting principles of social pedagogy to create curricular and public pedagogical interventions that promote increased critical thinking, opportunities to engage in pluralistic dialogues and increased sensibilities to the importance of media literacy in present-day society.

MILESTONES

- In November 2018, **Vivek Venkatesh**, Sandra Chang-Kredl, Brad Nelson, André Gagné, and Patrick Charland received over $1,000,000 from Global Affairs Canada for the development, implementation ,and evaluation of capacity-building to counter terrorism in Lebanon, based on the SOcial Media EducatiON Every day).

- As part of *Project SOMEONE* in Lebanon, *Jihan Rabah* oversaw the design and delivery of 16 workshops in that country between July and October 2018. These were titled: "Digital citizens of tomorrow: Workshop for school teachers"; "Digital empowerment: Workshop for social workers"; "Online media and the critical thinker: Workshop for social media activists and aspiring journalists"; "Web 2.0: A platform for peace (not hate): Workshop for university professors."

Participants at the Lebanon workshop

- In May 2018, *Landscape of Hate* premiered at Festspillene in Bergen, Norway and consisted of musical and multimedia performances by **Vivek Venkatesh**, Owen Chapman, Sandra Chang-Kredl, Martin Lalonde and others.

- In June 2018, **Venkatesh** and the *SOMEONE* network led a 3-credit graduate course titled "Learning to hate: Pluralism in an era of echo chambers" for the Concordia University Interdisciplinary Summer Institute. This included a *Landscape of Hate* performance and the curation of musical and multimedia performances by **Vivek Venkatesh**, Owen Chapman, and others. The 2018 Institute included lectures, debates, and discussions with experts from the fields of religion, media studies, art, philosophy, law, criminology, sociology, education, research-creation, consumer culture, psychology, and data analytics; workshops with methodology experts in linguistic analysis and natural language processing; creative manipulation of multimedia to build visual materials and soundscapes for the *Landscape of Hate* performance.

Participants at the Summer Institute

- In November 2018, *Landscape of Hope* premiered in Norway at the Tromsø Arctic Pride festival. Owen Chapman and **Vivek Venkatesh** conducted workshops with youth participants as well as musical and multimedia performances.creative manipulation of multimedia to build visual materials and soundscapes for the *Landscape of Hate* performance.

- In November 2018, Dan Mamlok and CSLP post-doc *Ryan Scrivens* gave a webinar for *Media Smarts Media Literacy Week*, entitled "Hatred in an era of misinformation: Lessons from former extremists."

- In 2018, **Vivek Venkatesh**, Michelle Ayoub, Aaron Lakoff, and *Kathryn Urbaniak* produced four podcasts for *Project SOMEONE*/Grimposium on the themes of cultural appropriation, freedom of speech, personal responsibility vs. social responsibility, and the role of women in the metal scene.

- In February 2019, at the *63rd Annual Conference of the Comparative and International Education Society* with the theme "Education and sustainability." Olivier Arvisais gave a paper "Sustainable teacher training in refugee camps: Social media networks and gender equity" based on his project on learning tools entitled "Teaching by text: A sociotechnical approach to refugee education." The funding also provided for the translation of three major articles related to the project "Sami – Study of the curriculum through the educational material created and implemented by the Islamic State," for which **Vivek Venkatesh**, **Patrice Potvin** and **Patrick Charland** were among the co-authors.

- In February 2019, **Vivek Venkatesh**, Owen Chapman, *Kathryn Urbaniak*, Annabelle Brault, Sandra Chang-Kredl and others held the Canadian premiere of *Landscape of Hope* in Concordia's 4th Space. This involved the curation of workshops, as well as musical and multimedia performances by the abovementioned individuals and various youth participants.

Annabelle Brault, Lecturer in Music Therapy, and CSLP Director Vivek Venkatesh during the Canadian premiere of Landscape of Hope at Concordia's 4th Space

CROSS-CUTTING THEME: SYSTEMATIC REVIEWS AND ADAPTECH RESEARCH NETWORK

SYSTEMATIC REVIEWS

Researchers within this cross-cutting theme conduct and publish large-scale systematic reviews of the impact of various educational interventions on student learning outcomes.

