

CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

30 Year Anniversary Edition

ANNUAL REPORT
2018-2019

PART 2

CONCORDIA

About This Document

This document provides a list of activities performed by CSLP/CEAP Faculty (Full members), Professional Staff, and Graduate Students for the period April 1, 2018 – March 31, 2019. For a description of our theme areas, membership, and partners for this period, please consult Part 1 of the *Annual Report 2018-2019*.

Acknowledgments

Lina Shoumarova (Administrative Assistant) and Evelyne Cypihot (Grants Officer), along with the help of the CSLP/CEAP membership, compiled the information in this document. Their hard work and conscientious attention to detail has produced a comprehensive listing of our members' activities for our past fiscal year.

**Prepared by
the Centre for the Study of Learning and Performance
Centre d'études sur l'apprentissage et la performance
Montreal, Quebec
2019**

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The total number of grants and contracts awarded to full faculty members is 90. The estimated total value held by CSLP/CEAP full members only, for the 2018-2019 period (i.e., one year of multi-year grants) is \$3,124,887.

*Bolded names represent CSLP Full Members and bolded italicized names represent Professional Staff.

Grants and contracts:

Bishop's University (1); the British Council (1); the Campbell Collaboration and the Jacobs Foundation (1); Canadian Foundation for Innovation (CFI) (1); Centre for Ethics and Education (Madison, WI) (1); Comité des usagers central du CIUSSS Centre-Ouest (1); Concordia University (9); Conseil franco-québécois de coopération universitaire (1); Dawson College (1); Education Endowment Foundation, London (1); Fonds de recherche du Québec, Société et culture (FRQSC) (9); Fonds de recherche du Québec, Santé (2); Government of Canada (4); Gouvernement du Québec (11); International Development Research Centre (IDRC) (1); the Leverhulme Trust, International Network Grant (1); Mental Health Commission of Canada (1); Mitacs Globalink Partnership Award (2); PROMPT-Québec, with CAE and National Bank (1); Social Sciences and Humanities Research Council of Canada (SSHRC) (25); Spencer Foundation - Research Grants Program (1); TD Bank Group (1); Université du Québec à Montréal (UQAM) (10); World Bank – PEQPESU (2).

FUNDING

Under Review

Abrami, P., Brodeur, M., Chapleau, N., Desrochers, A., Gosselin, C., Laplante, L., Turcotte, C., Wade, A. (under review). *Help improve childhood literacy in Quebec and the world* (Requested: \$2,500,000). Advancement & External Relations, Concordia University.

Abrami, P. C., Brodeur, M., & and other members of the CSLP. (under review). *Help our workforce to adapt in the digital age: Support the development of state-of-the-art literacy tool for adults* (Requested: \$10,000,000). Ministère de l'Éducation et de l'Enseignement supérieur du Québec.

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

Bluteau, J., **Plante, I.,** & Dubeau, A. (under review). *Influences de l'aménagement physique de la classe et de la qualité des interactions sur l'adaptation au stress et la santé mentale scolaire des élèves du primaire* (Requested: \$59,926).

Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Développement Savoir.

Chamsine, C., Arvisais, O., **Charland, P.**, Guidère, M., & **Venkatesh, V.** (under review). *Étude du curriculum créé et implanté par l'État islamique en Irak en vue de soutenir les initiatives d'éducation en situation de crise et le développement de narratifs pour contrer la radicalisation et la violence: conflits, croyances et éducation* (Requested: \$70,675). Social Sciences and Humanities Research Council of Canada (SSHRC) - Knowledge Development.

Chapleau, N. (under review). *Découvrir la structure des mots au 1er cycle du primaire : développement d'activités pédagogiques favorisant la réussite des apprentissages en lecture et en écriture* (Requested: \$69,487). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Développement Savoir.

Chapleau, N., Bélanger, J., **Plante, I.**, **Riopel, M.**, & Turcotte, C. (under review). *L'été, c'est fait pour lire !* (Requested: \$7,831). UQAM - Centre d'étude sur l'apprentissage et la performance (CEAP).

Charland, P., & Léger, P.-M. (under review). *Enrichissement sensoriel de la modélisation 3D de la ville historique de Paris* (Requested: \$30,000). Mathematics of Information Technology and Complex Systems (MITACS) - Bourse de recherche.

Dubeau, A., **Plante, I.**, Dion, É., Martel, M.-O., Véronneau, M.-H., & Dupéré, V. (under review). *Liens entre la consommation de cannabis, les problèmes de santé mentale, la motivation et la réussite scolaire chez les élèves qui fréquentent un centre de formation professionnelle au Québec* (Requested: \$143,641). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Savoir.

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

Venkatesh, V. (under review). *Toolkit to combat racial and social profiling* (Requested: \$25,588). Canadian Commission for UNESCO.

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

Wood, E., **Abrami, P. C.**, & Gottardo, A. (under review). *Early reading support: Translating research into tools for parents* (Requested: \$24,235). Social Sciences and Humanities Research Council of Canada (SSHRC) - Partnership Engage Grant.

Newly Awarded

Abrami, P. C., **Bures, E.**, Cassidy, R., Chochol, C., Cundell, A., DeGrace, N., Gunning, P., Hernandez-Gonzalez, T., & **Venkatesh, V.** (2018). *Portfolio électronique réflexif pour l'apprentissage des élèves (PERLE) au postsecondaire – Year 2*

- (Operating: \$150,000). Ministère de l'Éducation et de l'enseignement supérieur du Québec - Entente Canada-Québec.
- Abrami, P. C., Bures, E., Cassidy, R., Chochol, C., Cundell, A., DeGrace, N., Gunning, P., Hernandez-Gonzalez, T., & Venkatesh, V.** (2019). *Portfolio électronique réflexif pour l'apprentissage des élèves (PERLE) au postsecondaire – Year 3* (Operating: \$250,000). Ministère de l'Éducation et Enseignement supérieur du Québec - Entente Canada-Québec.
- Bures, E.** (2018-2019). *Améliorer l'innovation pédagogique en enseignement supérieur en appuyant une pratique réflexive chez les professeurs et les superviseurs universitaires* (Operating: \$70,035). Ministère de l'Éducation et de l'enseignement supérieur du Québec - Entente Canada-Québec relative à l'enseignement dans la langue de la minorité.
- Chapleau, N., Brodeur, M., Charland, P., Laplante, L., & Toh, A.** (2018-2019). *Soutenir la réussite des premiers apprentissages en lecture et en écriture avec ABRACADABRA en Afrique francophone* (Operating: \$7,000). Ministère des Relations internationales et de la Francophonie - Coopération Québec-Côte d'Ivoire.
- Charland, P.** (2018). *Conception d'expérience dynamique par le profilage des émotions et de la personnalité du joueur* (Operating: \$48,300). Ministère de l'Économie, des Sciences et de l'Innovation (MESI) - Passeport Innovation.
- Charland, P.** (2018). *Internationalisation de l'éducation : étude multicas* (Operating: \$6,000). Mathematics of Information Technology and Complex Systems (MITACS) – Globalink, Research grant.
- Charland, P.** (2018-2019). *Étude d'impacts d'une boucle de rétroaction incluant diverses formes d'agents pédagogiques sur l'engagement d'apprenant.es du primaire en mathématiques dans un environnement numérique d'apprentissage* (Operating: \$15,000). Mathematics of Information Technology and Complex Systems (MITACS) - Accélération, Bourse d'études.
- Charland, P., Cabral, A., Dubeau, A., Bégin, G., Parr, M., Cyr, S., & Beaupré, S.** (2019-2020). *Accompagnement des Instituts Supérieurs Pédagogiques Techniques (ISPT) pour la modernisation des programmes de formation technique en RDC* (Operating: \$256,468). World Bank - PEQPESU.
- Charland, P., & Cyr, S.** (2018-2019). *Accompagnement dans le développement du curriculum de formation initiale des enseignants de mathématiques et de sciences du secondaire dans les instituts supérieurs pédagogiques de la République démocratique du Congo* (Contract: \$256,468). World Bank - PEQPESU.
- Dagenais, C., Bernier, S., Dutil, J., **Lysenko, L.**, Pontbriand, I., Proulx, R., . . . and the RENARD team. (2018-2022). *Le transfert des connaissances issues de la recherche dans le domaine social: recherche sur les stratégies, les processus et les effets* (Operating: \$631,920). Fonds de recherche société et culture (FRQSC) - Programme soutien aux équipes de recherche, Renouvellement.
- Fichten, C.** (2018). *Canada Summer Jobs* (Contract: \$3,600). Employment and Social Development Canada.

- Fournier, F., Stockless, A., **Potvin, P., Riopel, M., & Charland, P.** (2018-2020). *Détermination des traces informatiques et des indicateurs d'apprentissage dans le contexte des laboratoires de science* (Operating: \$51,152). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Subvention Développement Savoir.
- Hassan, G., Brouillette-Alarie, S., McCoy, J., Morin, D., Rousseau, C., Ungar, M., & **Venkatesh, V.** (2019). *The prevention of violent radicalization: Developing evidence-based guidelines to promote efficient interventions* (Infrastructure: \$24,570). Social Sciences and Humanities Research Council of Canada (SSHRC) - Connections grant.
- Isaacs, T., Revesz, A., & **Trofimovich, P.** (2019-2020). *Investigating IELTS Speaking level distinctions using automated and auditory measures: Communicative adequacy and the complexity-accuracy-fluency triad* (Operating: \$34,269). The British Council, London, UK.
- King, L.** (2019). *Mental Health Commission of Canada: Focus groups* (Operating: \$1,000). Mental Health Commission of Canada.
- Lafortune, G., Kanouté, F., & **Plante, I.** (2018-2020). *Exploration des effets croisés du contexte d'acculturation et du genre sur l'expérience scolaire et le rapport aux savoirs de jeunes d'origine haïtienne au secondaire* (Operating: \$39,352). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Développement Savoir.
- Masson, S.**, Allaire-Duquette, G., Brault-Foisy, L. M., & **Charland, P.** (2018-2019). *École d'été en neuroéducation* (Operating: \$20,973). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Connexion.
- McDonough, K.** (2018-2019). *Understanding teacher curricular free expression in the United States and Canada: Limits and possibilities* (Operating: US \$39,900). Spencer Foundation - Research Grants Program.
- McDonough, K.** (2018-2020). *A mixed-method exploration of user experiences and agency among adults with IDD* (Operating: \$20,000). Comité des usagers central du CIUSSS Centre-Ouest - Occasional Funding.
- Morin, D., Aoun, S., Bourgeois-Guérin, E. I., Hassan, G., Lemay-Langois, S., Rousseau, C., & **Venkatesh, V.** (2018-2019). *Prévention de la radicalisation et de l'extrémisme violents en milieu universitaire au Québec (UNI-PREV Québec)* (Operating: \$68,000). Ministère de l'Éducation et de l'Enseignement Supérieur du Québec.
- Plante, I.** (2019-2021). *La prévention de l'anxiété de performance chez les élèves du primaire et du secondaire : le rôle des enseignants* (Operating: \$80,000). Fonds de recherche du Québec - Santé (FRQS).
- Plante, I.** (2019-2022). *La prévention de l'anxiété de performance chez les élèves du primaire et du secondaire : le rôle des enseignants* (Research grant: \$277,526). Fonds de recherche du Québec - Santé (FRQS), Chercheur Boursier Junior 1.
- Plante, I.**, Dubeau, A., & Véronneau, M.-H. (2018-2021). *Persévérance et réussite scolaires en mathématiques et en sciences: rôle et besoins des parents pour offrir un soutien optimal* (Operating: \$149,991). Fonds de recherche du Québec,

Société et culture (FRQSC) - Programme de recherche sur la persévérance et réussite scolaires.

