



**CENTRE FOR
THE STUDY OF
LEARNING AND
PERFORMANCE**

ANNUAL REPORT 2022

SCHOLARLY ACTIVITIES

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ABOUT THIS DOCUMENT

This document provides a list of scholarly output and activities performed by CSLP/CEAP Faculty (Full members), Professional Staff, and Graduate Students for the period January 1, 2022 – December 31, 2022. For a description of our theme areas, membership, and collaborators for this period, please consult Part 1 of the Annual Report 2022.

ACKNOWLEDGMENTS

David Pickup (Database Researcher) 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

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2022



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LEGEND

Bolded names represent CSLP Full Members

Bolded italicized names represent Collaborators

Underlined names represent Professional Staff.

Students are indicated with an asterisk (*)

FUNDING

GRANTS – UNDER REVIEW (9)

Bernard, R., Schmid, R. F., & Hassan, G. (Under Review [2023-2024]). *Social isolation in remote learning contexts among post-secondary students: Using systematic review to understand and improve institutional strategies for addressing achievement, satisfaction, and mental well-being* (Operating: \$98,879). Social Sciences and Humanities Research Council of Canada. Insight Grant.

Borokhovski, E., Segalowitz, N., & Lysenko, L. (Under Review [2023-2026]). *Boosting second language learning with technology: Meta-analysis and validation study* (Operating: \$175,132). Social Sciences and Humanities Research Council of Canada. Insight Grant.

Chang-Kredl, S., & Strong-Wilson, T. (Under Review). *Expanding play scholarship in Kindergarten education: Integrating play in a teacher's identity*. Social Sciences and Humanities Research Council of Canada. Insight Grant.

Dion, E., Borokhovski, E., Lysenko, L., Cheung, A., Charland, P., Cyr, S., & Plante, I. (Under Review [2023-2025]). *What works better in secondary math instruction, why and for whom? Insights and implication from a meta-analysis* (Operating: \$92,806). Social Sciences and Humanities Research Council of Canada. Insight Grant.

Libman, E., Rizzo, D*, Lavallière, M., Fichten, C., Bailes, S., & Creti, L. (Under Review (2022-2023)). *Sleep apnea and aging: Predictors of poor cognitive function in drivers at risk for sleep apnea 10 years prior*. Canadian Institutes of Health Research. Catalyst Grant: Analysis of Canadian Longitudinal Study in Aging (CLSA) Data.

Querrien, D., & Liakin, D. (Under review). *Étudier la formation des enseignants de langues secondes : développement d'un modèle de recherche* (Operating: \$53,356). Social Sciences and Humanities Research Council of Canada. Insight Development grant.

- Schira Hagerman, M., & **Corrigan, J.** (Under Review). *At the CORE of Digital Literacies: Teaching Critical Online Resource Evaluation in Canadian Schools* (Operating: \$381,317). Social Sciences and Humanities Research Council (SSHRC) of Canada. Insight Development Grant.
- Seale, J., **Fichten, C.**, Fisseler, B., & Heiman, T. (Under Review). *Tech at Work: Technology enabled strategies for graduates with disabilities to transition from post-secondary education to employment*. Spencer foundation.
- Venkatesh, V.**, Beier, J., Cortés Santander, J.-L., McLarnon, M., **Nelson, B. J.**, Singh, B., Urbaniak, K., Detière-Venkatesh, M., Lugosi-Schimpf, N., & **Wallin, J.** (2023). *No outsiders: Underground arts as a catalyst for pluralism in an era of polarization* (Operating: \$50,000). Social Sciences and Humanities Research Council of Canada. Connection grant.

GRANTS – NEWLY AWARDED (25)

- Arvais, O., Bluteau, J.**, Brault Foisy, L.-M., & **Charland, P.** (2022-2023). *Stress, bien-être et résilience chez les élèves palestiniens de la bande de Gaza et l'impact sur leur développement cognitif et l'apprentissage* (Operating: \$1648,75). CEAP UQAM Programmation chercheurs réguliers
- Beaugard, C., **Rousseau, C.**, Papazian-Zohrabian, G., & **Miconi, D.** (2022-2025). *Finding a new story: fostering creativity and a sense of agency in vulnerable children through the creative expression programs* (Operating: \$227,610). Social Sciences and Humanities Research Council of Canada. Insight Grant.
- Bernard, R., Schmid, R. F., & Hassan, G.** (2022). *Social isolation among post-secondary students: A systematic review of online learning and its effect on achievement, satisfaction, and self-reported feelings of well-being* (Operating: \$29,728). Social Sciences and Humanities Research Council of Canada. Knowledge Synthesis Grant.
- Bérubé, J., **Venkatesh, V.**, & Gauthier, J.-B. (2022). *Équité, diversité et inclusion dans les industries culturelles: regard sur le rôle des organismes culturels* (Operating: \$74,850). Social Sciences and Humanities Research Council of Canada. Connexion grant.
- Brault Foisy, L.-M., Bigras, N., & **Charland, P.** (2022-2027). **Le P'tit Labo : Laboratoire de recherche en neurosciences cognitive appliquée à l'éducation dès la petite enfance* (Operating: \$536,716). Canadian Foundation for Innovation (CFI).
- Cénat, J. M., Yaya, S., Chomienne, M., Etowa, J., **Venkatesh, V.**, Caulley, L., Loemba, H., & Kohoun, B. (2022-2024). *COVID-19 et confiance dans les vaccins dans les communautés noires : État des lieux et programmes d'éducation et de mobilisation au Canada* (Operating: \$674,511). Public Health Agency of Canada.
- Dion, É., Plante, I., Schmid, R. F., Bernard, R. M., & Cyr, S.** (2022-2024). *An innovative approach for supporting teachers' adoption of evidence-based practices in three large urban school boards* (Operating: \$86,697). Social Sciences and Humanities Research Council of Canada. Partnership Development.

- Fichten, C.** (2022-2023). *Better teaching and learning with technology* (Operating: \$25,000). Dawson College.
- Fichten, C.** (2022-2023). *Trousse de stage pour les étudiants en situation de handicap dans les programmes techniques* (Operating: \$65,389). Entente Canada-Québec (ECQ).
- Fichten, C., Libman, E., Bailes, S., & Creti, L.** (2022-2025). *La qualité du sommeil et de la santé mentale dans les populations postsecondaires avec ou sans handicap: Mieux comprendre les impacts de la pandémie de Covid-19* (Operating: \$165,000). Fonds de recherche Québec - Santé (FRQS). Recherches en milieu collégial – soutien à des projets en équipe.
- Galante, A.** (2022-2024). *Visible Voices: Empowering undocumented immigrants with socially relevant digital English language education* (Operating: \$74,988). Social Sciences and Humanities Research Council of Canada. Insight Development Grant.
- Hassan, G., Morin, D., & Venkatesh, V.** (2022-2024). *Projet PREV-IMPACT Canada – Partie 2: Modèles d'évaluation de programmes de prévention de la radicalisation menant à la violence au Canada* (Operating: \$398,397). Public Safety Canada. Community Resilience Fund.
- Hassan, G., Morin, D., & Venkatesh, V.** (2022-2025). *UNESCO Chair in Prevention of Radicalisation and Violent Extremism: Infrastructure funding* (Operating: \$480,000). Government of Québec.
- Havel, A., & Fichten, C.** (2022-2023). *Work-integrated learning in higher education, technology, students with disabilities* (Operating: \$25,000). Social Sciences and Humanities Research Council (SSHRC). Partnership Engage Grant.
- Lugosi-Schimpf, N., **Venkatesh, V.**, & Bittner, A. (2022-2023). *Confronting Nationalist Narratives: Educating Newcomers about Indigenous Canada* (Operating: \$58,573). Social Sciences and Humanities Research Council of Canada. Insight Development Grant.
- Marion, É., **Miconi, D.**, & others. (2022-2023). *Le rôle des intervenants en persévérance scolaire (IPS) et ses retombées* (Operating: \$24,806). Social Sciences and Humanities Research Council of Canada (SSHRC). Partnership Engage grant.
- Mekki-Berrada, A., Rousseau, C., & Venkatesh, V.** (2022). *Islamophobie pseudo-savante et médiatique: Regards croisés Canada-Europe* (Operating: \$24,500). Social Sciences and Humanities Research Council of Canada. Connection grant.
- Miconi, D., Rousseau, C., Audet, G., Venkatesh, V., Johnson-Lafleur, J., Oulhote, Y., Papazian-Zohrabian, G., St-Arnaud, P., Gosselin-Gagné, J., Duquette, M., Rhymes, T., & da Silveira, I.** (2022-2024). *Social polarization in high schools during COVID-19: A mixed-method Positive Youth Development research to inform how to promote well-being and reduce violence among adolescents* (Operating: \$70,880). Social Sciences and Humanities Research Council of Canada. Insight Development Grant.

- Montmany Grenier, C., Poitras, D., Pel, A., **Venkatesh, V., Hassan, G.**, Clermont-Dion, L., **Rousseau, C.**, & Veissiere, S. (2022-2023). *Violence fondée sur le genre et le double rôle des espaces virtuels. Un examen de la portée* (Operating: \$30,000). Social Sciences and Humanities Research Council of Canada. Knowledge Synthesis Grant.
- Rousseau, C.**, Amiraux, V., Audet, G., Benoit, M., Bourgeois-Guérin, É., **Carignan, M.-È.**, Dejean, F., El-Hage, H., Gignac, M., **Hassan, G.**, Hirsch, S., Lashley, M., **Mekki-Berrada, A., Morin, D.**, Potvin, M., Tremblay, S., **Venkatesh, V.**, Zoldan, Y., **Miconi, D.**, & Veissiere, S. (2022-2026). *La radicalisation: comprendre pour mieux agir* (Operating: \$623,980). Fonds de recherche Société et culture de Québec. Soutien aux équipes de recherche.
- Rousseau, C., Miconi, D.**, & others. (2022-2026). *Recherche et Action sur les Polarisation Sociales (RAPS)* (Operating: \$559,980). Fonds de recherche du Québec - Société et culture (FRQSC). Soutien aux équipes de recherche/parteneriat.
- Schmid, R. F.**, Lasry, N., & Choquette, J. (2022-2023). *An activity theory-based project management tool for agile* (Operating: \$140,000). Mitacs. Accelerate.
- Venkatesh, V.** (2022-2023). *Developing Diverse Canadian Stakeholders' Critical Digital Literacy To Counter Disinformation and Build Resilience Against Social Polarisation: Adapting and Evaluating the bilingual "From Hate To Hope" Open Online Course.* (Operating: \$50,000). Ministry of Canadian Heritage. Contract.
- Venkatesh, V.**, Barker, E., **Castro, J. C., Chang-Kredl, S., Chapman, O.**, Vaughan, K., **Waddington, D.**, Côté-Lussier, C., **Rousseau, C., Cook, M.**, Kaine, E., **Lalonde, M., Nelson, B.**, Kapo, L. T., & **Recchia, H.** (2022-2027). *Landscape of hope: Magnifying narratives of resilience and ensuring wellbeing of marginalised Québécois youth* (Operating: \$359,910). Social Sciences and Humanities Research Council of Canada. Insight Grant.
- Venkatesh, V., Rousseau, C., Hassan, G., Morin, D.**, Gareau, P., & Lugosi-Schimpf, N. (2022-2024). *Multi-stakeholder interventions to prevent profiling, racism and discrimination in indigenous and racial/ethnic minority communities in Canada* (Operating: \$400,000). Department of Canadian Heritage.