MILESTONES

• The Systematic Reviews team presented seven conference papers and published four chapters in books and five articles including the systematic review "Adaptive teaching and individualization for k-12 students improves academic achievement: A meta-analysis of classroom studies" published in the *Campbell Systematic Reviews Journal* as well as a plain language summary.

• *Eugene Borokhovski* was a visiting professor at Southern Federal University (Academy of Psychology and Pedagogy), Rostov-on-Don, Russia teaching "Introduction to Systematic Reviews and Meta-Analyses" intensive (36 hours of lectures and practice) course for BA & MA students.

• In December 2018, **Richard Schmid** was recognized for his 40 years of contributions to the field of education at Concordia.

CSLP member Richard Schmid

• *Carol Sparkes* completed her PhD in the Educational Technology Program with **Bob Bernard** as her supervisor and **Richard Schmid** and **David Waddington** as committee members.

ADAPTECH RESEARCH NETWORK

Researchers within this cross-cutting theme conduct research involving college and university students with a variety of disabilities in Canada.

MILESTONES

• Adaptech was awarded ECQ and SSHRC grants and was also funded by The Leverhulme Trust.

• The Adaptech Research Network updated its website Adaptech.org so it is more user friendly and, of course, accessible.

• Adaptech created three online tools for students with disabilities seeking employment: **Online tools**

• Adaptech is collaborating with CSLP Collaborator, Robert Cassidy of Concordia University on a three-year ECQ grant entitled "Accès : Accroître l'accessibilité à nos environnements numériques d'apprentissage pour les étudiantes et étudiantspostsecondaires," which promotes accessibility and technology in blended and online learning environments. Other schools involved include McGill and Bishop's universities.

- Adaptech worked with one of their students so she could publish advice on technology and ADHD in a community newspaper: Inspirations News (see page 14).

- Catherine Fichten, Laura King, and Alice Havel were asked to represent Canada and present at the Ed-ICT international conference on postsecondary education, disability, and technology.


Participants at the Ed-ICT Conference on postsecondary education, disability, and technology

- Adaptech attended 19 pedagogical training days, including one online conference for the CEGEP network, and presentations at conferences in Canada, England, Germany, and Israel.

- Adaptech student Christine Vo was a panel member at the accessXchange conference at Concordia in the spring of 2019.

- Laura King animated a series of focus groups on mobile technologies as well as on mental health.

Adaptech student Christine Vo
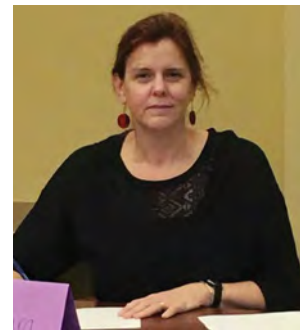
CSLP member Laura King

SPECIAL SUPPLEMENT ON CSLP'S 30TH ANNIVERSARY

Early memories: the CSCP Team, 1990
Back row: Christine Kouros, Phil Abrami (Director), Cathy Poulsen, Mark Danby, –, Ida Zielinska, Karin Lundgren, Bob Bernard, –, Bette Chambers (Associate Director), Mona Farrell
Front row: –, Anne Wade, Silvia d'Apollonia, Sandy Glashan, Kiki Kastelorizios

The CSLP team, 2004
Phil Abrami, David Syncox, Randall Halter, Anne Wade, Norm Segalowitz, Evelyne Cypihot, Micha Therrien, Andrea Laroque, Richard Schmid

CSLP staff: Evelyne Cypihot, Pat Yetman, Manuela Bertoni, Larysa Lysenko, Eugene Borokhovski, Jean-Charles Verdier, Sebastien Hotte, Steve Kanellopoulos, David Pickup, Anne Wade, JJ Hwang,

To the CSLP

Thirty years is quite a milestone for a university research centre. Kudos to the faculty, staff students, and partners who have contributed so much of their professional, and even personal, lives to the CSLP's ongoing success and achievements. Thanks are also due to Concordia for valuing the work of the CSLP and helping it grow. It's wonderful that established areas like systematic reviews and the Learning Toolkit Plus continue to garner widespread interest and that new areas like the SOMEONE Project are forging new paths for the CSLP. Happy Birthday, CSLP!