- Plante, I., Potvin, P.,** Dandeneau, S., & Mercier, J. (2018-2020). *Développement d'instruments de mesure des stéréotypes de genre inconscients chez les élèves du secondaire* (Operational: \$59,431). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Développement Savoir.
- Thériault, G., **Charland, P.,** Araujo-Oliveira, A., & Vivegnis, I. (2018-2020). *Soutenir le développement professionnel des enseignants débutants au regard de leur épistémologie personnelle : investir la piste de l'arrimage entre les croyances et les pratiques dans la formation continue* (Operating: \$74,978). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Développement de savoir.
- Thibeault, J., **Gauvin, I.,** Lyster, R., & Sterzuk, A. (2019-2021). *L'enseignement des verbes de mouvement en immersion française : création et mise à l'essai d'une séquence qui repose sur la didactique intégrée du français et de l'anglais* (Operating: \$26,489). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Développement de savoir.
- Trofimovich, P.,** Abashidze, D., & **McDonough, K.** (2018-2020). *Interlocutor's gaze and learning of second language grammar* (Operating: \$36,208). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Development Grant.
- Turcotte, C., **Chapleau, N.,** & Bélanger, J. (2019). *Conception de séquences orthodidactiques/ludiques auprès d'enfants de 6 à 12 ans venant d'un contexte urbain montréalais, afin de prévenir la perte estivale sur le plan des habiletés en littératie* (Operating: \$6,000). Université du Québec à Montréal (UQAM) - Mobilisation des connaissances.
- Venkatesh, V.,** Arvisais, O., **Castro, J. C.,** Chang-Kredl, S., **Charland, P.,** Damji, T., Fournier-Sylvestre, N., Gagne, A., Hall, D., Hassan, G., Morin, D., Nelson, B., Podoshen, J., Rabah, J., Swiffen, A., Thomas, T., **Urbanik, K.,** & Wallin, J. (2018-2019). *Development, implementation and evaluation of capacity-building initiatives from Project SOMEONE (Social Media Education Every Day) to counter terrorism and violent extremism with Lebanese stakeholders in education, public policy and social service* (Operating: \$1,051,680). Global Affairs, Government of Canada.
- Venkatesh, V., Morin, D., & Hassan, G.** (2019-2022). La Chaire UNESCO en prévention de la radicalisation et de l'extrémisme violent. Fonds de recherche du Québec, société et culture (FRQSC). \$45,000. From Gov of Qc (\$400k)
- Villeneuve, S., & **Plante, I.** (2018-2020). *Cyberintimidation envers le corps professoral universitaire: fréquence, types et solutions* (Operating: \$38,653). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Développement Savoir.
- Waddington, D.** (2019). *Philosophical inquiry in education* (Operating: \$81,670). Social Sciences and Humanities Research Council of Canada (SSHRC) - Aid to Scholarly Journals.

Existing

- Abrami, P.C.** (2018-2024). *ABRACADABRA: Testing an online and a paper-based version of a balanced approach to reading* (Requested: 118,795.05 GBP; CSLP's portion: 37,675 GBP). Education Endowment Foundation, London, UK.
- Abrami, P. C., Arshad-Ayaz, A., Brodeur, M., Cardoso, W., Chapleau, N., Cheung, A., Dedic, H., Gottardo, A., Inyega, J., Laplante, L., Mak, B., Mercier, J., Naseem, A., Rosenfield, S., Siegel, L., Venkatesh, V., Waddington, D., & Wood, E.** (2017-2024). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa* (Operating: \$2,500,000). Social Sciences and Humanities Research Council of Canada (SSHRC) - Partnership Grant.
- Abrami, P. C., Arshad-Ayaz, A., Brodeur, M., Cardoso, W., Chapleau, N., Cheung, A., Dedic, H., Gottardo, A., Inyega, J., Laplante, L., Mak, B., Mercier, J., Naseem, A., Rosenfield, S., Siegel, L., Venkatesh, V., Waddington, D., & Wood, E.** (2017-2024). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa* (Operating: \$262,805). Canadian Foundation for Innovation (CFI).
- Abrami, P. C.,** Concordia University, & David O'Brien Centre for Sustainable Enterprise. (2016-2021). *Help support sustainability and child literacy* (Operating: \$600,000; CSLP's portion: \$300,000). TD Bank Group.
- Bernard, R., Borokhovski, E., Pickup, D., Schmid, R. F., & Waddington, D.** (2016-2018). A meta-analysis of technology-delivered early reading programs (Grades K-3) (Operating: \$59,400). The Campbell Collaboration and the Jacobs Foundation.
- Abrami, P. C., Wade, A.,** Marsh, J., Maina, G., **Lysenko, L.,** Mugo, M., Del Col, N., Gacicio, E., Kiria, G., & Idan, E. (2016-2019). *Teaching and learning with technology in Sub-Saharan Africa* (Operating: \$550,000). International Development Research Centre (IDRC).
- Bell, P., **Collins, L.,** & Marsden, E. (2016-2018). *Documenting the emergence and development of second language grammatical features throughout a school program: Providing information to increase the efficiency of instructional time* (Operating: \$63,742). Social Sciences and Humanities Research Council of Canada (SSHRC) - Subvention de Développement du savoir.
- Bernard, R. M., Schmid, R.,** Owston, R., & Vaughan, N. (2016-2019). *Prospects and problems of implementing blended learning in higher education as viewed through the lens of systematic review and meta-analysis* (Operating: \$103,926). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.
- Brodeur, M.,** Berthiaume, R., Desrochers, A., Lacelle, N., Lafontaine, L., Landry, N., **Laplante, L.** . . . St-Pierre, L. (2018). *Cartographie des ressources pour le rehaussement des compétences en littératie au Québec* (Operating: \$25,000). Ministère de l'Éducation et de l'Enseignement supérieur du Québec.
- Cardoso, W., & Collins, L.** (2016-2020). *The pedagogical use of speech technologies to extend the reach of the second language classroom* (Operating: \$94,227).

Social Sciences and Humanities Research Council of Canada (SSHRC) - Subvention Savoir.

- Chapleau, N.** (2015-2018). *Effets d'interventions orthopédagogiques sur la production de mots écrits d'élèves dysorthographiques* (Operating: \$34,784). Fonds de recherche du Québec, Société et culture (FRQSC) - Établissement de nouveaux chercheurs.
- Chapleau, N., Laplante, L., & Brodeur, M.** (2016-2019). *Étude exploratoire : un programme d'interventions préventives des premiers apprentissages de l'écrit au préscolaire* (Operating: \$4,375). Fonds de recherche du Québec, Société et culture (FRQSC) - Démarrage.
- Charland, P.** (2018). *Conception d'expérience dynamique par le profilage des émotions et de la personnalité du joueur* (Operating: \$48,300). Ministère de l'Économie, des Sciences et de l'Innovation (MESI) - Passeport Innovation.
- Charland, P.,** Mercier, J., **Riopel, M., Potvin, P.,** Léger, P.-M., & **Masson, S.** (2017-2020). *Effets déclarés et mesurés de la contextualisation des problèmes en sciences chez les filles et les garçons - Une approche psychophysiological* (Operating: \$155,044). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.
- Collin, S., Schneider, E., Ntebutse, J. G., **Venkatesh, V.,** Larouche, M.-C., Muller, C., Olivier, C., & Guichon, N. (2017-2019). *Partenariat stratégique francophone sur une approche sociocritique du numérique en éducation* (Operating: 44,300 Euros). Conseil franco-québécois de coopération universitaire (CFQCU).
- Dubeau, A., **Plante, I.,** & Chochard, Y. (2017-2019). *Examen de la validité d'un modèle théorique explicatif de la persévérance et la réussite en FP: une étude pilote* (Operating: \$40,980). Conseil de Recherches en Sciences Humaines du Canada (CRSH) - Développement savoir.
- Fichten, C.** (2017-2018). *Permettre aux conseillers des collèges et universités d'aider leurs diplômés à trouver un emploi* (Operating: \$63,071). Entente CanadaQuébec - Action spontanée.
- Grégoire, Y., **Venkatesh, V.,** Hassan, G., & Sénécal, S. (2017-2020). *Using social marketing to prevent young Westerners' violent radicalization* (Operating: \$144,900). Social Sciences and Humanities Research Council (SSHRC) - Insight Grant.
- Kennedy, S., & Trofimovich, P.** (2016-2018). *Oral communication training for international engineering students in co-op placements* (Operating: \$71,676). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Development Grant.
- Liakin, D., **Cardoso, W.,** & Liakina, N. (2018-2021). *L'utilisation de la technologie mobile dans l'enseignement de la prononciation en langue seconde* (Operating: \$54,969). Social Sciences and Humanities Research Council of Canada (SSHRC) - Standard Research Grant.
- Masson, S., Potvin, P.,** & Myre-Bisaillon, J. (2015-2020). *Effets de pratiques pédagogiques adaptées au fonctionnement du cerveau sur certains*

- apprentissages scolaires difficiles* (Operating: \$191,222). Social Sciences and Humanities Research Council (SSHRC) - Insight Grant.
- Maxwell, B., **McDonough, K.**, & **Waddington, D. I.** (2018-2020). *Understanding teacher curricular free expression in the United States and Canada: Limits and possibilities* (Operating: US\$40,000). Centre for Ethics and Education, Madison, WI.
- McDonough, K.**, & Ammar, A. (2017-2020). *Using collaborative tasks to promote the development of L2 French writing* (Operating: \$149,837). Fonds de recherche du Québec, Société et culture (FRQSC) - Action concertée.
- McDonough, K.** (2016-2021). *Canada Research Chair Tier 2 in Applied Linguistics* (Operating: \$500,000). Government of Canada.
- McDonough, K.**, & **Trofimovich, P.** (2015-2018). *Maximizing joint attention to promote L2 learning through aural input* (Operating: \$223,870). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.
- Mercier, J., **Charland, P.**, Saint-Amour, D., **Laplante, L.**, **Riopel, M.**, **Potvin, P.**, & **Venkatesh, V.** (2015-2020). *Dynamics of affect and cognition in learning* (Operating: \$215,461). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.
- Nadeau, M., **Gauvin, I.**, & Giguère, M.-H. (2016-2019). *Expérimentation de dispositifs didactiques en syntaxe et en ponctuation « à la manière » des dictées métacognitives, au 3e cycle primaire et 1er cycle secondaire et effet sur la compétence en écriture* (Operating: \$90,000). Fonds de recherche du Québec, Société et culture (FRQSC) - Actions concertée, Programme de recherche sur la lecture et l'écriture.
- Potvin, P.**, **Charland, P.**, Chastenay, P., **Masson, S.**, Mercier, J., & **Riopel, M.** (2015-2020). *Engagement et conflit cognitif dans les processus de changements conceptuels en sciences* (Operating: \$122,587). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.
- Potvin, P.**, Kozanitis, A., **Riopel, M.**, Bélanger, M., **Charland, P.**, Chastenay, P., Cyr, S., & **Masson, S.** (2018-2022). *Processus cognitifs, affectifs et cérébraux, et dispositifs technologiques impliqués dans l'éducation aux sciences et à la technologie (S&T) des élèves et du grand public : enseignement et médiation* (Operating: \$323,695). Fonds de recherche du Québec, Société et culture - Équipe de recherche (Renouvellement).
- Rueb, A., & **Cardoso, W.** (2017-2019). *Outils d'apprentissage d'une langue seconde axés sur des jeux pour développer les aptitudes linguistiques* (Operating: \$46,664). L'enseignement dans la langue de la minorité et à l'enseignement des langues secondes, Entente Canada-Québec.
- Schmid, R. F.**, **Bernard, R. M.**, & Trudel, L. (2017-2020). *A quantitative and qualitative synthesis of the empirical research examining the role of technology in K12 science education* (Operating: \$139,998). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.
- Seale, J., **Fichten, C.**, Heiman, T., Fissler, B., & Burgstahler, S. (2016-2019). *Disabled students, ICT, post-compulsory education & employment: In search of new*

solutions (Operating: 100,055 GBP). The Leverhulme Trust, International Network Grant.

- Sénécal, S., **Charland, P.**, & Léger, P.-M. (2018-2021). *Valorisation des données neurophysiologiques dans l'apprentissage des systèmes d'informations aéronautique et bancaire* (Operating : \$1,047,252). PROMPT-Québec, with CAE and National Bank.
- Simon, L., Cohendet, P., **Venkatesh, V.**, Lacasse, S., Mahy, I., Lalonde, J., Germain, O., Bérubé, J., Dubois, J., Bisailon, J.-R. (2017-2020). *Entrepreneuriat culturel et création face aux défis et possibilités du numérique : une approche ancrée de l'analyse des pratiques exemplaires et des reconfigurations des chaînes de valeur au Québec* (Operating: \$168,383). Fonds de recherche du Québec, Société et culture (FRQSC) - Actions concertées.
- Trofimovich, P.**, & **Kennedy, S.** (2016-2020). *Second language communication skills: Helping non-native university students align perceived and actual performance* (Operating: \$151,846). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.
- Venkatesh, V.**, **Abrami, P. C.**, **Bernard, R. M.**, **Brodeur, M.**, **Bures, E.**, Canuel, M., **Cardoso, W.**, **Castro, J.C.**, **Chapleau, N.**, **Collins, L.**, Dedic, H., **Fichten, C.**, Furfaro, S., **Gauvin, I.**, **Kennedy, S.**, **King, L.**, **Laplante, L.**, **McDonough, K.**, **Pariser, D.**, Poissant, H., **Potvin, P.**, **Riopel, M.**, Rosenfield, S., Savard, A., **Schmid, R.F.**, **Trofimovich, P.**, & **Waddington, D.** (2014-2020). *Centre d'études sur l'apprentissage et la performance (CEAP)/Centre for the Study of Learning and Performance (CSLP)* (Operating: \$1,354,500). Fonds de recherche du Québec, Société et culture (FRQSC) - Regroupements Stratégiques.
- Venkatesh, V.**, Morin, D., & Hassan, G. (2017-2021). *UNESCO Global Chair in Prevention of Radicalisation and Violent Extremism* (Operating: \$400,000). Infrastructure funding, Gouvernement du Québec.
- Venkatesh, V.**, Thomas, T., Rabah, J., **Urbaniak, K.**, Chang-Kredl, S., **Castro, J. C.**, Wallin, J., Podoshen, J., & Fournier-Sylvester, N. (2017-2019). *Implementing social pedagogical practices via the SOMEONE (Social Media Education Every Day) multimedia portal: Knowledge mobilization and transfer of evidence-based research into communities, scholastic, popular media and public settings to improve resilience to hate speech and radicalization that leads to violent extremism* (Operating: \$396,920). Department of Public Safety and Emergency Preparedness, Government of Canada.