GRANTS – ONGOING (91)

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

- Abrami, P. C.,** 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., **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., Brodeur, M., Chapleau, N., Desrochers, A.,** Gosselin, C., **Laplante, L.,** Turcotte, C., & Wade, A. (2019-2023). *Help improve childhood literacy in Quebec and the world* (Operating: \$2,500,000 (Contract)). Concordia University/Advancement.
- Aubé, M., Roby, J., Parent, M.-É., **Riopel, M., & Chastenay, P.** (2020-2022). *La pollution lumineuse et le cancer de la prostate : une opportunité exceptionnelle de maillage interordre et multisectoriel pour l'avancement des connaissances et l'encouragement de la relève en sciences et en génie* (Operating: \$15,000). Fonds de recherche société et culture (FRQSC). Programme AUDACE.
- Audet Gosselin, L., Geoffroy, M., Latreille, M., Nantel, A., & **Venkatesh, V.** (2020-2023). *Pratique religieuse dans les cégeps : nouvelles avenues pour une meilleure intégration* (Operating: \$360,000). Natural Sciences and Engineering Research Council of Canada (NSERC). College and Community Social Innovation Fund.
- Bérubé, J., **Venkatesh, V.,** & Gauthier, J.-B. (2020-2022). *Équité, diversité et inclusion dans les industries culturelles : quel est le rôle des organismes culturels?* (Operating: \$62,920). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Development Grant.
- Bluteau, J.,** Goulet, Bergeron, A., Bégin, Boukut, Champagne, & **Charland, P.** (2021-2024). *Appréciation des retombées des projets Lab-École : un projet d'évaluation auprès des élèves et des enseignant.e.s* (Operating: \$158,700). Ministère de l'Éducation et de l'Enseignement supérieur.
- Bourgeon-Guerin, E., **Hassan, G., Rousseau, C., Venkatesh, V.,** Beaugard, C., & Cocker, A. (2020-2022). *Côte à côte : le mentorat comme voie d'intervention en contexte de polarisations sociales ?* (Operating: \$72,857). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.
- Boutin, J.-F., Lacelle, N., Lebrun, M., Richard, M., Martel, V., Brehm, S., Cartier, S., **Lalonde, M.,** & Parent, S. (2020-2023). *Le développement de la compétence numérique par la littératie médiatique multimodale chez des élèves du secondaire : cocréation, mise en oeuvre, analyse et ajustements de pratiques pédagogiques faisant appel au numérique en français, en univers social et en arts* (Operating: \$221,209). Fonds de recherche Société et Culture du Québec. Action concertée - Programme de recherche-action sur le numérique en éducation et en enseignement supérieur.

- Brault Foisy, L.-M., Allaire-Duquette, G., & **Masson, S.** (2021-2022). *École d'été en neuroéducation* (Operating: \$14,495). Social Sciences and Humanities Research Council. Connection Grant.
- Brault Foisy, L.-M., **Potvin, P., Masson, S.**, Allaire-Duquette, G., Borst, G., & Duval. (2020-2022). *Analyse exploratoire croisée des effets de deux variables didactiques sur la mobilisation du contrôle inhibiteur afin de résister à des conceptions intuitives en sciences* (Operating: \$57,592). Social Sciences and Humanities Research Council. Insight Development Grant.
- Castro, J. C.**, Black, J., Grauer, K., & **Pariser, D.** (2020-2023). *MonCoin: Investigating the creative practices of youth in digital visual learning networks* (Operating: \$184,794). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.
- Cénat, J. M., Kohoun, B., Caulley, L., Chomienne, M., Etowa, J., Kokou-Kpolou, K., Loemba, H., Pongou, R., **Venkatesh, V.**, & Yaya, S. (2021-2023). *COVID-19 et confiance dans les vaccins dans les communautés noires : État des lieux et programmes d'éducation et de mobilisation* (Operating: \$200,000). Canadian Institutes of Health Research (CIHR). COVID-19 Vaccine Confidence.
- Chapleau, N., Brodeur, M., & Laplante, L.** (2017-2024). *Implantation de la ressource en ligne ABRACADABRA en Afrique francophone - Côte d'Ivoire* (Operating: \$105,000). Social Sciences and Humanities Research Council of Canada (SSHRC). Partnership Development Grant.
- Chapleau, N., Fejzo, A., & Laplante, L.** (2019-2023). *Découvrir la structure des mots au 1er cycle du primaire : développement d'activités pédagogiques favorisant la réussite des apprentissages en littérature* (Operating: \$76,575). Social Sciences and Humanities Research Council. Insight Development Grant.
- Charland, P.**, Chochard, Y., **Bluteau, J., & Dubeau, A.** (2021-2022). *Projet de développement des compétences et de l'employabilité : évaluation finale du programme apprentissage dual du PRODECE au Gabon* (Operating: \$106,805). Banque Mondiale. Projet de Développement des Compétences et de l'Employabilité.
- Corrigan, J. A., McDonough, K.**, Neumann, H., Barrios Guerrero, A., & Dupuis, C. (2020-2023). *Promoting digital literacies for secondary students: A collaborative action research project* (Operating: \$221,082). Fonds de recherche du Québec - Société et culture (FRQSC). Action Concertée.
- Corrigan, J. A.**, & Slomp, D. H. (2020-2022). *Exploring complex writing skills in the digital economy: A novice-expert study* (Operating: \$63,746). Social Sciences and Humanities Research Council (SSHRC) of Canada. Insight Development Grant.
- Dagenais, C., Bernier, S., Dutil, J., Lysenko, L., Pontbriand, I., Proulx, R., Ridde, V., Ziam, S., & 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.

- Dejean, F., & **Gagné, A.** (2020-2022). Le protestantisme évangélique au Québec : un Christianisme en contexte d'ultramodernité (Operating: \$53,340). Social Sciences and Humanities Research Council (SSHRC). Insight Development Grant.
- Dion, É., Borokhovski, E., Plante, I., Charland, P., & Cyr, S.** (2020-2022). *Improving mathematical instruction for elementary and secondary students: the collaborative interpretation of findings from a scientific literature review* (Operating: \$17,601). Social Sciences and Humanities Research Council of Canada. Partnership Engage Grant.
- Dubeau, A., Dion, É., Plante, I., Hamel, Véronneau-McArdle, & Dupéré, V.** (2019-2022). *Liens entre la consommation de cannabis, les problèmes de santé mentale, la motivation et la réussite scolaire chez les élèves qui fréquentent un centre de formation professionnelle au Québec* (Operating: \$148,152). Social Sciences and Humanities Research Council. Insight Grant.
- Dubeau, A., Fortier, M.-P., Jutras-Dupont, C., Beaulieu, M., Coutlée, G., & Boudrias, N.** (2020-2023). *La participation et la diplomation des élèves handicapés en formation professionnelle* (Operating: \$100,000). Office des personnes handicapées du Québec (OPHQ).
- Dubeau, A., Gagnon, Plante, I., Véronneau-McArdle, M.-H., & Chochard, Y.** (2021-2023). *Retombées de la formation professionnelle sur l'insertion sur le marché du travail : amorce d'un suivi longitudinal* (Operating: \$60,235). Social Sciences & Humanities Research Council of Canada. Insight Development Grant.
- Farley, L., **Chang-Kredl, S.,** Garlen, J., & Sonu, D. (2018-2022). *A multi-site study on teacher conceptualizations of childhood: Memories, artefacts, and cultural tropes* (Operating: \$66,000). Social Sciences & Humanities Research Council of Canada. Insight Development Grant.
- Fejzo, A., Chatigny, Bélanger, M., Bernatchez, J.-S., Gauvin, I., Koné, S., Marcotte, & Talbot, J.** (2020-2022). *Créer des modules de formation en ligne pour développer des compétences en analyses de données chez les doctorant.e.s en éducation de l'UQ : recherche développement* (Operating: \$28,208). Fonds de développement de l'enseignement à distance du réseau de l'Université du Québec (FODED).
- Fejzo, A., El Azhari, Laplante, L., & Rkia.** (2021-2022). *Valoriser la culture marocaine et québécoise lors de l'apprentissage de la lecture* (Operating: \$10,000). Ministère des Relations Internationales du Québec Maroc-Québec.
- Fejzo, A., Gonnerman, Laplante, L., & Côté, M.-F.** (2019-2022). *L'élaboration, la mise à l'essai et les retombées d'un dispositif de développement du vocabulaire en français chez des élèves des 2e et 3e cycles du primaire en fonction de la langue parlée à la maison, le sexe et le milieu socioéconomique* (Operating: \$190,448). Fonds de recherche du Québec - Société et culture (FRQSC). Action concertée.
- Fejzo, A., Gonnerman, Laplante, L., & Côté, M.-F.** (2019-2022). *Verbalisation des raisonnements grammaticaux, charge cognitive et EEG* (Operating: \$190,448). Fonds de Recherche du Québec - Société et Culture (FRQSC). Actions concertées.