Phil Abrami
Former Director, CSLP

Back row: Saul Carliner, –, Brad Tucker, Eugene Borokhovski, Dave Wells, Phil Abrami, –, Micha Therrien, Roberto de Almeida, Norm Segalowitz
Front row: Vladimir Severgine, Seb Rainville, Ane Jorgeson, Ben Danis, Mimi Zhou, Jennifer Chong, Guy Lacroix

The CSLP gave a home and a start in my career 15 years ago. It meant a lot to be a part of an organization that had values such as free education resources before it was a thing (OER)! The mission, the vision and the drive behind the Centre have really been its strength. I am always proud to be associated with the CSLP and hope to see it grow for another 30 years... Furthermore, the colleagues and friends I made in those years are true pioneers in their field! Thank you and congratulations to the CSLP!

Vanitha Pillay
*Technopédagogue Cégep André-Laurendeau*

Receiving the UNESCO literacy award
Left to right: Maina WaGioko, John Kimotho, John Temba, Graham Carr,
Anne Wade, Phil Abrami

> *Creative team work, research, publishing, mentoring, long standing, rich professional relationships. For the English educational community, as well as for me, both professionally and personally, these were just some of the benefits of partnering with the CSLP. What a rich experience.*
>
> *Deborah Gross*
> *Retired educator*
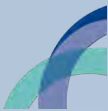
> *Happy 30th, CSLP!*
>
> *As former Deputy Director General of the English Montreal School Board, I want to congratulate you and thank you for the collaboration and close partnership with the EMSB. With our input, CSLP created Abracadabra and other tools to inspire young minds. CSLP was instrumental in researching and tracking the progress of our literacy initiative at the EMSB. As a result, we achieved our goal. Over 90% of our students in cycle 3 were reading at level when they completed elementary school. Congratulations and continued success enhancing learning and performance!*
>
> *Roma Medwid*
> *Executive Director, Concordia Teacher Education Council*

Project SOMEONE Lebanon team
Back row: Ryan Scrivens, Jihan Rabah, Vivek Venkatesh, Kat Urbaniak,
Rawda Harb, Chirine Chamsine
Front row: Manas Narayana, Dan Mamlok, Jennifer Faucher

School visit in Mombasa: Vanitha Pillay, Nancy Del Col,
Enos Kiforo, Monique Brodeur, Phil Abrami, Maina WaGioko

Back in year of eighty-nine
when we were young and life was fine
a few of us put our heads together,
our goal to make learning better.
Through tools, papers, and presentations
Abrami led our demonstration
that research and development could
help children learn, and it did.
After all this time I'm proud to say
I was one of the group that paved the way.

Bette Chambers
Former Associate Director, CSLP

Announcement of Public Safety Grant
Back row: Marc Miller, Nicole Fournier-Sylvester, Vivek Venkatesh, Justin Powlowski
Front row: Jihan Rabah, Kat Urbaniak, Juan Carlos Castro

The CSLP team at a pumpkin picking outing, Oct. 2018.
Phil Abrami, JJ Hwang, Tess Kuramoto, Anne Wade, Liz Warwick, Irina Patrocinio-Frasao, Jennifer Head, Vanitha Pillay, Steve Kanellopoulos, Jonathan Cardone

The CSLP Systematic Reviews Team
Bob Bernard, Emily Sheepy, Eugene Borokhovski, Tatiana Koroleva, David Pickup

Happy 30ᵗʰ anniversary to the CSLP! I am proud to have not only been part of such a dynamic team of researchers and practitioners, but equally proud to be a partner in the educational community. Here's to another 30 years!

Geoffrey Hipps
Director, Pedagogical Services, Wilfrid Laurier School Board

REFLECTIONS ON 30 YEARS

The year was 1988 when about ten researchers and a handful of graduate students from Concordia University and Vanier and Dawson Colleges with loosely aligned research interests, came together given their shared passion to improve teaching and learning. In support of this effort, the Department of Education had allocated the Centre for the Study of Classroom Processes (CSCP) a couple of rooms in the MacKay street EN annex—just enough space for a handful of offices, a meeting room, and a combined computer lab and resource centre (550 sq. ft.!).