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- Abrami, P.C.**, Arshad-Ayaz, A., **Brodeur, M.**, **Cardoso, W.**, **Chapleau, N.**, Cheung, A., Dedic, H., Gottardo, A., Inyega, J., **Laplante, L.**, Mak, B., Naseem, A., Rosenfield, S., Siegel, L., **Venkatesh, V.**, **Waddington, D.**, & Wood, E. (2017-2024). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa*. (Operating: \$105,000). Faculty of Arts & Science, Concordia University.

- Abrami, P.C.,** Arshad-Ayaz, A., **Brodeur, M., Cardoso, W., Chapleau, N.,** Cheung, A., Dedic, H., Gottardo, A., Inyega, J., **Laplante, L.,** Mak, B., Naseem, A., Rosenfield, S., Siegel, L., **Venkatesh, V., Waddington, D.,** & Wood, E. (2017-2024). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa.* (Operating: \$175,000). Office of the Vice President, Research & Graduate Studies, Concordia University.
- Bures, E.** (2018-2020). *Engaging university students in portfolio creation: Who engages, why, and can we do better?* (Operating: \$8,980). Bishop's University - Research and Creativity Grant.
- Chang-Kredi, S., & **Venkatesh, V.** (2018-2020). *Children's virtual play: Developing identity and resilience in early childhood* (Fellowship: \$76,500). School of Graduate Studies - Horizon Postdoctoral Fellowship, Concordia University.
- Chapleau, N., Abrami, P., Brodeur, M., & Laplante, L.** (2018-2020). *Quelles sont les retombées d'une évaluation en orthopédagogie ?* (Operating: \$4,243). UQAM - Centre d'étude sur l'apprentissage et la performance (CEAP) - Démarrage.
- Charland, P.,** & Cyr, S. (2018-2021). *Chaire UNESCO de Développement curriculaire didactique.* (Operating: \$45,000). Faculté des sciences de l'éducation, Université du Québec à Montréal, Renouvellement.
- Fichten, C.** (2018-2019). *Personal technology in the classroom* (Operating: \$18,600). Dawson College - Support Academic Success of Students with Special Needs.
- Galante, A.** (2018-2019). Examining linguistic and cultural experiences of Canadian residents (Operating: \$10,000). Establishment Research Grant, Concordia University.
- Gauvin, I.,** & Barroso da Costa, C. (2019-2020). *Perceptions d'étudiants à propos de leurs propres approches d'apprentissage et des pratiques évaluatives au sein de leur parcours du BES français* (Operating: \$5,000). UQAM - Centre d'étude sur l'apprentissage et la performance (CEAP).
- Gauvin, I., Brodeur, M., Chapleau, N., Charland, P., Laplante, L., Masson, S.,** Mercier, J., Poissant, H., **Potvin, P., & Riopel, M.** (2017-2020). *Centre d'études sur l'apprentissage et la performance (CEAP-UQAM)* (Operating: \$90,000). Université du Québec à Montréal - Centres institutionnels.
- Gauvin, I., Charland, P.,** & Saint-Amour, D. (2018-2019). *Charge cognitive associée à l'utilisation des manipulations syntaxiques : élaboration d'une méthodologie* (Operating: \$11,357). UQAM - Centre d'étude sur l'apprentissage et la performance (CEAP).
- Gauvin, I.,** Thibeault, J., **Plante, I.,** & Barroso da Costa, C. (2019-2020). *Conception et mise à l'essai d'une séquence didactique sur la notion de complément de verbe* (Operating: \$9,576). UQAM - Centre d'étude sur l'apprentissage et la performance (CEAP).
- Laplante, L., Chapleau, N., Brodeur, M., & Plante, I.** (2018-2019). *Effet de l'utilisation de la ressource ABRACADABRA sur la motivation d'apprenti-lecteurs de 1re année issus de milieux défavorisés* (Operational: \$7,980). UQAM - Centre d'étude sur l'apprentissage et la performance (CEAP).

- Laplante, L., Côté, M.-F., & Barroso da Costa, C. (2018-2019).** *Développement et validation d'un outil d'évaluation de la compréhension en lecture d'apprentis lecteurs de 1re année scolarisés en français* (Operating: \$11,611). UQAM - Centre d'étude sur l'apprentissage et la performance (CEAP).
- Plante, I. (2017-2020).** *Chaire de recherche sur l'égalité des genres à l'école (CRÉGÉ)* (Operating: \$105,000). Université du Québec à Montréal (UQAM) - Programme des chaires stratégiques.
- Venkatesh, V. (2017-2019).** *Voices of former extremists – A documentary and case study project* (Fellowship: \$76,650). School of Graduate Studies - Horizon Postdoctoral Fellowship, Concordia University.
- Venkatesh, V. (2018-2022).** *UNESCO Chair in Prevention of Radicalization and Violent Extremism* (Operating: \$56,000). Office of the Vice-President, Research & Graduate Studies; Faculty of Arts & Sciences/Faculty of Fine Arts, Concordia University.
- Venkatesh, V., Abrami, P. C., Bernard, R. M., Brodeur, M., Bures, E., Canuel, M., Cardoso, W., Castro, J.C., Chapleau, N., Collins, L., Dedic, H., Fichten, C., Furfaro, S., Gauvin, I., Kennedy, S., King, L., Laplante, L., McDonough, K., Pariser, D., Poissant, H., Potvin, P., Riopel, M., Rosenfield, S., Savard, A., Schmid, R.F., Trofimovich, P., & Waddington, D. (2017-2020).** *Centre d'études sur l'apprentissage et la performance (CEAP)/Centre for the Study of Learning and Performance (CSLP)* (Infrastructure: \$90,000). Office of the Vice President, Research & Graduate Studies, Concordia University.
- Venkatesh, V., Abrami, P. C., Bernard, R. M., Brodeur, M., Bures, E., Canuel, M., Cardoso, W., Castro, J.C., Chapleau, N., Collins, L., Dedic, H., Fichten, C., Furfaro, S., Gauvin, I., Kennedy, S., King, L., Laplante, L., McDonough, K., Pariser, D., Poissant, H., Potvin, P., Riopel, M., Rosenfield, S., Savard, A., Schmid, R.F., Trofimovich, P., & Waddington, D.. (2018-2024).** *CSLP research unit recognition* (Infrastructure: \$510,000). Office of the Vice-President, Research and Graduate Studies, Concordia University.
- Waddington, D. (2014-2020).** *Educational gaming in development* (Operating: \$10,000). Office of the Provost, Concordia University.

PUBLICATIONS

Journal Articles

- Allaire-Duquette, G., Bélanger, M., Grabner, R. H., Koschutnig, K., & Masson, S. (2019). Individual differences in science competence among students are associated with ventrolateral prefrontal cortex activation. *Journal of Neuroscience*. Advance online publication. doi:10.1002/jnr.24435
- Appel, R., Trofimovich, P., Saito, K., Isaacs, T., & Webb, S. (2019). Lexical aspects of comprehensibility and nativeness from the perspective of native-speaking English raters. *ITL - International Journal of Applied Linguistics*, 170(1), 24-52.

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- Bellavance, E., & **Venkatesh, V.** (in press). Dire Dieu par la musique dans la propagande guerrière d'hier à aujourd'hui : le cas de l'Empire assyrien et de Daech. *Théologiques* [Special issue edited by E. Bellavance & V. Venkatesh].
- Bernard, R. M., Borokhovski, E., Schmid, R. F., Waddington, D. I., & Pickup, D. I.** (in press). 21st-century adaptive teaching and individualized learning operationalized as specific blends of student-centered instructional events: A systematic review and meta-analysis. *Campbell Systematic Reviews*, 15(e1017). doi:<https://doi.org/10.1002/cl2.1017>
- Bione, T., & **Cardoso, W.** (in press). Synthetic voices in the foreign language context. *Language Learning & Technology*.
- Blanchette-Sarrasin, J., Nenciovici, L., Foisy, L.-M., Allaire-Duquette, G., **Riopel, M., & Masson, S.** (2018). Effects of teaching the concept of neuroplasticity to induce a growth mindset on motivation, achievement, and brain activity: A meta-analysis. *Trends in Neuroscience and Education*, 12, 22-31. doi:10.1016/j.tine.2018.07.003
- Blanchette-Sarrasin, J., **Riopel, M., & Masson, S.** (2019). Neuromyths and their origin among teachers in Quebec. *Mind, Brain, and Education*, 13(2), 100-109. doi:10.1111/mbe.12193
- Bonneau, M., **Brodeur, M., & Chapleau, N.** (in press). Mise en œuvre du palier 1 du modèle de réponse à l'intervention en lecture : défis et conditions favorables. *Enfance en difficulté*.
- Borokhovski, E.** (2018). Manipulating basic characteristics of the Rapid Automatized Naming task in search for its most reliable connections to reading performance. *Russian Psychological Journal [Российский психологический журнал]*, 15(2/1), 86-116. doi:<https://doi.org/10.21702/rpj.2018.2.1.6>
- Brouillette, L., Deaudelin, C., Mercier, J., **Brodeur, M., & Lefebvre, S.** (in press). L'autorégulation des apprentissages d'enseignantes dans divers contextes de formations continues relatives aux TIC. *Nouveaux cahiers de la recherche en éducation*.
- Chan, W. Y. A., & **McDonough, K.** (2018). 10 years on: New perspectives on Quebec's ethics and religious course. [Editorial as guest editors]. *Religion and Education*, 45(3), 249-250. doi:<https://doi.org/10.1080/15507394.2018.1546510>
- Chapleau, N., & Beaupré-Boivin, K.** (2019). Interventions to support the development of spelling knowledge and strategies for children with dyslexia. *Education*, 9(1), 1-8. doi:10.5923/j.educ.20190901.01
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- Crowther, D., **Trofimovich, P.**, Isaacs, T., & Saito, K. (2018). Linguistic dimensions of L2 accentedness and comprehensibility vary across speaking tasks. *Studies in Second Language Acquisition*, 40(2), 443–457.
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- Cyr, S., **Charland, P.**, **Riopel, M.**, & Bruyere, M.-H. (2019). Integrating a game design model in a serious video game for learning fractions in mathematics. *Journal of Computers in Mathematics and Science Teaching*, 38(1), 5-29.
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- Fichten, C.** (2018). Students' perspectives on how their teachers should use PowerPoint: Six easy fixes. *The Bulletin Psych & Anthro*, 2, 2.
- Fichten, C. S.**, Havel, A., **King, L.**, Jorgensen, M., Budd, J., Asuncion, J., & ... Marcil, E. (2018). Are you in or out? Students who register for disability-related services in junior/community colleges versus those who do not. *Journal of Education and Human Development*, 7(1), 166-175. doi:10.15640/jehd.v7n1a19
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- Foote, J., & **Trofimovich, P.** (2018). Is it because of my language background? A study of language background influence on comprehensibility judgments. *Canadian Modern Language Review*, 74(2), 253–278.
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- Fortier, V., Bell, P., Perron, V., & **Gauvin, I.** (2019). Réflexions métalinguistiques et correction d'erreurs en anglais langue seconde : étude des types de réflexions et relation avec l'exactitude des corrections. *La revue canadienne des langues vivantes/The Canadian Modern Language Review*, 75(1), 3-22.
- Fréchette-Simard, C., Bluteau, J., & **Plante, I.** (in press). Évaluation de l'implantation du programme de prévention de l'anxiété In vivo chez les jeunes de 11-12 ans. *Revue canadienne d'évaluation de programme*.
- Fréchette-Simard, C., **Plante, I.**, & Bluteau, J. (2018). Strategies included in cognitive and behavioral therapy programs to treat internalized disorders: A systematic review. *Cognitive Behaviour Therapy*, 47(4), 262-285.
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- Galante, A.** (2018). Drama for L2 speaking and language anxiety: Evidence from Brazilian EFL learners. *RELC Journal*, 49(3), 273–289.
- Galante, A.** (2019). "The moment I realized I am plurilingual": Plurilingual tasks for creative representations in EAP at a Canadian university. *Applied Linguistics Review*. Advance online publication. doi:0.1515/applirev-2018-0116
- García Fuentes, C., & **McDonough, K.** (2018). The effect of explicit instruction and task repetition on Colombian EFL students' use of politeness strategies during disagreements. *The Language Learning Journal*, 46, 470-482.