- Fichten, C.** (2020-2022). *Technologies mobiles pour le plus grand groupe d'étudiants en situation de handicap au Québec : étudiants ayant un trouble déficitaire de l'attention avec/sans hyperactivité (TDAH)* (Operating: \$120,000). Fonds de recherche du Québec – Société et culture (FRQSC).
- Fichten, C.** (2020-2027). *Dégagement d'enseignement pour la recherche au collégial* (Operating: \$329,000). Fonds de recherche du Québec – Société et culture (FRQSC). Infrastructure grant.
- Fichten, C., Havel, A., Asuncion, J.,** Wileman, S., & AQEIPS. (2021-2022). *Transforming tech tools for success: chrome and other browser extensions for post-secondary students with and without disabilities* (Operating: \$25,000). Social Sciences and Humanities Research Council (SSHRC). Engage Grant.
- Fichten, C., Schmid, R. F., Libman, E.,** Legault, A., **Havel, A., & King, L.** (2020-2022). *How can virtual assistants and AI-based smartphone apps help post-secondary students with disabilities succeed in their studies?* (Operating: \$100,000). Montréal Centre for Higher Learning in Artificial Intelligence (PIA) / AI Le Pôle montréalais d'enseignement supérieur en intelligence artificielle (PIA).
- Frounfelker, R., & **Rousseau, C.** (2020-2022). *A life course approach to mental health of older refugees: A community-based participatory research study* (Operating: \$90,000). Les Instituts de recherche en santé du Canada.
- Galante, A.** (2019-2022). *Facilitating the shift from monolingual to plurilingual language teaching (Enseignement des langues: faciliter la transition du monolinguisme au plurilinguisme)* (Operating: \$52,453). Fonds de Recherche du Québec – Société et Culture (FRQ–SC). Soutien à la recherche pour la relève professorale (NP).
- Galante, A.** (2021-2022). *Supporting and assessing language teaching and learning through plurilingual and digital pedagogy (PluriDigit)* (Operating: \$24,818). Social Sciences and Humanities Research Council of Canada. Partnership Engage Grant.
- Gauvin, I., Arseneau, R., Charland, P., Côté, M.-F., Cyr, S.,** Fontaine, M., **Laplante, L., Plante, I., & Riopel, M.** (2020-2022). *Quels effets de jeux éducatifs en ligne sur l'apprentissage et sur la motivation des élèves? Évaluation de ressources de Alloprof pour le français et les mathématiques* (Operating: \$24,940). Social Sciences and Humanities Research Council. Partnership Engage Grant.
- Gauvin, I.,** Thibeault, J., Thomas, & **Barroso da Costa, C.** (2020-2024). *Effets d'un enseignement intégré de la grammaire du français et de l'anglais en classe de français langue d'enseignement* (Operating: \$177,242). Social Sciences and Humanities Research Council. Insight Grant.
- Geoffroy, M., **Gagné, A.,** Brunet, L., Imbeault, M., Norris, N., & Tremblay, S. (2019-2023). *L'extrême-droite au Québec : Acteurs, idéologie et prévention* (Operating: \$304,253.50). Public Safety Canada.
- Goulet, Archambault, & **Bluteau, J.** (2021-2022). *Évaluation de l'implantation, des effets et des processus des Ateliers Speech, une initiative de création musicale* (Operating: \$25,000). Social Sciences and Humanities Research Council of Canada. Partnership Engage Grant.

- Hasni, A., Chastenay, P., Potvin, P.,** Ayotte-Beaudet, J.-P., & Plusieurs autres chercheurs. (2021-2025). *Centre de recherche sur l'enseignement et l'apprentissage des sciences (CREAS)* (Operating: \$325,575). Fonds de recherche du Québec - Société et culture. Subvention Équipe.
- Hassan, G.** (2018-2022). *Chaire UNESCO-PREV, Chaire de recherche* (Operating: \$400,000). Ministère des relations internationales, Ministère de l'éducation et Ministère de la Sécurité Publique du Québec.
- Hassan, G.** (2020-2023). *Fit for purpose of methods and tools to detect, assess and monitor factors relevant to the risk of violent radicalization or related forms of violent acting out: A systematic review of evidence* (Operating: \$350,000 (Contract)). Campbell Collaboration.
- Hassan, G., Morin, D., & Venkatesh, V.** (2019-2023). *Projet PREV-IMPACT Canada : Modèles d'évaluation de programmes de prévention de la radicalisation menant à la violence au Canada, Contract* (Operating: \$878,115). Public Safety Canada. Community Resilience Fund.
- Hassan, G., Rousseau, C.,** Madriaza, P., **Venkatesh, V.,** Kubicek, B., King, M., McCoy, J., & Brouillette-Alarie, S. (2021-2022). *Deconstructing violent radicalization: Towards a critical anti-oppressive framework" e-learning course* (Operating: \$72,857). Social Sciences and Humanities Research Council of Canada (SSHRC). Connection Grant.
- Hassan, G., Rousseau, C.,** Ratelle, J.-F., McCoy, J., Madriaza, P., Machouf, A., Robleh, A., Jones, D., McKercher, J., Reid, M., King, M., Brouillette-Alarie, S., & Arruda-Santos, S. (2020-2022). *Preventing Violent Radicalization in Canada: A Virtual Community of Practice Model for Improved Collaboration and Professional Practices* (Operating: \$199,960). Social Sciences and Humanities Research Council. Partnership Development Grant.
- Lacelle, N., Mercier, J.-P., Martel, V., Boutin, J.-F., Richard, M., Lebrun, M., Gervais, B., Martel, M., Beaudry, M.-C., Brehm, S., Cartier, S., **Lalonde, M.,** & Audet, R. (2020-2024). *Éduquer à la littératie numérique : communication, culture et création* (Operating: \$197,332). Fonds de recherche Société et Culture du Québec. Soutien aux équipes de recherche / Universitaire - Nouvelle Équipe.
- Lalonde, M.** (2020-2023). *Recherche design sur le potentiel de l'utilisation d'un dispositif en réalité augmentée pour l'engagement étudiant en éducation artistique mobile* (Operating: \$50,764). Fonds de recherche Société et Culture du Québec. Programme Relève professorale.
- Lalonde, M.** (2020-2023). *Le développement de la compétence numérique par la littératie médiatique multimodale chez des élèves du secondaire, Subvention, Fonctionnement* (Operating: \$221,209). Fonds de recherche du Québec - Société et culture (FRQSC). Action concertée.

- Legault, A., **Fichten, C., Havel, A., Asuncion, J.,** & Wileman, S. (2020-2022). *Enseignement et apprentissage dans l'enseignement supérieur à l'ère du COVID-19 : Une synthèse des connaissances* (Operating: \$50,000). Fonds de recherche du Québec - Société et culture (FRQSC).
- Legault, A., **Fichten, C., Havel, A., Asuncion, J.,** Wileman, S., & AQEIPS. (2021-2022). *Post-secondary students' initiatives through social media networks during the COVID-19 pandemic: Do they help?* (Operating: \$25,000). Social Sciences and Humanities Research Council (SSHRC). Engage Grant.
- Malla, A., **Rousseau, C.,** & others. (2015-2022). *Enhancing youth mental health: A program of research into mental healthcare needs, pathways, outcomes and services* (Operating: \$3,626,599). Canadian Institutes of Health Research.
- Masson, S.,** Ansari, Myre-Bisaillon, & **Potvin, P.** (2015-2023). *Effets de pratiques pédagogiques adaptées au fonctionnement du cerveau sur certains apprentissages scolaires difficiles* (Operating: \$191,222). Social Sciences & Humanities Research Council of Canada. Insight Grant.
- McDonough, K.,** & Sato, M. (2020-2022). *Expectancy violations in diverse English contexts: Exploring the role of intergroup contact* (Operating: \$65,672). Social Sciences and Humanities Research Council. Insight Development Grant.
- McDonough, K.,** & **Trofimovich, P.** (2019-2023). *Identifying the visual signature of communication breakdowns* (Operating: \$235,651). Social Sciences and Humanities Research Council of Canada (SSHRC) - Insight Grant.
- Mekki-Berrada, A.,** & **Rousseau, C.** (2018-2022). *Étude ethnographique des interactions dynamiques entre islamophobie, détresse émotionnelle et stratégies de résolution de problèmes à Québec* (Operating: \$275,000). Social Sciences and Humanities Research Council. Insight Grant.
- Mekki-Berrada, A., Rousseau, C.,** Mossière, G., Selby, J. A., D'Haenens, L. S. J., Pastinelli, M., & Dayan-Herzbrun, S. (2019-2024). *Islamophobie savante et médiatique: Étude transnationale des discours et de leur impact, Subvention, Fonctionnement* (Operating: \$199,975). Social Sciences and Humanities Research Council of Canada (SSHRC). Partnership Development Grant.
- Miconi, D.** (2021-2022). *Mental health and well-being among Roma and Egyptian adolescents in Albania during the COVID-19 pandemic: Vulnerability and resilience in a positive youth development perspective* (Operating: \$8,000). Réseau de recherche en santé des populations du Québec (RRSPQ). Concours d'utilisation et valorisation des banques de données de recherche avec l'aide d'un.e étudia.
- Miconi, D.** (2021-2022). *Promouvoir le vivre-ensemble au cégep en temps de pandémie: mobilisation des connaissances en milieux éducatifs* (Operating: \$45,000). Fonds de recherche du Québec - Société et culture (FRQSC). FRQSC postdoctoral fellowship in knowledge mobilisation.