My first memory of the CSCP, was heading into my 1989 interview for the part-time position as the Centre's Information Specialist, and passing through the computer lab/resource centre with the small collection of books on cooperative learning and research methods, into the meeting room with **Phil Abrami**, then Director and **Cathy Poulsen**, then Research Coordinator. It was all somewhat intimidating. We discussed my (in)ability to conduct comprehensive database searches for a systematic review on within class grouping and cooperative learning. Fresh out of Library school, I had little understanding about cooperative learning and even less about meta-analysis, but somehow I managed to connect with the CSCP team and landed the position. Yikes! Over the ensuing months (years) I regularly trekked over to the SGW library on Drummond to connect via modem to the rudimentary and clunky databases, equipped with my lengthy search statements and my 5 ¼ floppy disks. My task was to gather up all the studies that looked at the impact of in-class grouping on student achievement as these would serve as the foundation for the review. Needless to say, there were some stressful moments over the next couple of years, the most poignant was learning that I had incorrectly used the Boolean operator AND in some of the searches and as a result, missed a large segment of the cooperative learning studies. Ugh! But ultimately this was discovered in time and the systematic review team published the comprehensive review (Lou, Y., & and others. (1996). Within-Class Grouping: A Meta-Analysis. *Review of Educational Research, 66*(4), 423–58) and so began my career in educational research at the Centre.

There have been lots of exciting milestones as the years unfolded at the Centre— a move to another annex with an entire floor dedicated to the Centre (in 1990 or 91?) and the TESL team located in the Z annex, another move to the J.W. McConnell Building (1993) with more space assigned to the CSLP (1540 sq ft.), recognition as a university research centre (1997), a name change to the Centre for the Study of Learning and Performance (1998), our first large grant ($2.5 million!) in 2001 from IERI in the US, which resulted in the establishment of a design and development team and more space allocation in the renovated Royal George annex to LB, formal recognition as a provincial research centre with the awarding of an FRQSC Regroupements Stratégiques (2003), the move of the Systematic Review team to the X annex (2004) and then to the Z-annex (2007), our final move to the Grey Nuns Annex (2015) and of course, through all of this lots of growth!

As membership in the CSLP grew and grew and grew, so too did the diversity of research interests. Today we stand at close to 40 full members and dozens of graduate students with expertise in uses of educational technology to develop foundational literacies (e.g. reading and writing, numeracy, science and media and information literacy), curriculum and pedagogy, cognitive and affective processes in learning, interdisciplinary perspectives on learning, and social pedagogical tools to promote digital literacy.

And there were the special events … the off-site retreats, the Research and Technology Fairs, the mini conferences, the colloquiums, and the celebrations. These events were filled with lots of animated discussions, the showcasing of the outputs of the centre's projects, and always resulted in newly formed collaborations.

Along with the milestones and events, there were the relationships that developed with the researchers, staff and students who passed through the centre, along with the partnerships with those in the educational field who shared our vision to improve teaching and learning—the Directors General of the Quebec school boards—and subsequently in other provinces, the ministry's Anglophone Services, the team from LEARN and CTREQ, and so many others. These relationships continue to expand and emerging relationships are currently being established.

None of our projects would have been possible without the involvement of our partners and support from our funders who include but are not limited to: SSHRC, FRQSC, GAC, IDRC, Public Safety Canada, Max Bell Foundation and of course, Concordia University. We thank all of these agencies for believing in the importance of our research.

Under the current leadership of **Vivek Venkatesh** (UNESCO Co-Chair, Prevention of Radicalization and Violent Extremism), the CSLP continues to grow and evolve in exciting and significant ways. We look forward to building new memories together.

Anne Wade
Manager, CSLP

1988

Founding of the Centre for the Study of Classroom Processes

1997

Obtained formal recognition as a university research centre

1998

Name change to Centre for the Study of Learning and Performance

2003

Obtained formal recognition as a provincial research centre with the awarding of an FRQSC Regroupements Stratégiques

KEY MILESTONES

2014

Successful renewal of the FRQSC Regroupements Stratégiques

2015

Move to the Grey Nuns Annex

2017

Recipient of UNESCO King Sejong Prize

SSHRC Partnership grant ($2,500,000) awarded to Abrami, Brodeur, Cardoso, Chapleau, Laplante, Waddington, Venkatesh and others

2018

Vivek Venkatesh replaces Phil Abrami as Director

Charland & Cyr Chaire UNESCO de Développement Curriculaire Didactique – Renewal

Vivek Venkatesh, David Morin (Université de Sherbrooke) and Ghayda Hassan (Université du Québec à Montréal) - UNESCO co-chairs on the Prevention of Radicalization and Violent Extremism.