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- Lysenko, L.**, **Abrami, P. C.**, **Wade, A.**, Marsh, J., Wagioko, M., & **Kiforo, E.** (2019). Promoting young Kenyans growth in literacy in educational technology: A tale of two years of implementation. *International Journal of Educational Research*, 95, 179-189. doi:https://doi.org/10.1016/j.ijer.2019.02.013
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- McDonough, K., Trofimovich, P.,** Dao, P., & Abashidze, D. (2018). Eye gaze and L2 speakers' responses to recasts: A systematic replication study of McDonough, Crowther, Kielstra, and Trofimovich (2015). *Language Teaching*. Advance online publication. doi:<https://doi.org/10.1017/S0261444818000368>
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CONFERENCE PRESENTATIONS AND SEMINARS

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- Borokhovski, E.**, **Bernard, R. M.**, Tamim, R. M., & **Schmid, R. F.** (2018, June). *Achievement and attitudes in technology-supported postsecondary education: Complexity of relationships through the lens of meta-analysis*. Paper presented at the 2018 EdMedia Annual Meeting, Amsterdam, the Netherlands.
- Borokhovski, E.**, & 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.
- Brodeur, M.** (2018). *Nos bibliothèques publiques : des trésors sont cachés dedans*. Guest speaker at the colloque annuel « Le Rendez-vous des bibliothèques publiques du Québec », Montreal, QC.
- Brodeur, M.**, Lorite, A., & Otero, D. (2019). *Éducation inclusive: une responsabilité collective, une occasion socioéducative pour l'UQAM*. Paper presented at the Roundtable discussion at the Rencontre Educere, Montreal, QC.
- Brouillette-Alarie, S., Hassan, G., Lavoie, L., Fetiu, A., Varela, W., **Borokhovski, E.**, **Pickup, D.** . . . Ousman, S. (2019, March). *Exposure to extremist online content could lead to violent radicalization: A systematic review of empirical evidence*. Paper presented at the conference “The Prevention of Violent Radicalization: Evidence-Based Guidelines to Promote Efficient Interventions,” Ottawa, ON.
- Brouillette-Alarie, S., Hassan, G., Ousman, S., Varela, W., Kilinc, D., Lavoie, L., **Borokhovski, E.**, **Pickup, D.** . . . Rousseau, C. (2019, March). *A systematic review of what works in primary, secondary, and tertiary prevention programs that aim to counter violent radicalization*. Paper presented at the conference “The Prevention of Violent Radicalization: Evidence-Based Guidelines to Promote Efficient Interventions,” Ottawa, ON.
- Bures, E.** (2018, June). *Faculty creating their own professional teaching portfolios: Supporting pedagogical innovation and professional development*. Paper

- presented at the Annual Meeting of SALTISE (Supporting Active Learning and Technological Innovation in Studies of Education), Montreal, QC.
- Cardoso, W.** (2018, August). *Learning L2 pronunciation with a text-to-speech synthesizer*. Paper presented at the European Association for Computer Assisted Language Learning (EUROCALL), Jyväskylä, Finland.
- Cardoso, W.** (2018, November). *The pedagogical suitability of TTS in the foreign language classroom: Focus on pronunciation*. Paper presented at the Symposium "Text-to-speech synthesis and L2 education: Focus on pronunciation," organized by Fernanda Soler-Urzuza and **W. Cardoso**, at the WorldCALL Conference, Concepción, Chile.
- Castro, J. C., Pariser, D., Akbari, E., & Lalonde, M.** (2018, May). *Engaging in civic spaces together: Peer-networked teaching and learning with mobile media*. Paper presented at the meeting of the Canadian Society for Education through Art, Winnipeg, MB.
- Chapleau, N.** (2019, January). *Des instruments d'évaluation orthopédagogique au primaire*. Presentation to special education teachers, École Champlain, Montreal, QC.
- Chapleau, N.** (2019, March). *Interventions en orthographe lexicale auprès de l'élève dysorthographique : deux approches rééducatives*. Invited lecture at the Centre de recherche en neuropsychologie expérimentale et Cognition-CERNEC, Montreal, QC.
- Chapleau, N., & Beaupré-Boivin, K.** (2018, November). *Choisir l'intervention corrective ou compensatoire pour développer l'orthographe lexicale auprès du scripteur dysorthographique?* Paper presented at the 29e colloque de l'Association des orthopédagogues du Québec, Laval, QC.
- Chapleau, N., Laplante, L., & Brodeur, M.** (2018, April). *Soutenir les apprentissages en lecture et en écriture auprès des élèves débutant dans l'écrit avec la ressource en ligne ABRACADABRA*. Invited presentation to the students in the MA in Education program at the Université Félix Houphouët-Boigny, Abidjan, Ivory Coast.
- Charland, P., Léger, P.-M., Lackmann, S., Aubé, C., & Talbot, J.** (2018, July). *Assessing the quality of e-learning media: a neurophysiological approach to measure learners' engagement*. Paper presented at the 10th International Conference on Education and New Learning Technologies (EDULEARN), Palma de Mallorca, Spain.
- Charland, P., Léger, P.-M., Lackmann, S., Aubé, C., & Talbot, J.** (2019). *A neurophysiological approach to assess the quality of e-learning material*. Paper presented at the International Conference on Education, Honolulu, HI, United States.
- Chung, R., & Collins, L.** (2018, May). *Dialectal aural input in the French L2 classroom*. Paper presented at the Canadian Association of Applied Linguistics (ACLA/CAAL), University of Regina, Regina, SK.

- Chung, R., & **Collins, L.** (2018, October). *Building the L2 phonemic inventory: Dialectal aural input in the French L2 classroom*. Paper presented at the Annual meeting of the Second Language Research Forum (SLRF), Montreal, QC.
- Conde a Silva, L., **Laplante, L.**, & Godard, L. (2018, March). *La comorbidité dyslexie et TDA/H. Qu'en sait-on?* Paper presented at the Annual Conference of the Institut des troubles d'apprentissage, Montreal, QC.
- Delage, I., & **Laplante, L.** (2018, November). *Antidote et dyslexie*. Paper presented at the 28th Conference of l'ADOQ (Association des orthopédagogues du Québec), Laval, QC.
- Fichten, C.** (2018, May). *Past, present and future: The good, the bad & the ugly*. Invited talk at the SSHRC President's Visit, Dawson College, Montreal, QC.
- Fichten, C., King, L., & Havel, A.** (2018, October). *Postsecondary students with disabilities: How research informs practice*. Guest speaker presentation at the 4th Ed-ICT International Network Symposium, Hagen, Germany.
- Fréchette-Simard, C., **Plante, I.**, & Bluteau, J. (2018). *A systematic review that documents the strategies included in cognitive and behavioral therapy programs for internalized disorders*. Paper presented at the Innovations and Advances in CBT de la Canadian Association of CBT, Vancouver, BC.
- Fréchette-Simard, C., **Plante, I.**, & Duchesne, S. (2018, January). *The effects of high school programs with and without academic selection on the admission of students with internalized behaviour profiles and on the evolution of their internalized behaviours*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
- Galante, A.** (2018, May). *The effects of plurilingual instruction compared to monolingual instruction: A quasi-experimental study in an EAP program in Canada*. Paper presented at the CCERBAL Conference: Translanguaging, opportunities and challenges in a global world, Ottawa, ON.
- Galante, A.** (2018, May). *Language for social cohesion: Toward plurilingualism and pluriculturalism in language education*. Invited presentation at OECD's 4th Policy Forum "Strength through Diversity: Social Emotional Learning to Foster a Sense of Belonging for Immigrant and Refugee Learners," Fredericton, NB.
- Galante, A.** (2018, October). *A quasi-experimental study investigating L2 vocabulary development among multilingual students in Canada*. Paper presented at the Second Language Research Forum (SLRF), Montreal, QC.
- Galante, A.** (2019, February). *Is Canada really bilingual? Rethinking communicative competence in linguistically and culturally diverse contexts*. Invited talk at the Belonging, Identity, Language, and Diversity Speaker Series, McGill University, Montreal, QC.
- Galante, A.** (2019, January). *Plurilingual instruction in English language teaching in Canada: teachers and students' perceptions of affordances and challenges*. Invited talk at OISE, University of Toronto, Toronto, ON.
- Galante, A.** (2019, March). *Examining translanguaging pedagogy for vocabulary development in additional languages*. Paper presented at the American Association of Applied Linguistics (AAAL), Atlanta, GA.

- Godin, M.-P., Gagné, A., & **Chapleau, N.** (2018, July). *Morphological awareness skills and spelling in children with developmental language disorder: The case of derivational silent letters in French*. Paper presented at the 25th Annual Meeting Society for the Scientific Study of Reading (SSSR), Brighton, UK.
- Gomes, A., **Cardoso, W.**, & Lucena, R. (2018, August). *Can TTS help L2 learners develop their phonological awareness?* Paper presented at the European Association for Computer-Assisted Language Learning (EUROCALL), Jyväskylä, Finland.
- Gomes, A., **Cardoso, W.**, & Lucena, R. (2018, November). *Developing L2 phonological awareness with a speech synthesizer*. Paper presented at the WorldCALL, Concepción, Chile.
- Grimshaw, J., Bione, T., & **Cardoso, W.** (2018, August). *Who's got talent? Comparing TTS systems for comprehensibility, naturalness, and intelligibility*. Paper presented at the European Association for Computer-Assisted Language Learning (EUROCALL), Jyväskylä, Finland.
- Gunning, P., Hernandez Gonzalez, T., & **Bures, E. M.** (2018, June). *Three case studies implementing portfolios into higher education to support the development of student competencies and self-regulated learning skills*. Paper presented at the Annual Meeting of SALTISE (Supporting Active Learning and Technological Innovation in Studies of Education), Montreal, QC.
- Hendry, C., & **Cardoso, W.** (2018, May). *The effects of type of instruction on the initial stages of L2 perception and production of Mandarin Chinese tones*. Paper presented at the Canadian Association of Applied Linguistics (ACLA), Regina, SK.
- Jorgensen, M., Havel, A., **King, L., Fichten, C.**, Lussier, A., Harvison, M., & Vo, C. (2018, May). *The power of PowerPoint: Student, teacher and professional perspectives*. Paper presented at the 7th Annual Supporting Active Learning and Technological Innovation in the Studies of Education (SALTISE) Conference, Montreal, QC.
- Kennedy, S., Trofimovich, P.**, Blanchet, J., & Bertrand, J. (2019, March). *Assessing French as a lingua franca: Teachers' and learners' perspectives*. Paper presented as part of the Joint AAAL - ILTA Invited Colloquium: Assessing Lingua Franca Competence at the Annual Meeting of the American Association for Applied Linguistics, Atlanta, Georgia.
- Lapierre, C., & **Collins, L.** (2018, May). *The role of first language influence in the learning of second language grammar: The case of his/her in English*. Paper presented at the Canadian Association of Applied Linguistics (ACLA/CAAL), Regina, SK.
- Lapierre, C., & **Collins, L.** (2019, March). *L1 influence and developmental sequences: Acquisition of his/her by Taiwanese Mandarin learners*. Paper presented at the American Association for Applied Linguistics (AAAL), Atlanta, GA.
- Laplante, L.** (2018, November). *L'intensification, au cœur de la réponse à l'intervention : enjeux et défis à relever*. Paper presented at the Conférence de consensus sur

- la réponse à l'intervention organized by the Ministère de l'Éducation et de l'Enseignement Supérieur, Quebec City, QC.
- Laplante, L.** (2018, October). *J'ai hâte d'apprendre à lire. Aidez-moi !* Paper presented at the Conference of the l'Association des éducateurs et éducatrices du primaire, Chicoutimi, QC.
- Laplante, L.** (2019, March). *Quand le TDA/H et le trouble d'apprentissage de la lecture sont associés : quelles interventions privilégier ?* Paper presented at the Symposium "Apprentissage et comportement" of the Institut des troubles d'apprentissage, Montreal, QC.
- Laplante, L.** (2019, March). *Cooccurrence du trouble d'apprentissage de la lecture et du TDA/H.* Paper presented at the Annual conference of the Institut des troubles d'apprentissage, Montreal, QC.
- Laplante, L.** (2019, March). *Réussir dans un monde de différenceS.* Opening address at the Annual Conference of the Institut des troubles d'apprentissage, Montreal, QC.
- Laplante, L., & Bédard, M.** (2018, April). *Les défis liés aux études en français pour les étudiants qui présentent un trouble spécifique d'apprentissage de la lecture (dyslexie-dysorthographe).* Invited presentation at the conference « Contextes de l'intervention en français dans les universités et prise en compte des étudiants ayant un trouble d'apprentissage de la lecture-écriture », organized by the Réseau universitaire des services d'aide en français (RUSAF), Montreal, QC.
- Liakin, D., **Cardoso, W., Waddington, D., & Liakina, N.** (2018, August). *Aucune anomalie détectée! Practice your French while piloting a spaceship.* Paper presented at the European Association for Computer-Assisted Language Learning (EUROCALL), Jyväskylä, Finland.
- Marsden, E., Perrin, D., Andringa, S., **Collins, L.,** Jackon, C., & Plonsky, L. (2018, September). *Extending the reach of research: Open accessible summaries in language studies.* Paper presented at the British Association of Applied Linguistics, York, UK.
- Masson, S.** (2018, June). *S'appuyer sur les neurosciences pour mieux choisir ses stratégies de formation et de développement de compétences.* Invited guest speaker at the conference organized by L'Institut des Hautes Études des Communications Sociales (IHECS), Brussels, Belgium.
- Masson, S.** (2018, June). *Apprentissage, mémoire et consolidation.* Invited speaker at the 6e Congrès de l'Association pour la recherche en neuroéducation, Université Paris-Descartes, Sorbonne, Paris, France.
- McDonough, K.** (2018). *Exploring the role of visual cues in face-to-face L2 interaction.* Paper presented at the Symposium on Multidisciplinary Approaches to Child and Adult Language Acquisition, State College, PA.
- McDonough, K.** (2019, January). *Indigenous course requirements: A liberal-democratic justification.* Invited presentation and seminar, Department of Education, Concordia University, Montreal, QC.