- Miconi, D.**, Kronick, R., Beaugard, C., **Rousseau, C.**, Mitchell, C., Papazian-Zohrabian, G., & Audet, G. (2021-2023). *Reconnect: community-based action research to promote resilience and wellbeing in immigrant, refugee and racialized children and their families during and after the COVID-19 pandemic* (Operating: \$149,982). Canadian Institutes of Health Research (CIHR). Operating Grant: Understanding/mitigating impacts of COVID-19 on children, youth & families.
- Miconi, D.**, **Rousseau, C.**, Perry, B., McCoy, J., **Hassan, G.**, Frounfelker, R., Levinsson, A., **Morin, D.**, & **Venkatesh, V.** (2021-2022). *Social polarization during the COVID-19 infodemic: A multi-province two-wave longitudinal study to counter online disinformation and violent radicalization among young Canadians* (Operating: \$92,000). Department of Canadian Heritage. Digital Citizen Contribution Program.
- Morin, D.** (2018-2022). *Appui au fonctionnement de la Chaire UNESCO-PREV* (Operating: \$400,000). Gouvernement du Québec MRIF, MSP, MIFI.
- Morin, D.** (2019-2022). *Programme de soutien aux Chaires UNESCO du Québec* (Operating: \$45,000). Fonds de recherche du Québec (FRQ).
- Nelson, B. J.** (2017-2020 [extended to 2022]). *Estranged epistemologies: Science and culture in the Baroque and Neo-Baroque* (Operating: \$50,000). Social Sciences and Humanities Research Council of Canada.
- O'Brien, M. G., & **Trofimovich, P.** (2021-2025). *Evaluating foreign-born job applicants: Understanding and mitigating foreign accent bias among Canadian HR professionals* (Operating: \$159,810). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Grant.
- Piccardo, E., & **Galante, A.** (2020-2025). *Advancing agency in language education (AALE)* (Operating: \$232,131). Social Sciences and Humanities Research Council of Canada. Insight Grant.
- Plante, I.** (2019-2022). *La prévention de l'anxiété de performance chez les élèves du primaire et du secondaire : le rôle des enseignants* (Operating: \$277,526). Fonds de recherche du Québec - Santé (FRQS), Bourse de recherche - Chercheur boursier junior 1.
- Plante, I.**, **Bluteau, J.**, Brault Foisy, L.-M., Charron, A., **Dion, E.**, **Dubeau, A.**, & Véronneau, M.-H. (2021-2024). *Promouvoir l'égalité des genres à l'école au moyen d'une intervention destinée à des enfants de l'éducation préscolaire* (Operating: \$190,247). Fonds de recherche du Québec - Société et culture. Actions concertées.
- Plante, I.**, Dandeneau, & **Potvin, P.** (2018-2022). *Développement d'instruments de mesure des stéréotypes de genre inconscients chez les élèves du secondaire* (Operating: \$59,431). Social Sciences & Humanities Research Council of Canada. Insight Development Grant.
- Plante, I.**, **Dubeau, A.**, **Bluteau, J.**, & **Potvin, P.** (2020-2025). *Chaire de recherche du Canada sur les différences de genre à l'école* (Operating: \$600,000). Chaire de recherche du Canada (CRSH).

- Potvin, M., Mekki-Berrada, A., & Tremblay, S.** (2019-2022). *Racisme et radicalisation au Québec : cartographie des discours sociaux croisés dans, par, sur et à travers les médias* (Operating: \$191,529). 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).
- Querrien, D.** (2021-2022). *Plurilinguisme et enseignement des langues au Québec : étude sur la formation et les parcours des enseignants* (Operating: \$44,535). Fonds de recherche du Québec – Société et culture (FRQSC). Soutien à la recherche pour la relève professorale.
- Rousseau, C.** (2021-2028). *Canada Research Chair Program (CRCP) - Preventing violent radicalization* (Operating: \$1,400,000). Instituts de recherche en santé du Canada.
- Rousseau, C.** (2021-2023). *Project Re-Creation: Interventions to Support Well-Being and Resilience of Newcomer Children and Youth in Quebec* (Operating: \$450,000). Fondation de la Famille Pathy.
- Rousseau, C.** (2021-2022). « COVID, Vaccination et CoVivre » (Operating: \$65,000). Fondation Familiale Trottier.
- Rousseau, C.** (2021-2022). *COVID – CoVivre « mesure de soutien financier pour travailleuses précaires en isolement en raison de la Covid-19* (Operating: \$67,000). Fondation Familiale Trottier & Fondation Echo.
- Rousseau, C., Gignac, M., Crocker, A., Bourgeois-Guérin, É., Hassan, G., & Miconi, D.** (2019-2024). *Évaluation du réseau d'équipes régionales spécialisées en radicalisation violente* (Operating: \$1,706,617). Canadian Institutes of Health Research & Public Safety Canada.
- Rousseau, C., McCoy, S., Perry, B., Hassan, G., Miconi, D., d'Haenens, L., El-Hage, H., Ellis, H., Mekki-Berrada, A., Morin, D., & Venkatesh, V.** (2021-2022). *Social polarization and behavioral intentions during the COVID-19 pandemic: A multi-site study of risk and protective factors in Canadian youth* (Operating: \$240,975). Canadian Institutes of Health Research. Operating Grant: COVID-19 Research Gaps and Priorities.
- Rousseau, C., Mekki-Berrada, A., & and others.** (2020-2025). *Evaluation of an intervention model addressing violent radicalization* (Operating: \$1,706,617). Public Safety Canada. Community Resilience Fund.
- Salami, K. O., & **Rousseau, C.** (2021-2022). *Mental Health of Black Youth after the COVID-19 Pandemic* (Operating: \$149,248). Canadian Institutes of Health Research.

- Tremblay, S., **Potvin, M., Morin, D., & Carignan, M.-È.** (2021-2023). *Jeunes et « complot » au Québec : vocabulaire, résonance et logiques d'adhésion* (Operating: \$74,938). Social Sciences and Humanities Research Council (SSHRC) of Canada. Insight Development Grant.
- Trofimovich, P., & O'Brien, M. G.** (2020-2022). *Exploring and mitigating attitudinal bias towards immigrants in Quebec and Alberta* (Operating: \$72,925). Social Sciences and Humanities Research Council of Canada (SSHRC). Insight Development Grant.
- Venkatesh, V., Chang-Kredl, S., Chapman, O., Lalonde, M., Castro, J. C., Nelson, B., Kaine, E., Brault, A., & Waddington, D.** (2020-2022). *Landscape of Hope* (Operating: \$59,000). Michaëlle Jean Foundation.
- Venkatesh, V., Chapman, O., Brault, A., Lalonde, M., Chang-Kredl, S., Nelson, B. J., Gagné, A., Castro, J.-C., Morin, D., Hassan, G., Rousseau, C., Gareau, P., Wallin, J., Kaine, E., Carignan, M.-È., & Mekki-Berrada, A.** (2020-2023). *Innovative social pedagogy to empower indigenous communities & reduce gender, racial biases* (Operating: \$780,000). Employment and Social Development Canada.
- Venkatesh, V., Morin, D., & Hassan, G.** (2020-2023). *Infrastructure funding* (Operating: \$45,000). UNESCO-PREV Chair.
- Venkatesh, V., & other CSLP members.** (2018-2024). *CSLP Research unit recognition* (Operating: \$510,000). Office of the Vice-President, Research and Graduate Studies, Concordia University. Infrastructure Grant.
- Venkatesh, V., & other CSLP members.** (2020-2027). *Regroupement Stratégique: Centre d'études sur l'apprentissage et la performance (CEAP) (Infrastructure)* (Operating: \$2,240,000 [after \$300,000 increase in 2022]). Fonds de recherche du Québec - Société et culture (FRQSC).
- Véronneau-McArdle, M.-H., **Dubeau, A., & Potvin, P.** (2021-2024). *Qui sont-ils et comment les aider? Portrait de la santé mentale des élèves en formation professionnelle (FP) et pistes d'action pour leur réussite* (Operating: \$189,336). Fonds de recherche du Québec – Société et culture (FRQSC). Actions concertées.
- Wazana, A., others, & **Rousseau, C.** (2016-2022). *The gender specific effects of prenatal adversity on the development of anxious and depressive psychopathology in early adolescence - the moderating effect of genes and early maternal care* (Operating: \$1,586,127). Canadian Institutes of Health Research.

GRANTS – INTERNAL (17)

- Arvais, O., Bluteau, J.,** Brault Foisy, L.-M., & **Charland, P.** (2021-2023). *Stress, bien-être et résilience chez les élèves palestiniens de la bande de Gaza et l'impact sur leur développement cognitif et l'apprentissage* (Operating: \$3000). CEAP UQAM.
- Beaulieu, M., **Dubeau, A., & Bluteau, J.** (2021-2022). *Élaboration d'un programme d'accompagnement pour soutenir le développement des pratiques d'enseignement en formation professionnelle : étape préliminaire et mise à l'essai* (Operating: \$2,500). CEAP UQAM. Programmation membres étudiant.e.s.
- Bédard, M., **Laplante, L.,** & Casalis. (2021-2022). *Recours à la sémantique lexicale dans la compensation en lecture chez des élèves du primaire qui présentent un déficit d'identification des mots écrits* (Operating: \$1,000). CEAP UQAM. Programmation membres étudiant.e.s.
- Bissonnette, M., **Potvin, P., & Chastenay, P.** (2021-2022). *Revue systématique de l'enseignement de la génétique au secondaire par le biais de l'analyse de résultats de recherches empiriques (2009-2019)* (Operating: \$2,500). CEAP UQAM. Programmation membres étudiant.e.s.
- Blanchette Sarrasin, J., **Riopel, M., Masson, S., & Potvin, P.** (2021-2022). *Effets d'un enseignement du concept de neuroplasticité sur la mobilisation du contrôle inhibiteur et sur la performance à une tâche contre-intuitive en mathématiques* (Operating: \$1,000). CEAP UQAM. Programmation membres étudiant.e.s.
- Blanchette-Sarrasin, J., **Charland, P., Potvin, P.,** Brault Foisy, L.-M., & **Masson, S.** (2021-2022). *Evidence of inhibitory control in EEG patterns of children overcoming the "moving things are alive" misconception* (Operating: \$2,500). CEAP UQAM. Programmation membres étudiant.e.s.
- Bluteau, J., Plante, I., & Charland, P.** (2021-2022). *Appréciation des retombées des projets Lab-École : un projet d'évaluation auprès des élèves et des intervenants scolaires* (Operating: \$2,814). CEAP UQAM.
- Bruyère, M.-H., **Potvin, P., Chastenay, P., & Riopel, M.** (2021-2022). *Quand les écoles visitent les musées de science: Revue systématique des écrits de recherches empiriques des 30 dernières années* (Operating: \$2,500). CEAP UQAM. Programmation membres étudiant.e.s.
- Fielding, R., & **Galante, A.** (2021-2022). *Interculturality in educational policies in Australia and Canada* (Operating: \$10,000). Monash University Faculty of Education International Collaboration Award.
- Fontaine, M., & **Brodeur, M.** (2021-2022). *Développement de dispositifs de formation-accompagnement pour des orthopédagogues, en vue de l'implantation de programmes de rééducation de l'identification et de la production de mots écrits chez des élèves de 9-12 ans ayant une difficulté spécifique en lecture-écriture* (Operating: \$1632). CEAP UQAM.