SPOTLIGHT ON POST-DOCTORAL STUDENT: RYAN SCRIVENS

Ryan Scrivens recently completed a two-year Horizon Postdoctoral Fellowship at Concordia University and has since gone on to become an Assistant Professor in the School of Criminal Justice at Michigan State University. At Concordia University, **Ryan** worked with *Project SOMEONE* to combat violent extremism. Here he interviewed Canadian former violent extremists, asking them questions about how to counter and prevent violent extremism as well as leverage their lessons learned to develop empirically-driven strategies to build resilience to violent extremism. Preliminary results from this project were presented before the United Nations in New York City and the Institute for Strategic Dialogue in London, UK, as well as at Hedayah's *2018 International Countering Violent Extremism Conference* in Swansea, UK, and the *2018 Partnering for Prevention: Countering Social Polarization Conference* in Edmonton, amongst others. In addition, Ryan and Horizon Postdoc Fellow,

Dan Mamlok, organized and hosted an interactive webinar for Media Literacy Week in which two former extremists shared their thoughts on how to respond to hatred in an era of misinformation. Ryan was also an invited discussant at Facebook's *Dangerous Organizations Summit* in Chicago and was asked to share his expertise on the presence of hate groups on Facebook. He was also called upon by dozens of national and international news outlets to discuss issues related to right-wing extremists' use of the Internet as well as terrorism and extremism in Canada. At Michigan State, Ryan continues to conduct problem-oriented, interdisciplinary research, with a focus on the local, national, and international threat of terrorism, violent extremism, and hatred as it evolves on- and offline. He will be teaching cyber-crime and cyber-security-related courses, as well as a course on hate crimes.

REPORT FROM OUR SATELLITE CENTRE AT UQAM

The CEAP-UQAM continues to grow as several researchers have joined this past year, including **Annie Dubeau** from the Département d'éducation et de formation spécialisées (DEFS), **Carla Barroso Da Costa** from the Département d'éducation et de pédagogie as well as **Olivier Arvisais** and **Pierre Chastenay** from the Département de didactique. These researchers with expertise and varied research interests— academic motivation, evaluation of learning, education in migrant contexts, teaching astronomy—all have in common a desire to collaborate with other members, collaborations that will become closer and be mutually stimulating.

AWARDS

Robert M. Bernard was awarded Distinguished Professor Emeritus conferred by Concordia University Senate on May 18, 2018 (Effective: June 1, 2018).

Eugene Borokhovski was awarded Affiliate Associate Professor by Concordia University.