- McDonough, K.** (2019, January). *Indigenous course requirements: A liberal-democratic justification*. Invited presentation, Faculty of Law, McGill University, Montreal, QC.
- Neumann, H., Leu, S., & **McDonough, K.** (2019, March). *Addressing L2 writers' challenges in read-to-write tasks*. Paper presented at the American Association for Applied Linguistics, Atlanta, GA.
- O'Brien, M., Bajt, A., **Trofimovich, P.**, & Taylor, K. (2018, September). *Testing the malleability of teachers' judgments*. Paper presented at the Pronunciation in Second Language Learning and Teaching Conference, Ames, Iowa.
- Pariser, D.** (2019, March). *Is "indoctrination" of a liberal or conservative agenda taking place in higher education?* Paper presented at the Higher Education Forum at the National Art Education Association Conference, Boston, MA.
- Pariser, D., Castro, J. C., Akbari, E., & Forget, B.** (2018, May). *Mon Coin, identity, performance and exhibition on line. Theorizing about the characteristics of online exhibitions*. Paper presented at the Colloque sur la Recherche en enseignement des arts visuels, Université de Sherbrooke, Longueuil, QC.
- Payant, C., **McDonough, K.**, & Uludag, P. (2018). *English L2 writers' perceptions about prewriting planning*. Paper presented at the Second Language Research Forum, Montreal, QC.
- Piccardo, E., Cho, K., & **Galante, A.** (2019, March). *Developing and implementing a new pedagogical framework: Data from plurilingual action-oriented scenarios in North American language classrooms*. Paper presented at the American Association of Applied Linguistics (AAAL), Atlanta, GA.
- Piccardo, N., North, B., & **Galante, A.** (2018, August). *From language policy to pedagogical practice: The role of mediation and plurilingualism in language education*. Invited colloquium at the Multidisciplinary Approaches in Language Policy and Planning Conference, Toronto, ON.
- Plante, I., Fréchette-Simard, C., Dubeau, A., & Guay, F.** (2018, January). *School transition effects on achievement motivation: The role of academic selection*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
- Potvin, P., & Hasni, A.** (2018). *Cinq années de résultats à la CRIJEST: un aperçu*. Paper presented at the 185th Meeting of the CÉNACLE, Montreal, QC.
- Rueb, A., **Cardoso, W.**, & Grimshaw, J. (2018, August). *The acquisition of French vocabulary in an interactive digital gaming context*. Paper presented at the European Association for Computer-Assisted Language Learning (EUROCALL), Jyväskylä, Finland.
- Sato, M., & **McDonough, K.** (2018). *The effect of production practice on EFL learners' accurate and fluent production of wh-questions*. Paper presented at the Second Language Research Forum, Montreal, QC.
- Sénécal, A.-M., Mezzaluna, V., & **Cardoso, W.** (2018, August). *Learning L2 vocabulary with a learner response system (clickers)*. Paper presented at the European Association for Computer-Assisted Language Learning (EUROCALL), Jyväskylä, Finland.

- Soler-Urzuá, F., & **Cardoso, W.** (2018, November). *The role of text-to-speech synthesis in raising phonological awareness in an EFL context*. Paper presented at the Symposium “Text-to-speech synthesis and L2 education: Focus on pronunciation,” organized by Fernanda Soler-Urzuá and W. Cardoso at the WorldCALL Conference, Concepción, Chile.
- Strachan, L., Taylor Reid, K., O’Brien, M., **Kennedy, S.**, & **Trofimovich, P.** (2018, May). *Dynamic rating of speech in L2-L2 interaction*. Paper presented at the Annual Meeting of the Canadian Association of Applied Linguistics, Regina, Saskatchewan.
- Taylor Reid, K., O’Brien, M., & **Trofimovich, P.** (2019, March). *Wow! He did so much better than me! Perspective taking to mitigate social bias in L2 speech rating*. Paper presented at the Annual Meeting of the American Association for Applied Linguistics, Atlanta, Georgia.
- Taylor Reid, K., Strachan, L., **Trofimovich, P.**, **Kennedy, S.**, & O’Brien, M. (2018, October). *Second language comprehensibility as a dynamic construct: Evidence from L2-L2 interaction*. Paper presented at the Second Language Research Forum, Montreal, QC.
- Trofimovich, P.** (2018, May). *Second language comprehensibility from multiple perspectives*. Public lecture delivered at the 2018 Bloomsbury Roundtable, University of London, Birkbeck, UK.
- Trofimovich, P.** (2018, May). *Same question, different lens: Looking at research issues through multiple methods*. Invited talk delivered at the 2018 Bloomsbury Roundtable, University of London, Birkbeck, UK.
- Trofimovich, P.** (2018, October). *Second language comprehensibility: A multidimensional view*. Plenary talk delivered at the Conference on Individual Differences in Second Language Learning and Teaching, Konin, Poland.
- Trofimovich, P.** (2019, February). *Individual, contextual, and interactive factors in second language comprehensibility*. Invited talk delivered at the School of Languages, Linguistics, Literatures, and Cultures and at the Language Research Centre, University of Calgary, Calgary, Alberta.
- Uludag, P., Neumann, H., & **McDonough, K.** (2019, March). *Source use behavior and raters’ judgement in L2 academic writing*. Paper presented at the Language Testing Research Colloquium, Atlanta, GA.
- Venkatesh, V.** (2018, August). *Dark dystopian consumption of violent extremism: Visual analysis of ISIS propaganda videos*. Invited paper presented at the workshop launching the Peace Research Institute Oslo (PRIO) Centre on Culture and Violent Conflict, Oslo, Norway.
- Venkatesh, V.** (2018, September). *Necrophilic empathy in La Numancia: An urgent reading*. Paper presented at the panel “Neoliberalism, homo sacer, and necrophilic empathy” at the Cervantes Society of America Conference, Calgary, AB.
- Venkatesh, V.**, & Chapman, O. (2019, March). « Paysage de l’espoir »/« Landscape of Hope »: donner de la portée à la voix des jeunes pour réduire la discrimination et

renforcer la résilience. Invited address at the colloquium « Quand je suis un autre : L'adolescence à l'épreuve de l'interculturalité », Nîmes, France.

Waddington, D. I. (2018, June). *It's not great, but it's the best that we can do: Progressive education and the fight for social justice in public education*. Paper presented at the Canadian Philosophy of Education Society, Regina, SK.

Waddington, D. I. (2018, October). *Down in the dirt: Philosophy of education's obligation to practice*. Response paper prepared for Philosophy of Education Society North America, Chicago, IL.

Weeth-Feinstein, N., & **Waddington, D. I.** (2018, April). *Getting over truth, or how I learned to stop worrying and love the post-truth world*. Paper presented at the American Educational Research Association, New York, NY.

Zarour, S., El Kayar, K., & **Cardoso, W.** (2018, August). *Personalize your L2 vocabulary learning with Immersed*. Paper presented at the European Association for Computer-Assisted Language Learning (EUROCALL), Jyväskylä, Finland.

TRAINING AND INSTRUCTION

Borokhovski, E. (2018, March). *Canada Practitioners Network for the Prevention of Radicalization and Extremist Violence (CPN-PREV)*. Workshop and round table on the results of systematic reviews conducted by the CPN-PREV team and establishing a guidelines development group. Expert days on the prevention of radicalization and extremist violence, Montreal, Quebec.

Charland, P. (2018). *How can we better understand learning? A neurophysiological approach to study the evolution of engagement over time*. Workshop presented at McGill University, Montreal.

Charland, P. (2019). *L'approche par compétences et sa mise en œuvre dans un contexte de formation de formateurs*. Training workshop for staff members of the Bureau International sur le droit des enfants, Montreal, QC.

Jorgensen, M., **King, L., Fichten, C., Lussier, A., & Havel, A.** (2018, April). *Let research help you navigate the waters of technology in the classroom*. Webinar for the Association pour les applications pédagogiques de l'ordinateur au postsecondaire (APOP).

Iminza, R. & Kiforo, E. (2018, April). LTK Training for GEC-T Project Staff, Mombasa, Kenya.

Iminza, R. & Kiforo, E. (2018, April). LTK Teacher Training for ICL Project Schools, Meru & Laikipia, Kenya.

Iminza, R. & Kiforo, E. (2018, August). LTK teacher training for ICL project schools, Meru, Kenya.

Iminza, R. & Kiforo, E. (2018, June). Dubai Cares LTK trainers training, Mombasa, Kenya.

Iminza, R. & Kiforo, E. (2018, June). ABRA/ELM & DubaiCares teacher training, Mombasa, Kenya.

Iminza, R. & Kiforo, E. (2018, May). Shanzu TTC Faculty Training on LTK and CBC, Mombasa, Kenya.

- Iminza, R. & Kiforo, E.** (2018, November). ECD ABRA/READS training, Mombasa, Kenya.
- Iminza, R. & Kiforo, E.** (2019, January). ABRA teacher training, Meru, Kenya.
- Iminza, R. & Kiforo, E.** (2019, January). ELM training, Mombasa, Kenya.
- Iminza, R. & Kiforo, E.** WaGioko, M., Siegel, L. & **Wade, A.** (2019, Feb. 2). ABRA and READS workshop for research participants, Mombasa Kenya.
- Iminza, R. & Kiforo, E.** (2019, March). ELM refresher workshop, Mombasa, Kenya.
- Iminza, R. & Kiforo, E.** (2019, March). ECD teacher training, Mombasa, Kenya.
- Pillay, V.** (2018, April). *ABRA Workshop*. Workshop presented in Vancouver, BC.
- Pillay, V.** (2018, May). *ABRA Training*. Training conducted at the OISE, Toronto, ON.
- Pillay, V.** (2018, November). *French ABRA*. Presentation at QPAT, Montreal, QC
- Pillay, V.** (2018, October). *The Learning Toolkit*. Presentation at the Remix Ed Camp, Concordia University, Montreal, QC.
- Shoumarova, L.** (2019, February). *ABRA Workshop*. Workshop for the Littoral School Board, Montreal.
- Shoumarova, L.** (2019, January). ABRA training conducted with teachers from Fort Vermillion School Division, Alberta.
- Venkatesh, V., & Chapman, O.** (2019, March). « *Paysage de l'espoir* »/« *Landscape of Hope* »: donner de la portée à la voix des jeunes pour réduire la discrimination et renforcer la résilience. Invited workshop at the colloquium « Quand je suis un autre : L'adolescence à l'épreuve de l'interculturalité », Nîmes, France.
- Wade, A., Abrami, P.C.** WaGioko, M. (2019, May 19). *Using ePEARL to develop self regulated learning skills*. Presentation to the Kenya Girl Guides Association. Nairobi, Kenya.
- Wade, A. & Kiforo, E.** (2019, Jan.), *Using IS-21 to develop information literacy skills*. Presentation to the Middle School faculty, Aga Khan Academy, Mombasa, Kenya.
- Wade, A. & Kiforo, E.** (2018, Sept. 26 and 27), *Using IS-21 to develop information literacy skills*. Presentation to the school librarians, Aga Khan Academy, Mombasa, Kenya.