- Gauvin, I.**, & Tous le membres du CEAP UQAM. (2020-2023). *Infrastructure du Centre pour les sciences de l'apprentissage (CEAP-UQAM)* (Operating: \$105,500). Centres de recherche UQAM.
- Lapierre, C., **Charland, P.**, & **Riopel, M.** (2021-2022). *Impacts de l'apprentissage de la programmation et de l'utilisation de la robotique sur l'apprentissage des disciplines scolaires « traditionnelles »* (Operating: \$2,500). CEAP UQAM. Programmation membres étudiant.e.s.
- Mahhou, M. A., **Arvisais, O.**, & **Charland, P.** (2021-2022). *L'intérêt à l'égard des sciences chez les élèves palestiniens de Jérusalem-Est* (Operating: \$2,500). CEAP UQAM. Programmation membres étudiant.e.s.
- Querrien, D.** (2022). *Soutien pour conférence (FAS SSHRC Competition)* (Operating: \$1,000). OVRPGS, Faculté des arts et des sciences, Université Concordia.
- Saidane, R., **Fejzo, A.**, & **Chapleau, N.** (2021-2022). *Les effets du développement de la compétence morphologique sur l'étendue et la profondeur du vocabulaire transdisciplinaire d'élèves de 4e année du primaire* (Operating: \$1,000). CEAP UQAM. Programmation membres étudiant.e.s.
- Vincent, C., **Plante, I.**, & **Barroso Da Costa, C.** (2021-2022). *Validation d'un questionnaire sur la santé psychologique des doctorant.es* (Operating: \$5,000). CEAP UQAM. Programmation membres étudiant.e.s.
- Whissell-Turner, K., & **Fejzo, A.** (2021-2022). *Le traitement morphographique des mots composés formés de racines latines et grecques chez les élèves de 6e année du primaire* (Operating: \$1,000). CEAP UQAM. Programmation membres étudiant.e.s.

PUBLICATIONS

JOURNAL ARTICLES (110)

- Abashidze, D., **McDonough, K.**, & Gao, Y. (2022). Exploring the effect of eye gaze cues on novel L2 morphosyntactic pattern learning. *Second Language Research*, 38(1), 173-186. <https://doi.org/10.1177/0267658319896829>
- Allaire, S., Forest, M.-P., Granger, N., Tremblay, M., Monney, N., **Charland, P.**, & Giroux, P. (2022). Un enseignement en ligne presque invisible : une réponse à Christian Boyer et Steve Bissonnette. *Revue internationale du CRIRES: innover dans la tradition de Vygotsky*, 6(2), 1-20. <https://doi.org/10.51657/ric.v6i2.51683>
- Allaire-Duquette, G., & **Chastenay, P.** (2022). Un atelier de robotique, ça change pas le monde... sauf que...! Après deux heures de robotique, les filles se sentent confiantes pour programmer. *Spectre*, 51(3), 22-27.
- Allaire-Duquette, G., **Chastenay, P.**, Bouffard, T. A., Bélanger, S., Hernandez, O., Mahhou, M. A., Giroux, P., McMullin, S., & Desjarlais, S. (2022). Gender differences in self-efficacy for programming narrowed after a two-hour science museum workshop. *Canadian Journal of Science, Mathematics, and Technology Education*, 22, 87-100. <https://doi.org/10.1007/s42330-022-00193-7>
- Ansuini, A., **Castro, J. C.**, Greer, G. H., & Pugliese Castro, A. (2022). Rethinking what it means to return to normal. *Art Education*, 75(2), 46-48. <https://doi.org/10.1080/00043125.2021.2020036>
- Apaloo, M., & **Cardoso, W.** (2022). Examining the effects of crosslinguistic awareness on the acquisition of English possessive determiners: The case of Brazilian Portuguese speakers. *Language Awareness*, 31(3), 307-327. <https://doi.org/10.1080/09658416.2021.1915322>
- Arvisais, O.**, **Charland, P.**, Audet, F., & Skelling-Desmeules, Y. (2022). Protection and the sense of safety of students enrolled in an accelerated education program in the Dadaab refugee camp. *PROSPECTS*, Advance online publication. <https://doi.org/10.1007/s11125-022-09604-x>
- Arvisais, O.**, Guidère, M., Belporo, L. C., Bérubé, M., Chamsine, C., & Mahhou, M. A. (2022). The ideological indoctrination through ISIS textbooks. *Studies in Conflict & Terrorism*, Advance online publication. <https://doi.org/10.1080/1057610x.2022.2106778>
- Bajbouj, M., Ta, T. M. T., **Hassan, G.**, & Hahn, E. (2022). Editorial: The nine grand challenges in global mental health. *Frontiers in Psychiatry*, 12, 822299. <https://doi.org/10.3389/fpsy.2021.822299>

- Beauregard, C., **Rousseau, C.**, Benoit, M., & Papazian-Zohrabian, G. (2022). Creating a safe space during classroom-based sandplay workshops for immigrant and refugee preschool children. *Journal of Creativity in Mental Health*, Advance online publication. <https://doi.org/10.1080/15401383.2022.2076001>
- Bekkouche, N. S., **Schmid, R. F.**, & Carliner, S. (2022). "Simmering pressure": How systemic stress impacts graduate student mental health. *Performance Improvement Quarterly*, 34(4), 547-572. <https://doi.org/10.1002/piq.21365>
- Bélanger, É., Brault Foisy, L.-M., & **Masson, S.** (2022). Démystifier le rôle du contrôle inhibiteur pour mieux accompagner ses élèves. *Vivre le primaire*.
- Bélanger, É., Brault Foisy, L.-M., & **Masson, S.** (2022). La rétroaction : un super pouvoir pour les enseignantes! *Revue préscolaire*.
- Bélanger, S., **Chastenay, P.**, & **Riopel, M.** (2022). Teaching the phases of the Moon in a digital planetarium. *Astronomy Education Journal*.
- Bluteau, J.**, Aubenas, S., & Dufour, F. (2022). Influence of flexible classroom seating on the wellbeing and mental health of upper elementary school students: A gender analysis. *Frontiers in Psychology*, 13, 821227. <https://doi.org/10.3389/fpsyg.2022.821227>
- Borokhovski, E.**, **Pickup, D.**, & **Tamim, R.** (2022). To the issue of viability of pandemic-prompted emergency distance education model. *Scholarly Journal of Psychology and Behavioral Sciences*, 6(3), 707-709. <https://doi.org/10.32474/SJPBS.2022.06.000239>
- Bourgeois-Guérin, É., Aldebert, J., & **Rousseau, C.** (2022). L'art et la violence: quels frayages? Réflexions inspirées d'un projet pilote en prévention de la radicalisation violente chez les jeunes. *Sciences et actions sociales* (18).
- Brault, A.**, & Vaillancourt, G. (2022). Group telehealth music therapy with caregivers: A qualitative inquiry. *Journal of Patient Experience*, 9, Advance online publication. <https://doi.org/10.1177/23743735221107241>
- Brault Foisy, L.-M., & **Masson, S.** (2022). Mieux comprendre les mécanismes cérébraux d'apprentissage pour faciliter la mise en application des connaissances issues de la recherche et favoriser la réussite scolaire des élèves. *Cortica*, 1(1), 219-235. <https://doi.org/10.26034/cortica.2022.1956>
- Bruyère, M.-H., **Chastenay, P.**, Mainville, S., Legault, S., Skelling-Desmeules, Y., **Riopel, M.**, & **Potvin, P.** (2022). When schools visit science museums: A systematic review of 30+ years of empirical research. *Studies in Science Education*.
- Cann, S. E., & **Castro, J. C.** (2022). It's just a joke: Challenging sexism through counter-narrative memes. *Visual Culture & Gender*, 17, 51-64. <https://www.vcg.emitto.net/index.php/vcg/article/view/169>
- Carignan, M.-È.**, & de Grosbois, P. (2022). Comment faire face au conspirationnisme à l'ère de la COVID-19 ? *Relations*, 816, 7-9. <https://id.erudit.org/iderudit/97862ac>
- Cénat, J. M., Farahi, S. M. M. M., Dalexis, R. D., Darius, W. P., Bukaka, J., Balayulu-Makila, O., Luyeye, N., Derivois, D., & **Rousseau, C.** (2022). Mental Distress before and during the COVID-19 Pandemic: A Longitudinal Study among

- Communities Affected by Ebola Virus Disease in the DR Congo. *Psychiatry Research*, 314, 114654. <https://doi.org/10.1016/j.psychres.2022.114654>
- Cénat, J. M., Noorishad, P.-G., Dalexis, R. D., **Rousseau, C.**, Derivois, D., Kokou-Kpolou, K. C., Bukaka, J., Balayulu-Makila, O., & Guerrier, M. (2022). Prevalence and risk factors of depression symptoms among rural and urban populations affected by Ebola virus disease in the Democratic Republic of the Congo: a representative cross-sectional study. *BMJ Open*, 12, e053375. <https://doi.org/10.1136/bmjopen-2021-053375>
- Cénat, J. M., **Rousseau, C.**, Bukaka, J., Dalexis, R. D., & Guerrier, M. (2022). Severe Anxiety and PTSD Symptoms Among Ebola Virus Disease Survivors and Healthcare Workers in the Context of the COVID-19 Pandemic in Eastern DR Congo. *Frontiers in Psychiatry*, 13. <https://doi.org/10.3389/fpsyt.2022.767656>
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MANUSCRIPTS IN PROGRESS (43)

- Audet, G., **Miconi, D.**, Rousseau-Rizzi, A., & **Rousseau, C.** (Accepted). Prévention de la radicalisation violente: Impact de la pièce de théâtre « Qui a tué Freebird? » sur les perceptions et les attitudes des élèves et du personnel scolaire [Prevention of violent radicalization: the impact of the play « Who killed Freebird? on students' and school personnel's attitudes]. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*.
- Bailes, S., Rizzo, D., **Fichten, C.**, Baltzan, M., Grad, R., Creti, L., Amsel, R., & **Libman, E.** (Submitted). Should screening for obstructive sleep apnea be routine for older family medicine patients? A prospective cohort study. *Psychology, Health & Medicine*.
- Baltzan, M., Huynh, N., Rizzo, N., Lavigne, G., **Fichten, C.**, **Libman, E.**, & Bailes, S. (Submitted). Trajectory of long-term obstructive sleep apnea disease management: Case series reports. *Journal of Dental Sleep Medicine*.
- Cénat, J. M., Noorishad, P.-G., Mulopo Bakombo, S., Onesi, O., Mesbahi, A., Darius, W. P., Caulley, L., Yaya, S., Chomienne, M.-H., Etowa, J., **Venkatesh, V.**, Dalexis, R. D., & Labelle, P. R. (In press). A systematic review on vaccine hesitancy in Black communities in Canada: Critical issues and research failures. *Vaccines*.