Eugene Borokhovski & Obukhova, Y. (2018, December). *Second language learning with technology: Testing predictions of 1990s with meta-analytical data.* Paper presented at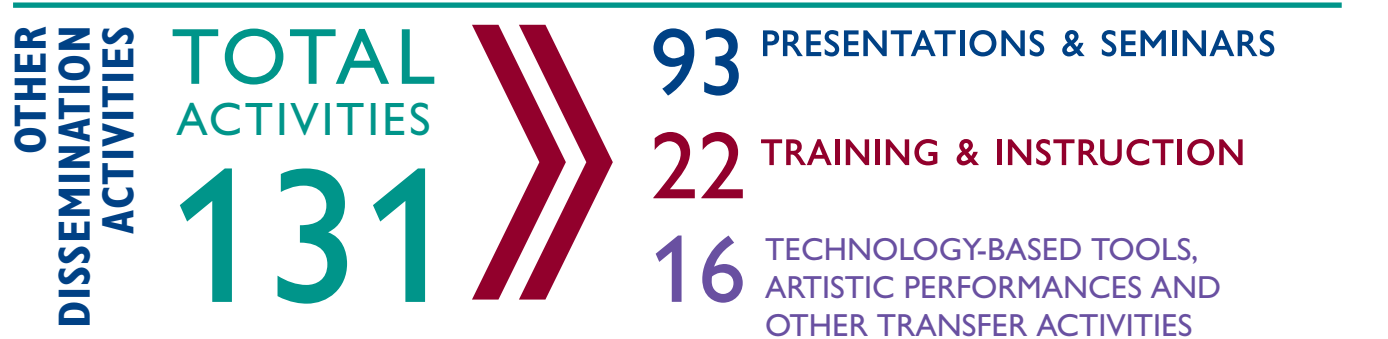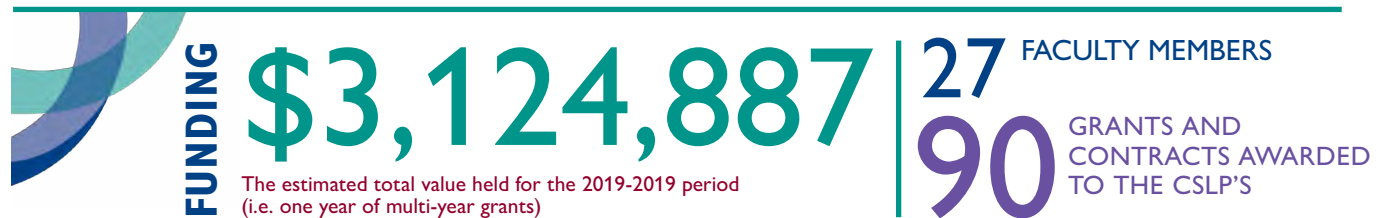 the 206th IIER International Conference, Budapest, Hungary. **2018 Best Presentation of the ICPLT International Conference Certificate**.

Eugene Borokhovski A Winner of the Competition for the Best Review of Articles Certificate of Appreciation (December, 2018), Rostov-on-Don, Russia. **2018 Best Reviewer of the Russian Psychological Journal**.

Sara Kennedy was named **Research Communicator of the Year** (National), Concordia University.

PRODUCTIVITY

FOR THE PERIOD APRIL 1, 2018 TO MARCH 31, 2019, THE CSLP HAD THE FOLLOWING PRODUCTIVITY:

FUNDING
$3,124,887
The estimated total value held for the 2019-2019 period (i.e. one year of multi-year grants)

27 FACULTY MEMBERS
90 GRANTS AND CONTRACTS AWARDED TO THE CSLP'S

PUBLICATIONS
111 JOURNAL ARTICLES & MANUSCRIPTS
37 BOOKS, CHAPTERS, PROCEEDINGS
13 OTHERS
161 TOTAL

OTHER DISSEMINATION ACTIVITIES
TOTAL ACTIVITIES **131**
93 PRESENTATIONS & SEMINARS
22 TRAINING & INSTRUCTION
16 TECHNOLOGY-BASED TOOLS, ARTISTIC PERFORMANCES AND OTHER TRANSFER ACTIVITIES

TRAINING
127 TOTAL NUMBER OF STUDENTS
53 M.A. THESES AND INTERNSHIPS
67 PhD SUPERVISION
5 POST DOC **2** RESEARCH ASSISTANTS

Please refer to the ***CSLP/CEAP Annual Report 2018-19, Part II*** for a complete listing of grants, publications, workshops, and students

MEMBERS, STAFF, AND PARTNERS

FULL MEMBERS (names in blue are new members)

Philip C. Abrami	Professor Emeritus	Concordia University
Robert M. Bernard	Professor Emeritus	Concordia University
Monique Brodeur	Vice-doyenne à la recherche	Université du Québec à Montréal
Eva Mary Bures	Professor Emeritus	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
Catherine Fichten	Co-Director Adaptech & Professor	Dawson College
André Gagné	Associate Professor	Concordia University
Angelica Galante	Assistant Professor	Concordia University
Isabelle Gauvin	Professeur Titulaire	Université du Québec à Montréal
Sara Kennedy	Associate Professor	Concordia University
Laura King	Enseignante	CEGEP Andre Laurendeau
Line Laplante	Professor	Université du Québec à Montréal
Steven Masson	Professeur	Université du Québec à Montréal
Kim McDonough	Associate Professor	Concordia University
Kevin McDonough	Associate Professor	McGill University
Brad Nelson	Professor	Concordia University
David Pariser	Professor	Concordia University
Isabelle Plante	Professor	Université du Québec à Montréal
Helene Poissant	Professeur Titulaire	Université du Québec à Montréal
Patrice Potvin	Professeur	Université du Québec à Montréal
Martin Riopel	Professeur	Université du Québec à Montréal
Richard F. Schmid	Chair & Professor	Concordia University
Pavel Trofimovich	Associate Professor	Concordia University
Vivek Venkatesh	Director and Associate Professor	Concordia University
David Waddington	Associate Professor	Concordia University