TECHNOLOGY-BASED TOOLS AND OTHER TRANSFER ACTIVITIES

- Abrami, P. C., & others.** (2000-). *Learning Toolkit+ Software*.
- Bernard, R. M.** (current). Effect size demonstration calculator and synthesis tool (Excelbased tool demonstrating how the statistical aspects of a meta-analysis are calculated and synthesized). Montreal, QC: CSLP and Concordia University. Centre for the Study of Learning and Performance (CSLP), Queen's University, & and The Royal Conservatory. (under development). *Notemaker* [App]. Montreal, QC: Centre for the Study of Learning and Performance, Concordia University. Centre for the Study of Learning and Performance (CSLP), Queen's University, & and The Royal Conservatory. (under development). *Cadenza* [Computer software].

Montreal, QC: Centre for the Study of Learning and Performance, Concordia University.

Gauvin, I., Forget, M.-H., & Thibeault, J. (2018, April). « *Téléphoner quelqu'un, ça se dit?* » : pourquoi et comment tenir compte du répertoire plurilingue des élèves. *Activité de transfert de connaissances. Lire et écrire dans plusieurs langues*, Collectif CLÉ, Sherbrooke, QC.

Kennedy, S. (2018). *Why is language awareness important for language teaching?* Pronunciation for teachers - Key concepts.

Laplante, L. RÉÉDYS. *Programme de rééducation des processus spécifiques d'identification et de production des mots écrits – Traitement orthographique*. Montreal, QC: La Chenelière Éducation.

Laplante, L. *Les mots de Limo. Programme de rééducation des processus spécifiques d'identification et de production des mots écrits – Traitement alphabétique*. Montreal, QC: La Chenelière Éducation.

Liakin, D., **Cardoso, W.**, & **Waddington, D.** (2019). *Astronautes FLS: Français langue seconde* [Online interactive game]. Retrieved from: www.astronautesfls.ca

Wade, A. (2018, Sept.). Guest article. *Aga Khan Academies Newsletter*.

<https://www.agakhanacademies.org/general/guest-article-anne-wade>

Zarour, S., Elkayar, K., & **Cardoso, W.** (under development). *Immersed: A mobile application for smartphones for incidental vocabulary learning*.

ARTISTIC PERFORMANCES

Venkatesh, V. (2018, October 12). #landscapeofhate at the Annual Conference of the Association of Internet Researchers. Curation of musical and multimedia performances by David Hall, Jason Wallin, Martin Lalonde, anabasine, softcoresoft, Owen Chapman, Jessie Beier, and Vivek Venkatesh, Montreal, QC. **Venkatesh, V.**, & Chapman, O. (2018, November 5 & 7). *Landscape of Hope* at the Tromso Arctic Pride Festival. Curation of musical and multimedia performances by Owen Chapman and Vivek Venkatesh. Tromso, Norway.

Venkatesh, V., Chapman, O., Brault, A., Chang-Kredl, S., & **Urbaniak, K.** (2019, February 19 & 20). *Landscape of Hope*. Curation of musical and multimedia performances, Montreal, QC.

Venkatesh, V., Lalonde, M., Dimitrakopoulos, P., **Urbaniak, K.**, & members of Solidarité Mercier-Est (co-producers, co-writers, co-directors and cocinematographers). (2017/2019). *Solidarité Mercier-Est: Documentaires*.

Venkatesh, V., & **Urbaniak, K.** (2018, June 22). #landscapeofhate at the Interdisciplinary Summer Institute, Concordia University. Curation of musical and multimedia performances by David Hall, Jason Wallin, Martin Lalonde, anabasine, softcoresoft, Owen Chapman and Vivek Venkatesh, Montreal, QC.

Venkatesh, V., & **Urbaniak, K.** (2018, May 23-26). #landscapeofhate at Festspillene i Bergen. Curation of musical and multimedia performances by David Hall, Jason

Wallin, Martin Lalonde, anabasine, softcoresoft, Owen Chapman and Vivek Venkatesh; graphic art by Jason Wallin, Jessie Beier, Joseph Yohannes; panel session with Josef Yoahannes, Emma Holten, Artur Wilczynski, and Vivek Venkatesh. Bergen, Norway.

STUDENTS

Post-Doctorate Fellows

- Abashidze, D. (2019, February). *Joint attention in second language learning*. (Postdoctoral fellow, supervised by **K. McDonough**, co-supervised by **P. Trofimovich**).
- Bérubé, M. (in progress). *Building counter narratives to Islamist propaganda*. (Postdoctoral fellow, supervised by **V. Venkatesh**).
- Mamlok, D. (in progress). *Media literacy to develop resilience against hate in children*. (Post-doctoral fellow, supervised by S. Chang-Kredl and **V. Venkatesh**).
- Rabah, J. (2018, September). *An interdisciplinary approach to investigating innovative online and blended pedagogical practices*. (Post-doctoral fellow, supervised by **V. Venkatesh**).
- Scrivens, R. (2017-2019). *Topic not determined yet*. (Post-doctoral fellow, supervised by **V. Venkatesh**).

PhD Supervision

- Allaw, E. (in progress). *Task complexity in L2 writing development*. (Doctoral dissertation, supervised by **K. McDonough**).
- Alves, T. B. (in progress). *An evaluation of text-to-speech synthesizers for the foreign language classroom*. (Doctoral dissertation, supervised by **W. Cardoso**).
- Arvais, O. (in progress). *Étude multicas des pratiques d'enseignement/apprentissage dans les camps de réfugiés sud-soudanais et somaliens des régions de Dollo Ado et Gambela en Éthiopie*. (Doctoral dissertation, supervised by **P. Charland**).
- Auclair, A. (in progress). *Rôle du mécanisme d'inhibition dans l'apprentissage des concepts de base en mathématiques des élèves en début de parcours scolaire*. (Doctoral dissertation, supervised by **S. Masson**).
- Barcomb, M. (in progress). *Video interactions and the acquisition of L2 pronunciation*. (Doctoral dissertation, supervised by **W. Cardoso**).
- Bergeron, A. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Trofimovich**).
- Blanchette-Sarrasin, J. (in progress). *Effets d'un enseignement du concept de neuroplasticité sur la mobilisation du contrôle inhibiteur et sur la performance à une tâche en mathématiques chez des élèves en difficulté d'apprentissage*. (Doctoral dissertation, supervised by **S. Masson**).

- Brault Foisy, L.-M. (in progress). *Effets de deux interventions pédagogiques en lecture sur les processus de recyclage neuronal de lecteurs novices*. (Doctoral dissertation, co-supervised by **S. Masson** and **M. Riopel**).
- Brolley, L. (in progress). *Topic not yet defined*. (Doctoral degree, co-supervised by **V. Venkatesh**).
- Brouillette, N. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Potvin**).
- Bruyère, M.-H. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Potvin**).
- Budd, J. (in progress). *Predictors of academic performance among postsecondary students with learning disabilities*. (Doctoral dissertation, co-supervised by **C. Fichten** and **L. King**).
- Buriel, A. (in progress). *Portrait d'initiatives éducatives dans le secteur du non-formel dans des camps de réfugiés*. (Doctoral dissertation, supervised by **P. Charland**).
- Chacon Valdez, Y. (in progress). *L'influence du soutien parental sur la persévérance et la réussite scolaire des élèves issus de l'immigration en mathématiques et sciences*. (Doctoral dissertation, co-supervised by **I. Plante**).
- Chung, R. (in progress). *Input variation and the learning of French as a second language*. (Doctoral dissertation, co-supervised by **L. Collins** and **W. Cardoso**).
- Collard-Fortin, U. (in progress). *Topic not yet defined*. (Doctoral dissertation, cosupervised by **P. Potvin**).
- Cyr, G. (in progress). *L'intégration de la diversité sexuelle dans l'enseignement des sciences au secondaire*. (Doctoral dissertation, supervised by **M. Riopel**).
- Das, S. (in progress). *Topic not yet defined*. (Doctoral degree, supervised by **V. Venkatesh**).
- de Souza, A. M. (in progress). *La pertinence de la coda miroir en tant qu'objet phonologique*. (Doctoral dissertation, co-supervised by **W. Cardoso**).
- Desforges, R. (in progress). *Social enterprise and public education: Democratic opportunity or neoliberal threat?* (Doctoral dissertation, supervised by **K. McDonough**).
- Everhart Chaffee, K. (in progress). *Students' endorsement of gender stereotypes and gender norms: an integrated model to understand male and female motivation, achievement and career decision making*. (Postdoctoral fellowship, supervised by **I. Plante**).
- Fréchette-Simard, C. *Motivation et réussite scolaire des élèves avec un profil d'anxiété dans la transition primaire-secondaire: le rôle de l'anxiété de performance*. (Doctoral dissertation, supervised by **I. Plante**).
- Gomes, A. (in progress). *The role of explicit instruction and phonological awareness in pronunciation instruction*. (Doctoral dissertation, co-supervised by **W. Cardoso**).
- Grimshaw, J. (in progress). *Speech technologies in second/foreign language learning*. (Doctoral dissertation, co-supervised by **W. Cardoso** and **L. Collins**).
- Hamed, H. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **A. Galante**).

- Hendry, C. (in progress). *The effects of instruction on the L2 acquisition of Mandarin tones*. (Doctoral dissertation, co-supervised by **W. Cardoso** and **L. Collins**).
- Jackson, S. (in progress). *The problem with English /h/: its perception, production and pedagogy*. (Doctoral dissertation, supervised by **W. Cardoso**).
- Kurtz dos Santos Buss, L. (in progress). *L2 Pronunciation at the university: Naturalistic changes, rater judgments, and teacher training*. (Doctoral dissertation cosupervised by **S. Kennedy** and **P. Trofimovich**).
- Lapierre, C. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **S. Kennedy**).
- Lapierre, H. G. (in progress). *Étude de l'enseignement apprentissage dans un système tutoriel émotivement et cognitivement intelligent*. (Doctoral dissertation, supervised by **P. Charland**).
- Lecours, V. (in progress). *L'impact de la pression parentale sur l'anxiété de performance et la certitude du choix de carrière à la fin du secondaire*. (Doctoral dissertation, supervised by **I. Plante**).
- Lesage, M. (in progress). *Le développement et la mise en œuvre d'une application internet pour l'implantation d'un processus d'évaluation hiérarchique des apprentissages*. (Doctoral dissertation, co-supervised by **M. Riopel**).
- MacLean, T. (in progress). *Voice, friendship, and trust: A defense of the large music ensemble as a space for democratic citizenship education*. (Doctoral dissertation, supervised by **K. McDonough**).
- Marcil, E. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **L. King**).
- Marec, C.-É. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Potvin**).
- McGilchrist, O. (in progress). *Topic not yet defined*. (Doctoral degree, co-supervised by **V. Venkatesh**).
- Molano Nino, N. Y. (in progress). *Pratiques pédagogiques en ERE*. (Doctoral dissertation, co-supervised by **P. Charland**).
- Moussally, S. (in progress). *The use of personal assistants (speaking robots) in second/foreign language learning*. (Doctoral dissertation co-supervised by **W. Cardoso** and **S. Kennedy**).
- Narayana, M. (in progress). *Developing 21st century skills in workplace settings*. (Doctoral dissertation, supervised by **V. Venkatesh**).
- Nenciovici, L. (in progress). *Effets immédiats et différés d'un enseignement comprenant des alertes émotives exécutives sur l'apprentissage de concepts scientifiques contreintuitifs et sur l'activation des régions liées au contrôle inhibiteur*. (Doctoral dissertation, co-supervised by **S. Masson** and **P. Potvin**).
- Nicolae, I. (in progress). *Learning second language formulaic sequences in a mobile environment*. (Doctoral dissertation, supervised by **W. Cardoso**).
- Perron, J.-F. (in progress). *L'indécision scolaire et professionnelle à l'adolescence : facteurs motivationnels, sources d'indécision et développement des fonctions exécutives liées à la prise de décision*. (Doctoral dissertation, co-supervised by **S. Masson**).