- Chaffee, K., **Plante, I.**, Olivier, E., Ratelle, C., Véronneau, M.-H., **Dubeau, A.**, **Arvais, O.**, & **Charland, P.** (Submitted). Adolescents' school and emotional adjustment in time of covid-19: The role of parents. *American Journal of Education*.
- Chang-Kredl, S.**, & Colannino, D. (In press). A relational psychoanalytic reading of Grimms' The Fisherman and his Wife: A narrative of recognition and domination. *Canadian Journal of Psychoanalysis*.
- Chang-Kredl, S.**, Wilkie, G., & Pauls, K. (In preparation). Childcare educators' ways of knowing: A self-study focus group project.
- Chang-Kredl, S.**, Farley, L., Sonu, D., & Garlen, J. (Under Review). Thinking about teaching through childhood transitional objects. *Psychoanalysis, Culture & Society*.
- Chang-Kredl, S.**, Mamlok, D., & **Venkatesh, V.** (Under Review). Dark play and children's construction of the other. *American Journal of Play*.
- Chen, T.-H., **McDonough, K.**, & **Trofimovich, P.** (Under review). An exploratory investigation of interactional fluency in English L2 interactio. *ELT Journal*.
- Conry-Murray, C., Dunfield, K., **Recchia, H.**, & Maranges, H. M. (2022, July 19). Harm is key to judgments that stealing is immoral [Preprint]. <https://doi.org/10.31219/osf.io/x8zqu>
- Fejzo, A.**, Saidane, R., & Whissell-Turner, K. (Submitted). Frequency, effectiveness and contribution of morphological knowledge to morpheme spelling among French-speaking fourth-graders. *Journal of Research in Reading*.
- Fréchette-Simard, C., **Plante, I.**, Duchesne, S., & Chaffee, K. (Under review). The mediating role of test anxiety in the evolution of motivation and achievement of students transitioning from elementary to high school. *Contemporary Educational Psychology*.
- Jutras-Dupont, C., Beaulieu, M., & **Dubeau, A.** (Under review). Motiver ses apprenants : approches et stratégies par les enseignants de la formation professionnelle québécoise œuvrant en contexte d'enseignement individualisé. *Formation et Profession*.
- Levinsson, A., Frounfelker, R. L., **Miconi, D.**, & **Rousseau, C.** (Submitted). Violent radicalization during the COVID-19 pandemic: At the intersection of gender, conspiracy theories and psychological distress. *Journal of Deredicalization*.
- Li, Z., Frounfelker, R., **Miconi, D.**, & **Rousseau, C.** (In press). Violent radicalization, mental health, and gender identity: Considerations for future research. *Journal of Nervous and Mental Disease*.
- Lindberg, R., **McDonough, K.**, & **Trofimovich, P.** (Under review). Identifying variables associated with English L2 university students' anxiety during conversation. *Studies in Second Language Acquisition*.
- Lysenko, L., **Abrami, P. C.**, Wade, A., Kiforo, E., & Iminza, R. (In press). Learning mathematics with Emergent Literacy in Math (ELM) interactive technology in Kenya grade-one classes. *International Journal of Innovation in Science and Mathematics Education*.

- Mamluk, D., **Chang-Kredl, S.**, & **Venkatesh, V.** (Under Review). Two aspects of identity construction in children's play. *Children & Society*.
- McDonough, K.**, Liu, C., & **Trofimovich, P.** (Under review). ELF university students' strategies for avoiding misunderstanding. *ELT Journal*.
- Miconi, D.**, Ouimet, S., Kafi, M., Dervishi, E., Wium, N., & **Rousseau, C.** (Under Review). Risk behaviors and well-being among Egyptian and Roma adolescents in Albania during the COVID-19 pandemic: Vulnerability and resilience in a Positive Youth Development perspective. *Frontiers in Psychology, Developmental psychology section*.
- Miconi, D.**, Santavicca, T., Frounfelker, R., & **Rousseau, C.** (Under Review). Preference for online social interactions and support for violent radicalization among college and university students during the COVID-19 pandemic: Systemic and developmental challenges. *American Journal of Orthopsychiatry*.
- Nagle, C. L., **Trofimovich, P.**, O'Brien, M. G., & **Kennedy, S.** (Under review). Comprehensible to whom? Examining rater, speaker, and interlocutor perspectives on comprehensibility in an interactive context. *The Modern Language Journal*.
- Nelson, B.** (Accepted). Scientific innovations and discoveries in early modern Iberia. In *Routledge Encyclopedia of the Renaissance World*. Routledge.
- Nelson, B.** (Accepted). Extreme Quixotism: Cervantes on authenticity, narcissism, and reality literacy in early and late modernity. In N. Varas-Díaz, N. Scott, & B. Bardine (Eds.), *On Extremity: Sounds, Images, Words & Experiences*. Lexington Press.
- Nelson, B.**, & Castillo, D. (Accepted). Anti-Disinformation Pedagogy: Understanding the Power of Manipulative Narratives and What We Can Do About It. *Hispanic Issues*.
- Nelson, B. J.** (Accepted). Ariel Dorfman's *Cautivos*: Cervantine aesthetics as therapy for political trauma? In H. Mancing & T. Gyulamiryan (Eds.), *A character named Cervantes: On screen, on stage, and on the page*. Juan de la Cuesta.
- Nelson, B. J.** (Accepted). [Review of the book *Dividuals: The Split Human and Humanist Split in Early Modern Spanish Literature*, by J. Baena]. *MLN*.
- Nelson, B. J.** (In press). [Review of the book *Cervantes: Displacements, Inflections, and Transcendence* by M. E. Gerli]. *Cervantes: Bulletin of the Cervantes Society of America*.
- Nelson, B. J.** (Under review). *¡Viva Puerto Rico!* by F. García González [Translation].
- Ngov, C., **Miconi, D.**, & **Rousseau, C.** (Accepted). Back to school during the COVID-19 pandemic: The challenges of mitigating risks while promoting individual and community well-being among children and adolescents at school re-entry. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*.
- Pariser, D.** (Under review). [Review of the book *An uneasy guest in the schoolhouse: Art education from colonial times to a promising future*, by E. Winner]. *Canadian Review of Art Education*.

- Querrien, D.**, & Caignon, P. (Submitted). La pédagogie universelle dans l'enseignement postsecondaire : un état de la question. *Education et francophonie*, 51(1).
- Rizzo, D., Baltzan, M., **Libman, E.**, Bailes, S., **Fichten, C.**, & Postuma, R. (Submitted). A cognitive profile to better recognize OSA risk: The Canadian Longitudinal Study on Aging. *Memory and Cognition*.
- Rousseau, C.**, Johnson-Lafleur, J., Ngov, C., **Miconi, D.**, Mittermaier, S., Bonnel, A., Savard, C., & Veissière, S. (Submitted). Social and individual grievances, hopelessness and attraction to extremist ideologies in individuals with autism: Insights from a clinical sample. *Journal of Autism and Developmental Disorders*.
- Rousseau, C.**, **Miconi, D.**, Johnson-Lafleur, J., Desmarais, C., & **Hassan, G.** (Submitted). Children of extremist parents: Insights from a specialized clinical team. *European Child & Adolescent Psychiatry*.
- Ruffolo, O., **Havel, A.**, Wileman, S., **Fichten, C.**, Harvison, M., Jorgensen, M., & Lussier, A. (Submitted). La pédagogie universelle involontaire : le rôle de la technologie. *Education et francophonie*.
- Santavicca, T., Ngov, C., Frounfelker, R., **Miconi, D.**, Levinsson, A., & **Rousseau, C.** (2022). COVID-19 Vaccine Hesitancy Among Young Adults in Canada [Preprint]. *Canadian Journal of Public Health*. <https://doi.org/10.21203/rs.3.rs-1316014/v1>
- Schmid, R. F.**, **Borokhovski, E.**, **Bernard, R. M.**, **Abrami, P. C.**, & **Pickup, D.** (In preparation). A meta-analysis of online learning, blended learning, and the flipped classroom for pre-service and in-service teachers. *Computers & Education Open*.
- Trofimovich, P.**, Tekin, O., & Lindberg, R. (Under review). Listening and comprehensibility. In E. Wagner, O. Batty, & E. Galaczi (Eds.), *The Routledge Handbook of Second Language Acquisition and Listening*. Routledge.
- Uludag, P., **McDonough, K.**, & **Trofimovich, P.** (Under review). Exploring the assessment of paired oral interactions: The combined and individual impact of rating focus and rating. *Language Assessment Quarterly*.
- Vaillancourt, G., Peyrin, J., **Brault, A.**, Thibeault, C.-A., & Gosselin, N. (In press). Personalized Audio Montage: A receptive music therapy method offered in a youth shelter: A mixed methods research. *Nordic Journal of Music Therapy*.
- Vincent, C., I., P., Tremblay-Wragg, É., & **Barroso Da Costa, C.** (Submitted). Questionnaire de santé psychologique au doctorat : développement et examen des qualités psychométriques. *Mesure et évaluation en éducation*.

CONFERENCE PROCEEDINGS (2)

- Bures, E. M.** (2022). Teaching and learning online in higher education during COVID: Who did we leave out and can we do better by drawing on the online learning literature? In T. Bastiaens (Ed.), *Proceedings of EdMedia + Innovate Learning* (pp. 1137-1140). Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/221424/>
- Mendonça-Dias, C., & **Querrien, D.** (2022). Regards croisés sur les dispositifs d'accueil pour les élèves allophones migrants. In J. Thibeault, D. Guedat Bittighoffer, N. Maillard de la Corte Gomez, & M. Touzeau (Eds.), *Actes du colloque France-Canada : Identités en mouvance, regards croisés* (28-30 juin 2017, Angers). Cursus universitaire.