COLLABORATING PRACTITIONERS (COP)

Sandra Furfaro	Director, Educational & IT Services	Commission scolaire English-Montréal
Geoff Hipps	Director, Educational Services	Commission scolaire Sir Wilfrid Laurier
Michael Canuel	CEO	Leading English Education and Resource Network (LEARN)

DEPARTING MEMBERS

Given their retirement from teaching at Vanier College, **Helena Dedic** and **Steve Rosenfield** moved to Collaborator status, along with **Laura Collins** who is also retiring. Due to changing research interests, **Annie Savard** from McGill stepped down from being a full member. We extend thanks and warm wishes to our departing members.

STAFF

Administration

Evelyne Cypihot, Grants Officer
Wanda Potrykus, Meeting Scheduler
Lina Shoumarova, Administrative Assistant
Anne Wade, Manager and Information Specialist

Design & Development

Jonathan Cardone, Developer
Leigh Glynn-Finnegan, Creative Director
Michael Hemingway, Designer/Developer
Jeong-Jea Hwang, Developer
Steven Kanellopoulos, Lead Programmer
Celeste (Tess) Kuramoto, Creative Director
Constanza Roman, Web Designer
Jean-Charles Verdier, Designer/Developer

Instructional Design and Training

Jennifer Head, Instructional Designer
Vanitha Pillay, LTK+ Trainer
Lina Shoumarova, LTK+ Trainer/Knowledge
    Mobilization Officer
Liz Warwick, Lead Instructional Designer

Research

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

Postdoctoral Students

Maxime Bérubé
Dato Abashidze
Dan Mamlok
Ryan Scrivens

CSLP staff members Connie Roman and Jonathan Cardone

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: *Centre for Enhancing English Learning and Teaching (CEELT) at the Chinese U. of Hong Kong, Champlain College, Shanzu Teacher Training College (Kenya), U. of Alberta, U. of Bergen, U. of British Columbia, U. College of London, , U. of Manitoba, U. of Montréal, the Centre for Pedagogy and Andragogy - U. of Nairobi, U. of Stockholm, Temple U., Wilfrid Laurier U.*, and *CHILL - Zayed U. (Dubai)* among others.

- International development agencies: *Aga Khan Academies, Aga Khan Foundation Canada, Aga Khan Foundation East Africa, Camara Education, I Choose Life, SAIDE, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development, World Vision Canada*, and *World Vision Kenya.*

- Other educational organizations: *AQETA, APOP, Centre d'alphabétisation, Centre d'expertise et de formation sur les intégrismes religieux et la radicalisation, Centre de prévention de la radicalisation menant à la violence, Centre international pour la prévention de la criminalité, Equitas Centre International d'éducation aux droits humains, Fédération autonome de l'enseignement, Fédération des comités de parents du Québec, Fédération des syndicats de l'enseignement, Fondation pour l'alphabétisation, Groupe de recherche sur les Relations Ethniques, les Migrations et l'Egalité, Kenya Ministry of Education* and its agencies *(ICT4E, KICD), LEARN, the Observatoire interdisciplinaire de création et recherche en musique (OICRM), Ministère de l'Éducation et de l'Enseignment superiéur du Québec, Réunir Réussir, Serene-RISC, Solidarité Mercier-Est* and participating Canadian school boards, to name a few.

Lastly, on behalf of all CSLP members, we extend a sincere thank you for the generous contributions from 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 funding the CSLP's research and development projects would not be achievable.

CONCORDIA.CA/CSLP

CSLP, 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.

Concordia UQÀM UNIVERSITÉ BISHOP'S UNIVERSITY McGill
Université du Québec à Montréal

DAWSON COLLEGE Cégep André-Laurendeau