- Pronovost, M. (in progress). *Topic not yet defined*. (Doctoral dissertation, co-supervised by **P. Potvin** and by **M. Riopel**).
- Pugliese Castro, A. (in progress). *Topic not yet defined*. (Doctoral dissertation, cosupervised by **D. Pariser**).
- Reda, I. (in progress). *Teaching citizenship in faith-based schools*. (Doctoral dissertation, supervised by **K. McDonough**).
- Reid, E. (in progress). *Religious literacy in Quebec ESL classrooms*. (Doctoral dissertation, supervised by **K. McDonough**).
- Ruivivar, J. A. (in progress). *Spoken grammar and the second language speaker*. (Doctoral dissertation, supervised by **L. Collins**).
- Saidane, R. (in progress). *Les effets d'un programme en conscience morphologique sur le développement du lexique orthographique chez des élèves arabophones scolarisés en français langue seconde*. (Doctoral dissertation, co-supervised by **N. Chapleau**).
- Selami, A. (in progress). *Collaborative writing: Patterns of interaction and effects on L2 accuracy*. (Doctoral dissertation, co-supervised by **K. McDonough**).
- Sheepy, E. (in progress). *Exploring students' concepts of sampling and inference: A meta-analysis of instructional methods*. (Doctoral dissertation, supervised by **R. Schmid**).
- Shodjaee-Zrudlo, I. (in progress). *Moral identity, modernity and moral education in Canada*. (Doctoral dissertation, supervised by **K. McDonough**).
- Skelling-Desmeules, Y. (in progress). *Étude neurophysiologique de la performance d'apprenants dans un jeu sérieux pour apprendre la physique*. (Doctoral dissertation, co-supervised by **P. Charland** and **M. Riopel**).
- Snider, L. (in progress). *Topic not defined yet*. (Doctoral dissertation, supervised by **V. Venkatesh**).
- Sparkes, C. (in progress). *Flipped classrooms versus traditional classrooms: A systematic review and meta-analysis on student achievement in higher education*. (Doctoral dissertation, supervised by **R. M. Bernard**).
- Strachan, L. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Trofimovich**).
- Sundberg, R. (in progress). *The effects of music on the acquisition of a second language in a mobile environment*. (Doctoral dissertation, supervised by **W. Cardoso**).
- Taylor Reid, K. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Trofimovich**).
- Thibault, F. (in progress). *Effet d'une intervention pédagogique basée sur l'inhibition sur la performance académique, le changement conceptuel et le développement de l'inhibition*. (Doctoral dissertation, co-supervised by **P. Potvin** and **S. Masson**).
- Tsunemoto, A. (in progress). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Trofimovich**).
- Uludag, P. (in progress). *Assessing L2 writing*. (Doctoral dissertation, co-supervised by **K. McDonough** and **S. Kennedy**).

Valerie, V. (in progress). *Études des cas d'établissements de formation d'enseignants au primaire valorisant les stages à l'étranger*. (Doctoral dissertation, supervised by **P. Charland**).

Dissertations Defended

- Ayotte-Beaudet, J.-P. (2018, June). *L'effet de l'éducation dans l'environnement sur l'intérêt des élèves*. (Doctoral dissertation, supervised by **P. Potvin**).
- Godin, M.-P. (2018). *Étude des difficultés en orthographe lexicale chez les élèves dysphasiques et ceux ayant un TDA/H : une fenêtre sur la contribution des habiletés langagières et des fonctions exécutives*. (Doctoral dissertation, cosupervised by **N. Chapleau**).
- Martin, C. (2019, May). *L'enseignement du cinéma dans la classe d'arts plastiques : deux études de cas d'écoles secondaires de la province de Québec*. (Doctoral dissertation, supervised by **D. Pariser**).
- Mellor, L. (2018, December). *I kill, therefore I am*. (Doctoral degree, co-supervised by **V. Venkatesh**).
- Sy, O. (2019, January). *Topic not yet defined*. (Doctoral dissertation, supervised by **P. Potvin**).
- Tiflati, H. (2018, August). *Identity and citizenship: The case of Islamic schooling in Quebec*. (Doctoral dissertation, co-supervised by **K. McDonough**).

MA & BA Thesis/Internship Supervision

- Apaloo, M. (in progress). *Examining the effects of cross-linguistic awareness on the acquisition of English possessive determiners: The case of Brazilian Portuguese speakers*. (MA thesis, supervised by **W. Cardoso**).
- Beaupré-Boivin, K. (in progress). *Utilisation technologique pour l'enseignement de l'orthographe lexicale auprès des élèves en difficulté d'apprentissage*. (MA thesis, supervised by **N. Chapleau**).
- Bélanger, S. (in progress). *Séance allocentrique sur les phases de la Lune dans un planétarium numérique*. (MA thesis, co-supervised by **M. Riopel**).
- Bretholz, R. (in progress). *Topic not yet defined*. (MA thesis, supervised by **D. Pariser**).
- Chabot, K. (in progress). *Étude neurophysiologique de l'apprentissage des fractions chez des élèves du primaire à travers l'utilisation d'un jeu vidéo éducatif*. (MA thesis, supervised by **P. Charland**).
- Charest, F. (in progress). *Étude des mécanismes d'inhibition dans une tâche en sciences - une étude en spectroscopie proche-infrarouge fonctionnelle (fNIRS)*. (MA thesis, supervised by **P. Charland**).
- Cheng, Z. (in progress). *The potential of alternate reality games for experiential learning in China*. (MA thesis, supervised by **D. Waddington**).
- Cymbalist, G. (in progress). *Topic not yet defined*. (MA thesis, supervised by **D. Waddington**).

- dela Cruz, J. W. (in progress). *Cross linguistic influence and plurilingual pedagogy*. (MA thesis, supervised by **A. Galante**).
- Delage, I. (in progress). *Les effets de l'utilisation du correcticiel Antidote sur la qualité orthographique des textes produits par des étudiants dyslexiques du collégial*. (MA thesis, supervised by **L. Laplante**).
- Elbling, D. (in progress). *Uniform examinations in Québec mathematics education: An exploratory study of the perspectives of secondary mathematics teachers in a secondary school in Montréal*. (MA thesis, supervised by **D. Waddington**).
- Fortin-Clément, G. (in progress). *Effets de la pratique des orthographes approchées sur le transfert des apprentissages en orthographe chez des élèves du premier cycle au primaire*. (MA thesis, co-supervised by **M. Riopel**).
- Gagné, M. (in progress). *Influence des stéréotypes de genre sur la motivation et la réussite scolaire chez étudiants de formation collégiale technique*. (MA thesis, co-supervised by **I. Plante**).
- Gauthier, S. (in progress). *Étude didactique du cas d'une école secondaire où les enseignements des matières de bases sont dispensés par des enseignants généralistes*. (MA thesis, co-supervised by **P. Charland**).
- Gil, L. (in progress). *The use of corrective feedback in the second language teaching of American Sign Language*. (MA thesis, supervised by **L. Collins**).
- Harvison, M. (in progress). *Mobile technologies and CEGEP classrooms*. (Diploma project, co-supervised by **C. Fichten** and **L. King**).
- Hobby, P. (in progress). *Topic not yet defined*. (Master's thesis, supervised by **D. Waddington**).
- Hoteit, R. (in progress). *A story of becoming an artist/teacher*. (MA thesis, supervised by **D. Pariser**).
- Khorshidi, E. (in progress). *Frequency effect in second language acquisition*. (MA Thesis, supervised by **A. Galante**).
- Lackmann, S. (in progress). *Comparing traditional and enriched video in distance education - a neurophysiological perspective*. (MA thesis, co-supervised by **P. Charland**).
- Lane, J. (in progress). *The pedagogical use of text-to-speech synthesis in L2 education*. (MA thesis, supervised by **W. Cardoso**).
- Liang, Y. (in progress). *Why do we need more sexuality education in China? A review of government policy and some prescriptions for change*. (MA thesis, supervised by **D. Waddington**).
- Lindberg, R. (in progress). *Topic not yet defined*. (MA thesis, supervised by **P. Trofimovich**).
- Lussier, A. (in progress). *Topic not yet defined*. (BA thesis, co-supervised by **L. King** and **C. Fichten**).
- Maillet, D. (in progress). *Effet d'une intervention pédagogique sur le vocabulaire et la production de mots écrits d'élèves allophones de niveau secondaire*. (MA thesis, supervised by **N. Chapleau**).
- Martineau, M. D. (in progress). *Topic not yet defined*. (MA thesis, supervised by **P. Charland**).

- Massé, C. (in progress). *Topic not yet defined*. (MA thesis, supervised by **P. Potvin**).
- McMullin, S. (in progress). *Effets d'entraînements visant le développement des fonctions exécutives: une méta-analyse*. (MA thesis, supervised by **S. Masson**).
- Mihov, B. (in progress). *Student-centered learning in undergraduate level postsecondary education and academic achievement: A meta-analysis*. (MA thesis, supervised by **R. Schmid**).
- Pelletier, F. L. (in progress). *Topic not yet defined*. (MA thesis, supervised by **L. Laplante**).
- Pépin, V. (in progress). *Topic not yet defined*. (MA thesis, supervised by **I. Plante**).
- Peterson, J. (in progress). *The cost of educating a student with disabilities*. (BA thesis, supervised by **C. Fichten**).
- Poisson-Proulx, J. (in progress). *VOT Production of multilingual speakers: A dynamic system?* (MA thesis co-supervised by **L. Collins**).
- Poisson-Proulx, J. (in progress). *Sources of cross-linguistic influence in third language phonological acquisition: Comparison of simultaneous and sequential bilinguals' acquisition of voice onset time*. (MA thesis, co-supervised by **W. Cardoso**).
- Ren, H. (in progress). *Elite high school education in China: an emerging trend*. (MA thesis, supervised by **D. Waddington**).
- Rioux-Massie, M.-É. (in progress). *Technologies pour étudiants postsecondaire avec TDA/H: Ne dites pas non avant d'avoir essayé !* (MA thesis, supervised by **C. Fichten**).
- Roy, H. (in progress). *Topic not yet defined*. (MA thesis, supervised by **N. Chapleau**).
- Shouma, A. (in progress). *Tablets in foreign language learning: Learners' and teachers' perceptions*. (MA thesis, supervised by **W. Cardoso**).
- Tuncay, H. O. (in progress). *App attrition in self-regulated learning*. (MA thesis, cosupervised by **W. Cardoso**).
- Turgeon, N. (in progress). *Topic not yet defined*. (MA thesis, supervised by **P. Charland**).
- van Lieshout, C. (in progress). *Speech technologies and self-regulated learning*. (MA thesis, supervised by **W. Cardoso**).
- Vo, C. (in progress). *Topic not yet defined*. (BA thesis, co-supervised by **C. Fichten** and **L. King**).
- Wang, H. (in progress). *Technology and education in China*. (MA thesis, supervised by **K. McDonough**).

MA Theses Defended and Internships Completed

- Blanchette Sarrasin, J. (2018, May). *Prévalence et origine de certains neuromythes chez les enseignants du Québec*. (MA thesis, supervised by **S. Masson**).
- Boissard, B. (2019, February). *Topic not yet defined*. (MA thesis, supervised by **P. Potvin**).
- Cao, X. (2018, April). *A comparative study of Quebec's ERC course and China's moral education program*. (MA thesis, supervised by **K. McDonough**).

- Christiaans, J. (2019, January). *Designing and developing curriculum for a Guadeloupean high school: Exploring youth identity with Tumblr*. (MA thesis, supervised by **V. Venkatesh**).
- D'Abate, M. (2018, May). *Working with children who have multiple disabilities: A practical guide*. (MA thesis, supervised by **R. Schmid**).
- Durocher, E. (2018, April). *Topic not yet defined*. (MA thesis, supervised by **P. Potvin**).
- Fréchette-Simard, C. (2018, August). *Validation d'un programme de développement de compétences pour faire face au stress auprès d'élèves de sixième année présentant une vulnérabilité à l'anxiété*. (MA thesis, co-supervised by **I. Plante**).
- Hopps, D. (2018, August). *Topic not defined*. (MA degree, supervised by **E. Bures**).
- Jutras-Dupont, C. (2018, December). *L'effet des pratiques sélectives sur la motivation scolaire et le rendement des élèves présentant des comportements perturbateurs lors du passage primaire-secondaire*. (MA thesis, supervised by **I. Plante**).
- Radu, L. (2018, November). *Topic not yet defined*. (MA thesis, supervised by **P. Trofimovich**).

Research Assistants

These are students who are not supervised by CSLP members, but were hired as research assistants.

- Falcone, A. *MA student*. Employed by **L. Lysenko**.
- Sénécal, A.-M. *BA student*. Employed by **W. Cardoso**.