CONFERENCE PAPERS (44)

- Bélanger, É., Brault Foisy, L.-M., **Masson, S., Potvin, P.,** & Allaire-Duquette, G. (2022). *What variables influence the mobilization of inhibition in the context of elementary science learning?* [Paper presentation]. 2022 International Mind Brain and Education Society (IMBES), Montréal, Canada.
- Brault, A.** (2022). *Considering digital well-being in music therapy* [Paper presentation]. 48th Annual Canadian Association for Music Therapy Conference, Niagara Falls, ON.
- Carignan, M.-È.,** Champagne-Poirier, O., David, M. D., & St-Pierre, C. (2022, May). *OMS et “ infodémie ”: analyse mixte des contenus publiés sur la page Facebook de l'Organisation mondiale de la santé lors de la pandémie de COVID-19* [Paper presentation]. Un monde de crises au prisme des communications organisationnelles, Université Catholique de Louvain, Mons, Belgique.
- Charland, P.** (2022, October 28). *Potentiel du Big Data en éducation: Vers une meilleure compréhension des processus d'apprentissage à partir des données neurophysiologiques* [Paper presentation]. “Big data” : Influence, manipulation et micro-ciblage, Montreal, QC et Lille, France.
- Charland, P.,** Léger, P. M., Lapierre, H. G., & Skelling, Y. (2022, July 13-15). *The effect of contextualization on mechanical physics problem solving: A neurophysiological approach* [Paper presentation]. Twenty-ninth International Conference on Learning, Valencia, Spain.
- Charland, P.,** Léger, P. M., Lapierre, H. G., Skelling, Y., Mahhou, A., **Potvin, P., Masson, S.,** & **Rioped, M.** (2022, June 9-11). *The effect of problem contextualization in physics: A neurophysiological approach towards a better understanding of problem solving* [Paper presentation]. Federation of neuroscience societies (FENS) Forum, Paris, France.

- Charland, P.**, Letourneau, A., Lapierre, H. G., Boasen, J., Snow, P., Labonté-Lemoyne, E., & Léger, P.-M. (2022, April 28). *L'IA en salle de classe : Revue de la littérature sur l'efficacité des systèmes tutoriels intelligents* [Paper presentation]. 1st research Workshop on Human-centered AI.
- Corrigan, J. A.**, & Forzani, E. (2022, April). *Using mixed methods approaches to design educational interventions: A heuristic example* [Paper presentation]. AERA Annual Meeting, San Diego, CA.
- Dupéré, V., **Dion, E.**, & Borokhovski, E. (2022, May 27). Méta-analyses sur la motivation intrinsèque et les renforcements. In I. Gauvin, S. Cyr, É. Dion, & K. Villeneuve (Chairs), *L'utilisation des renforcements en classe: un frein à la motivation intrinsèque?* [Journée d'étude]. Centre d'étude sur l'apprentissage et la performance, UQAM.
- Desjarlais, E., **Chastenay, P.**, & Ayotte-Beaudet, J.-P. (2022, April). *Expériences favorisant un meilleur sentiment d'autoefficacité en sciences chez des enseignantes du primaire* [Paper presentation]. 8e colloque international du CRIFPE, Montreal, QC.
- Desjarlais, E., **Chastenay, P.**, & Ayotte-Beaudet, J.-P. (2022, June). *Les sources du sentiment d'autoefficacité en sciences d'enseignantes du primaire* [Paper presentation]. XXe congrès de l'AMSE, Universidad Pedagógica Nacional.
- Farley, L., Sonu, D., **Chang-Kredl, S.**, & Garlen, J. (2022, April 21-26). *Sick at school: Teachers' memories and the affective challenges that bodies present to constructions of childhood innocence, normalcy, and ignorance* [Paper presentation]. AERA Annual Meeting, San Diego, CA.
- Farley, L., Sonu, D., **Chang-Kredl, S.**, & Garlen, J. (2022, June 23-26). *The Place of Memory in Reconceptualizing Childhood* [Paper presentation]. Reconceptualizing Early Childhood Education (RECE) Conference, Vancouver, BC (and Virtual).
- Forzani, E., & **Corrigan, J. A.** (2022, April). *Elementary and middle-grade students' internet reading strategies during online inquiry in self-selected topics* [Paper presentation]. AERA Annual Meeting, San Diego, CA.
- Galante, A.** (2022, August). *The PluriDigit project: Rejecting normative monolingual policies in language programs through a decolonial and plurilingual lens* [Paper presentation]. The Multidisciplinary Approaches in Language Policy and Planning Conference, Montreal, QC.
- Galante, A.** (2022, July). "Because I knew others would listen": *The PluriDigit project and the role of agency in building language learning resilience* [Paper presentation]. The 10th European Conference on Language Learning [ECLL], Online.
- Galante, A.** (2022, May 14). *Plurilingual pedagogy for decolonial learning: Lifting the voices of minoritized language users*. In A. Galante (Chair), *Plurilingual pedagogies for empowerment and social justice: Language teachers and learners shifting power dynamics* [Paper presentation]. Canadian Association of Applied Linguistics conference, Online.

- Galante, A.**, dela Cruz, J. W. N., & Zeaiter, L. F. (2022, March). *Harnessing linguistic and nonlinguistic resources in multilingual classrooms through digital plurilingual instruction* [Paper presentation]. American Association for Applied Linguistics, Pittsburgh, PA.
- Galante, A.**, Marcel, F., Zeaiter, L. F., & dela Cruz, J. W. N. (2022, July). “*Los protagonistas de la conversación*”: *The development of digital plurilingual pedagogy for sustainable and agentive oral development* [Paper presentation]. The 10th European Conference on Language Learning [ECLL], Online.
- Gottardo, A., Wood, E., Wade, A., Head, J.**, Maniraguha, J. B., Chovu, L., Ghaa, C., Iminza, R., WaGioko, M., & **Abrami, P. C.** (2022, October). *Incorporating the concept of Universal Design for Learning in a teacher professional development program in Rwanda targeting early literacy instruction* [Paper presentation]. 44th Annual International Academy for Research in Learning Disabilities Conference, Oviedo, Spain (virtual format).
- Kim, Y. L., Uludag, P., Liu, C., **McDonough, K.**, & **Trofimovich, P.** (2022, March). *Investigating behavior matching and rapport in L2 interaction* [Paper presentation]. American Association for Applied Linguistics annual meeting, Pittsburgh, PA.
- Le, T.-N. N., Bodea, A., Shimada, M., O’Brien, M. G., & **Trofimovich, P.** (2022, June). *Are HR students and faculty aware of accent bias? A Calgary–Montreal comparison* [Paper presentation]. Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, St. Catharines, ON.
- Le, T.-N. N., & **Trofimovich, P.** (2022, June). *Exploring sociopolitical dimensions of heritage language pronunciation: The case of Vietnamese speakers in Montreal* [Paper presentation]. Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, St. Catharines, ON.
- Lalonde, M.**, Laforest, M., Blanchette, K., & Meilleur, B. (2022, March 3). *Echoes of a world to come : Using virtual reality in anticipatory self-fiction projects with teenagers* [Paper presentation]. 2022 National Art Education Association (NAEA) National Convention, New York, NY.
- Lindberg, R., & **Trofimovich, P.** (2022, May). *When accent does not match expectations: A dynamic perspective of speaker evaluations in a French interview context* [Paper presentation]. Accent : perspectives sociolinguistiques (APS22) conference, Université Grenoble Alpes, Grenoble, France.
- Marcel, F., **Galante, A.**, Piccardo, E., Zeaiter, L. F., & dela Cruz, J. W. N. (2022, March). *Challenging the monolingual bias and empowering plurilingual voices: A multilingual study with the PluriDigit project* [Paper presentation]. American Association for Applied Linguistics, Pittsburgh, PA.
- McDonough, K.**, Lindberg, R., Kim, Y. L., & **Trofimovich, P.** (2022, September). *Using corpus materials to promote recognition of visual cues of nonunderstanding* [Paper presentation]. American Association for Corpus Linguistics Conference, Northern Arizona University, Flagstaff, Arizona.

- Miconi, D.** (2022, August). Vulnerability and well-being among Egyptian and Roma adolescents in Albania during the COVID-19 pandemic. In A. Vazsonyi (Chair), *Risk and resilience among Roma youth* [Paper symposium]. 18th Biennial Conference of the European Association for Research on Adolescence (EARA), Trinity College, Dublin, Ireland.
- Miconi, D.** (2022, August). Positive identity and support for violent radicalization among Canadian college students during the COVID-19 pandemic. In F. Giannotta (Chair), *Youth mental health in the last 20 years: Risk and protective factors* [Paper symposium]. 18th Biennial Conference of the European Association for Research on Adolescence (EARA), Trinity College, Dublin, Ireland.
- Nelson, B. J.** (2022, April). *Art and free will in early and late modernity: Case studies of extreme (self-) manipulation and resistance* [Paper presentation]. Kentucky Foreign Language Conference, University of Kentucky, Lexington, KY.
- Nelson, B. J.** (2022, December). *Empathy in Cervantes: Its Power and Limitations* [Paper presentation]. V Cervantes Symposium of the Northeast, Instituto Cervantes de New York, New York, NY.
- Nelson, B. J.** (2022, November). *Ariel Dorfman's Cautivos: Cervantine aesthetics as therapy for political trauma?* [Paper presentation]. Central Texas Cervantes Symposium, University of Texas, Austin, TX.
- Nelson, B. J.** (2022, September 29). *The representation of Moorish and Morisco characters in Early Modern Spanish Literature* [Paper presentation]. La semaine de découverte des musulmans/Muslim Awareness Week, Concordia University, Montreal, QC.
- Querrien, D.,** Ruiz Alonso Bartol, A., Dykstra, S., Fernández Mira, P., & Sánchez Gutiérrez, C. (2022, April 21-26). *Dealing with the unexpected: Spanish Language Learners' and Teachers' Experiences during the Emergency Online Transition* [Paper presentation]. American Educational Research Association (AERA) annual conference, San Diego, CA.
- Ruiz Alonso Bartol, A., Sanchez Gutierrez, C., & **Querrien, D.** (2022, April 8-9). *Teacher cognitions about L2 Spanish writing assessment in higher education* [Paper presentation]. Symposium Purdue Linguistics, West Lafayette, IN.
- Taylor Reid, K., **Trofimovich, P.,** & O'Brien, M. G. (2022, June). *Status and solidarity judgments of immigrant L2 speakers: A pan-Canadian perspective* [Paper presentation]. Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, St. Catharines, ON.
- Taylor Reid, K., **Trofimovich, P.,** & O'Brien, M. G. (2022, March). *Effects of speaker ethnic, linguistic, and religious background on judgments of L2 speech in Canada* [Paper presentation]. American Association of Applied Linguistics annual meeting, Pittsburgh, PA.