Thesis Examination Committees

- Brodeur, M.** (current). Thesis committee member. *Élizabeth Boily, PhD student*.
- Chapleau, N.** (2018). Thesis committee member. *Fannie Lacasse-Pelletier, MA student; Annie Lemaire, MA student*.
- Collins, L.** (current). Thesis committee member. *Lauren Strachan Hird-Rutter, PhD student; Michael Barcomb, PhD student; Ross Sundberg, PhD student*.
- Collins, L.** (current). Thesis committee member. *John Wayne, MA student*.
- Galante, A.** (2018). Thesis committee member. *Cynthia LaPierre, PhD student; Larissa Buss, PhD student*.
- Galante, A.** (2018-2019). Thesis committee member. *Ashley Montgomery, MA student; Marie Apaloo, MA student; Rachel Lindberg, MA student*.
- McDonough, K.** (2018). Thesis committee member. *T. Oba, PhD student*.
- McDonough, K.** (2019). Dissertation external evaluator. *W. Ran, PhD student*.
- McDonough, K.** (current). Thesis committee member. *Ross Lindberg, MA student; Aki Tsunemoto, PhD student; M. Rodrigues, PhD student; A. Tsiola, PhD student; K. Taylor, PhD student*.
- Pariser, D.** (current). Thesis committee member. *Isabelle Guillard, PhD in Art*

Education, Un modèle d'enseignement sur l'eco-art dans le cours d'art plastiques au niveau secondaire; Martin Lalonde, PhD in Art Education, Systèmes mobiles d'apprentissage et enjeux sociaux, culturels et cognitifs de la médiatisation numérique des processus de construction identitaire adolescente en milieu éducatif formel; Judith Boily, MA in Art Education, Judith par Judith: Exposition identitaire présente à travers une éducation muséale créative; Julie Parenteau, MA in Art Education, Du dépaysement à l'envie de créer: Recherche de création sur l'art et le voyage; Jesse Stong, MA in Art Education, Durational performance as pedagogy: 200 hours of queer puppets, or "Real men don't play with puppets".

Plante, I. (2018). Thesis committee member. *Mylène Beaulieu, MA student.*

Trofimovich, P. (current). Thesis committee member. *Elissa Allaw, PhD in Education; Susan Jackson, PhD in Education; Ross Sundberg, PhD in Education; Larissa Buss, PhD in Education; Juliane Bertrand, PhD in Linguistique.*

PROFESSIONAL ACTIVITIES

Abrami, P. C. (current). Consultant. *English Montreal School Board - Balanced Literacy Initiative.*

Abrami, P. C. (current). Co-coordinator. *Aga Khan Academies - Developing Early Literacy Skills in Sub-Saharan Africa.*

Abrami, P. C. (current). Member. *Society for Research Synthesis Methodology; International Campbell Collaboration; American Educational Research Association; American Psychological Association; Canadian Psychological Association.*

Venkatesh, V. Guest editor (with E. Bellavance). *Théologiques*, special issue « Dire et maudire dieu par la musique ».

Borokhovski, E. (current). Member. *American Educational Research Association (AERA); International Association for Cognitive Education and Psychology (IACEP); Société Québécoise pour Recherche en Psychologie (SQRP).*

Borokhovski, E. (current). Consultant. **CPN-PREV.**

Borokhovski, E. (current). Editorial board member. *Инновационная Наука: Психология, Педагогика, Дефектология [Innovative Science: Psychology, Pedagogy, Defectology]; Российский Психологический Журнал [Russian Psychological Journal]; Frontiers in Psychology Journal [Quantitative Psychology and Measurement].*

Borokhovski, E. (current). Reviewer. *Computers & Education; British Journal of Educational Technology; Journal of Distance Education (Australia); Tutorials in Quantitative Methods for Psychology (Canada); Reviews of meta-analytical research protocols for Campbell Collaboration.*

Brodeur, M. (2015-2019). Coordinator. *Creation of a competency framework for the training of Francophone educational researchers.*

Bures, E. (current). Member. *Executive Board of the Centre de transfert pour la réussite éducative du Québec (CTREQ).*

- Bures, E.** (current). Reviewer. *Research in Higher Education, Mentoring and Technology, Educational Research and Evaluation, the American Journal of Distance Education, Journal of Educational Computing Research, Computers and Education, Educational Research Review; Canadian Journal of Teaching and Learning, International Journal of Computer Supported Learning.*
- Bures, E.** (current). Member of the organizing committee. *SALTISE (Supporting Active Learning and Technological Innovation in Studies of Education) Annual Meeting.*
- Chapleau, N.** (2018, August). Member of the evaluation committee. *Colloque de l'Institut des troubles d'apprentissage.*
- Chapleau, N.** (2018, October). Reviewer. *ADOQ Journal.*
- Chapleau, N.** (2019, January). Jury member. *Concours de vulgarisation de la recherche en éducation (CVRÉ).*
- Charland, P.** (2018). Co-project lead. *Project for program reform of the Higher Teaching Institutes in mathematics, science, and computer science at the secondary level in the Democratic Republic of Congo.*
- Charland, P.** (2018-2019). Reviewer. *PLOS One.*
- Charland, P.** (2019-2020). Project co-lead. *Project for program reform of the Higher Technical Pedagogical Institutes in 9 training vocational technical fields in the Democratic Republic of Congo.*
- Collins, L.** (2018). Reviewer. *Tense, Aspect and Modality Conference; Canadian Association for Applied Linguistics; American Association for Applied Linguistics Conference; several scholarly journals, including The Modern Language Journal and International Journal of Learner Corpus Research.*
- Collins, L.** (2019-2020). President. *American Association for Applied Linguistics.*
- Collins, L.** (current). Chair of Advisory Board. *IRIS (Digital repository of instruments and materials for research into second languages).*
- Collins, L.** (current). Founding and Executive Board Member. *OASIS (Open accessible summaries in language education).*
- Collins, L.** (current). Member of the Editorial Board. *The Modern Language Journal.*
- Collins, L.** (current). Conference Chair. *American Association for Applied Linguistics, Atlanta, GA.*
- Collins, L.** (current). Vice-President. *American Association for Applied Linguistics.*
- Fichten, C.** (current). Member of research grant adjudication committees. *Social Sciences and Humanities Research Council (SSHRC); Fondation canadienne pour l'innovation / Canada Foundation for Innovation; Centre de recherche interdisciplinaire en réadaptation du Montréal métropolitain (CRIR); Fonds pour la formation de chercheurs et l'aide à la recherche (FCAR); Direction générale de l'enseignement collégial (DGEC).*
- Fichten, C.** (current). Reviewer of grants as external expert. *Fonds de la recherche en santé du Québec (FRSQ); Social Sciences and Humanities Research Council (SSHRC); Fonds pour la formation de chercheurs et l'aide à la recherche (FCAR); Canadian Institutes of Health Research (CIHR); National Science Foundation (NSF); Mitacs Accelerate.*

- Fichten, C.** (current). Member of ethics committees. *Dawson College's Human Research Ethics Committee; Dawson College's Research Ethics Board (REB) Research Integrity Committee.*
- Fichten, C.** (current). Member of the editorial board. *Behavioral Sleep Medicine; Revue canadienne de réadaptation / Canadian Journal of Rehabilitation; Journal of Postsecondary Education and Disability.*
- Fichten, C.** (current). Advisory board member. *Association pour la recherche au collégial (ARC); Association québécoise pour l'équité et l'inclusion au postsecondaire (AQEIPS); National Center for College Students with Disabilities (NCCSD) at AHEAD in the United States; Centre de réadaptation Constance-Lethbridge Rehabilitation Center: Transition école-travail; Learning Opportunities Task Force; Neil Squire Society.*
- Fichten, C.** (current). Member. *Advisory Committee of the Canadian Institutes of Health Research (CIHR); the Fonds pour la formation de chercheurs et l'aide à la recherche (FCAR); the Social Sciences and Humanities Research Council (SSHRC).*
- Galante, A.** (current). Manuscript and abstract reviewer. *TESL Canada Journal, Journal of Second Language Pronunciation, Studies in Second Language Learning and Teaching Journal, TESL-EJ Journal, American Association of Applied Linguistics, Language and Literacies Researchers of Canada.*
- Galante, A.** (current). Head. *Plurilingual Lab, Department of Education, Concordia University.*
- Galante, A.** (current). Participant in the *Indigenizing and Decolonizing Education Directions Group, Concordia University.*
- Galante, A.** (current). Member. *Belonging, Identity, Language, Diversity Research Group (BILD-LIDA).*
- Galante, A.** (current). Conference Session Chair. *Canadian Association of Applied Linguistics, Toronto, ON.*
- Galante, A.** (current). Member. *American Association of Applied Linguistics; Canadian Association of Applied Linguistics; Canadian Association of Second Language Teachers; Teaching English for Speakers of Other Languages; Teaching English as a Second Language Ontario.*
- Galante, A.** (2018). Coordinator. *Merrill Swain's Sociocultural Orientation to Language Acquisition (SCOLAR) Group. Toronto, ON.*
- Kennedy, S.** (current). Chair. *Department of Education, Concordia University.*
- King, L.** (current). Member. *Research Committee of Cégep André-Laurendeau.*
- King, L.,** & in collaboration with Lussier, A. (2019). Organizer. *Focus groups with participating students from the Cégep André-Laurendeau, in collaboration with the Mental Health Commission of Canada for the purposes of elaborating a federal policy on mental health, support school success, and reduce stigma around mental health.*
- Lysenko, L.** (current). Reviewer. *Computers & Education; International Journal of Human Computer Studies; Research Synthesis Methods; Education and Information Technologies.*

Lysenko, L. (current). Reviewer. *American Educational Research Association, divisions A and K, SIG 100: Research Use.*

Lysenko, L. (current). Committee member. *Executive Board of the interdisciplinary team RENARD (Recherche sur les effets non-académiques de la recherche et ses déterminants), Université de Montréal.*

Lysenko, L. (current). Member *American Educational Research Association (AERA).*

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

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

McDonough, K. (current). Reviewer. *Studies in Second Language Acquisition; Modern Language Journal; TESOL Quarterly; Language Learning; Language Teaching Research; System; Language Teaching; Canadian Modern Language Review; Applied Psycholinguistics; Canadian Journal of Applied Linguistics; Annual Review of Applied Linguistics; Australian Review of Applied Linguistics; rEFlections; Journal of Second Language Writing; Pedagogies; Language Learning and Technology; Journal of Applied Spanish Linguistics; Applied Psycholinguistics.*

McDonough, K. (current). External reviewer for granting agencies and universities. *Promotion dossier, Spanish Department, Franklin & Marshall College; Canada Research Chairs Program; Promotion dossier, English Department, University of Memphis.*

McDonough, K. (current). Conference proposal reviewer. *American Association for Applied Linguistics annual conference; Second Language Research Forum annual conference; Task-based Language Teaching biannual conference; European Second Language Acquisition annual conference.*

Pickup, D. (current). Reviewer. *Research Synthesis Methods Journal.*

Pickup, D. (current). Member. *Campbell Collaboration Information Retrieval Methods Group (IRMG).*

Pickup, D. (current). Member. *Quebec Library Association (ABQLA); Member of the American Educational Research Association (AERA).*

Plante, I. (2018). Organizer. *Véronique Dupéré's talk on the equality of sexes in school, as part of the lunch conferences of the Chaire de recherche UQAM.*

Plante, I. (current). Reviewer. *Revue canadienne de l'éducation; Contemporary Educational Psychology; Journal of Educational Psychology; Neuroéducation; Motivation and Emotion; Journal of Educational Psychology.*

Trofimovich, P. (current). Editor. *Language Learning.*

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

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

Trofimovich, P. (current). Reviewer. *American Journal of Speech-Language Pathology; Applied Psycholinguistics; Bilingualism: Language and Cognition; Canadian Journal of Applied Linguistics; Canadian Modern Language Review; Concordia Working Papers in Applied Linguistics; International Journal of Bilingual Education and Bilingualism; International Journal of Multilingualism; International Review of Applied Linguistics; Journal of Phonetics; Journal of Second Language*

Pronunciation; Language Learning; Language Learning and Technology; Language Teaching; Language Testing; Learning and Individual Differences; Mental Lexicon; Modern Language Journal; Proceedings of the Pronunciation in Second Language Learning and Teaching Conference; Prospect (Australia); Studies in Second Language Acquisition; TESOL Quarterly.

Wade, A. (2009-2018). Consultant. *English Montreal School Board. Balanced Literacy Initiative.*

Wade, A. (2013-2018). Associate editor. *Research Synthesis Methods.*

Wade, A. (current). Treasurer. *Quebec Library Association/L'Association des bibliothécaires du Québec.*

Wade, A. (current). Executive member. *Quebec Library Association/L'Association des bibliothécaires du Québec.*

Wade, A. (current). Reviewer. *Max Bell Foundation.*

Wade, A. (current). IRMG liaison. *Campbell Collaboration, Education Coordinating Group.*

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

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

Mamluk, D. (2018-2020). Media literacy to develop resilience against hate in children. *Concordia University: Horizon Postdoctoral Fellowship Program*.

Plante, I. (2018). Prix d'excellence en recherche (relève) de la Faculté des sciences de l'éducation de l'UQAM. *Université du Québec à Montréal - Prix/Récompense*.

Potvin, P. (2014-2021). Membre de la Société Royale du Canada (Collège des nouveaux chercheurs et créateurs en arts et science) - Honneur Société Royale du Canada.

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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 Bourgeois, 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.