- Trofimovich, P.** (2022, May). *Second language comprehensibility: What we know and where we go from here?* [Plenary talk]. EPIP7 English Pronunciation: Issues & Practices conferences, Université Grenoble Alpes, Grenoble, France.
- Tsunemoto, A., McAndrews, M., **Trofimovich, P.**, & Frigal, E. (2022, March). *Exploring the relationship between outsourced call center agents' L2 pronunciation and their job performance* [Paper presentation]. American Association for Applied Linguistics annual meeting, Pittsburgh, PA.
- Tsunemoto, A., & **Trofimovich, P.** (2022, June). *How do pre- and in-service teachers' beliefs about pronunciation teaching relate to their L2 speech assessments?* [Paper presentation]. Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, St. Catharines, ON.
- Tsunemoto, A., **Trofimovich, P.**, McAndrews, M., & Frigal, E. (2022, April). *Linguistic dimensions underlying listener evaluations of outsourced call centre agents' performance* [Paper presentation]. 10th International Symposium on the Acquisition of Second Language Speech (New Sounds 2022), Universitat de Barcelona, Barcelona, Spain.
- Wuyckens, G., & **Lalonde, M.** (2022, May 3). *La recherche-design en éducation : Perspectives critiques d'une méthodologie de l'innovation* [Paper presentation]. RUNED 2022. Recherches sur les usages du numérique en éducation. Perspectives critiques sur le numérique en éducation et formation. Enjeux politiques, sociaux et économiques du design aux usages, Université du Québec à Montréal, Montréal, QC.
- Zeaiter, L. F., & **Galante, A.** (2022, April). *Une perspective socioculturelle sur l'évaluation de l'apprentissage plurilingue et numérique des langues: Le cas d'une ONG au Brésil* [Paper presentation]. 89e Congrès de l'Acfas, Online.

BOOKS (4)

- Beier, J. L., & Jagodzinski, J. (Eds.). (2022). *human pedagogy: Multidisciplinary perspectives for education in the anthropocene*. Palgrave Macmillan.
- Bélanger, M., **Potvin, P.**, Horst, S., Mortimer, E. F., & Shtulman, A. (Eds.). (2022). *Multidisciplinary perspectives on representational pluralism in human cognition: Tracing points of convergence in psychology, science education, and philosophy of science*. Routledge. <https://doi.org/10.4324/9781003189930>
- Morin, D.**, & **Carignan, M.-È.** (2022). *Mon frère est complotiste : comment rétablir le dialogue et le lien social*. Les Éditions de l'Homme.
- Piccardo, E., Lawrence, G., Germain-Rutherford, A., & **Galante, A.** (Eds.). (2022). *Activating linguistic and cultural diversity in the language classroom*. Springer International Publishing.

BOOK CHAPTERS (22)

- Beier, J. L. (2022). Ahuman manifestations: When there is no outside (or, a long, good sigh). In J. L. *Beier & j. jagodzinski (Eds.), *Ahuman pedagogy: Multidisciplinary perspectives for education in the anthropocene*. Palgrave Macmillan.
- Beier, J. L., & Jagodzinski, J. (2022). Introduction. In J. L. *Beier & j. jagodzinski (Eds.), *Ahuman pedagogy: Multidisciplinary perspectives for education in the anthropocene* (pp. 1-17). Palgrave Macmillan.
- Bélanger, M., & **Potvin, P.** (2022). Bridging pluralisms. In M. Bélanger, P. Potvin, S. Horst, E. F. Mortimer, & A. Shtulman (Eds.), *Multidisciplinary perspectives on representational pluralism in human cognition*. Routledge.
- Bélanger, M., **Potvin, P.**, Horst, S., Mortimer, E. F., & Shtulman, A. (2022). Introduction to representational pluralism. In M. Bélanger, P. Potvin, S. Horst, E. F. Mortimer, & A. Shtulman (Eds.), *Multidisciplinary Perspectives on Representational Pluralism in Human Cognition*. Routledge. <https://doi.org/10.4324/9781003189930>
- Cardoso, W.** (2022). Technology for speaking development. In T. M. Derwing, M. J. Munro, & R. I. Thomson (Eds.), *The Routledge Handbook of Second Language Acquisition and Speaking*. Routledge. <https://doi.org/10.4324/9781003022497>
- Corrigan, J. A.**, & Onwuegbuzie, A. J. (In press). Towards sampling designs that are Transparent, Rigorous, Ethical, and Equitable (TREE): Using a tree metaphor as a sampling meta-framework in mixed methods research. In C. Poth (Ed.), *SAGE Handbook of Mixed Methods Research Designs*. SAGE.
- Fichten, C., Havel, A.**, Tremblay, M., & Arcuri, R. (In press). The cart before the horse: Accessibility practice comes before accessibility research. In J. Madaus (Ed.), *Handbook of Higher Education and Disability*. Elgar Publishing.
- Fichten, C. S.**, Martiniello, N., **Asuncion, N.**, Coughlan, T., & **Havel, A.** (In Press). Changing times: Emerging technologies for students with disabilities in higher education. In J. Madaus & L. Lyman (Eds.), *Handbook of higher education and disability*. Elgar Publishing.
- Gadais, T., Décarpentrie, L., **Charland, P., Arvisais, O.**, & Bernard, P. (In press). Chapter 5. Health and Education through sport for development in extreme development contexts: cases studies from various developing countries. In C. Sobry & K. Hojabri (Eds.), *International Perspectives on Sport for Sustainable Development*. Springer.
- Galante, A.**, & Chen, L. (2022). Advancing plurilingual and pluricultural competence in the language classroom. In E. Piccardo, G. Lawrence, A. Germain-Rutherford, & A. Galante (Eds.), *Activating linguistic and cultural diversity in the language classroom* (pp. 259-281). Springer.
- Galante, A.**, & Schmor, R. (2022). Introduction: The need for innovation in language education. In E. Piccardo, G. Lawrence, A. Germain-Rutherford, & A. Galante (Eds.), *Activating Linguistic and Cultural Diversity in the Language Classroom* (pp. 1-12). Springer. https://doi.org/10.1007/978-3-030-87124-6_1

- Howe, N., Paine, A. L., Ross, H. S., & **Recchia, H.** (2022). Sibling relations in early and middle childhood. In P. K. Smith & C. H. Hart (Eds.), *The Wiley-Blackwell Handbook of Childhood Social Development* (3rd ed., pp. 443-458). Wiley.
- Kennedy, S.** (2022). Second language speaking strategies. In T. M. Derwing, M. J. Munro, & R. I. Thomson (Eds.), *The Routledge Handbook of Second Language Acquisition and Speaking* (pp. 261-272). Routledge.
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REPORTS (12)

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- Chapleau, N., Laplante, L.,** Leblanc, A., Santos, E., & Skelling-Desmeules, Y. (2022). *Soutenir l'apprentissage de la lecture et de l'écriture au royaume du Maroc avec ABRACADABRA* [Rapport préliminaire des résultats de la recherche. Document inédit. Tous droits réservés.].
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- Madriaza, P., **Morin, D.**, Ousman, S., Autixier, C., **Hassan, G.**, & **Venkatesh, V.** (2022). *Improving evaluations of programs for prevention of radicalization and violent extremism: An exploratory international study*. UNESCO chair in Prevention of Radicalisation and Violent Extremism (UNESCO-PREV Chair) in collaboration with the International Centre for the Prevention of Crime (University of Sherbrooke).
- Morin, D.**, **Hassan, G.**, **Venkatesh, V.**, & **Carignan, M.-È.** (2022). *Rapport annuel 2021 : Chaire UNESCO en prévention de la radicalisation et de l'extrémisme violents*. Chaire UNESCO-PREV.
- Rousseau, C.**, **Miconi, D.**, Guenat, C., **Morin, D.**, **Venkatesh, V.**, **Mekki-Berrada, A.**, **Hassan, G.**, Papazian-Zohrabian, G., Amiraux, V., & Hirsch, S. (2022). *Vivre ensemble dans des contextes de polarisation sociale : vulnérabilité et résilience dans la communauté universitaire*. Recherche et Action sur les Polarisation Sociales. https://www.concordia.ca/content/dam/artsci/research/cslp/docs/Rapport_radicalisation.pdf

RESEARCH CREATION

ARTISTIC PERFORMANCES (3)

Beier, J., **Brault, A.**, **Chapman, O.**, Forrest, N., Mockler, V., Cortés Santander, J.-L., & **Venkatesh, V.** (2022, August 10). *Landscape of Hate: Artist residency + performance* [7 interdisciplinary artists + 10 days of collaboration]. Concordia University 4th Space. <https://projectsomeone.ca/landscape-of-hate-residency-currently-underway/>

Venkatesh, V., & Beier, J. (2022, September 14-16). *Pédagogie sociale pour bâtir une résilience durable avec les communautés marginalisées* [Oral performance with live improvised visuals, moderated by D. Miconi]. Forum - La communauté au coeur, Montreal, QC.

Venkatesh, V., Hall, D., **Chapman, O.**, Bjørnson, I., Beier, J., **Brault, A.**, Buck-Moore, D., **Cortés Santander, J.-L.**, **Lalonde, M.**, & Mockler, V. (2022, October 14-15). *Halka* [Sound and multimedia performance]. St. Jax Church. <https://grimposium.ca/halka/>

TRANSFER ACTIVITIES

SOFTWARE & TECHNOLOGY (2)

Corrigan, J. A., Stockbauer, I., Jiménez, M., Elsayed, D., Durocher, C., Paprocki, K., & Deveaux, E. (2022). *The Critical Online Resource Evaluation (CORE) Program for English Language Arts* [Instructional intervention]. <https://doe.concordia.ca/core/>

Corrigan, J. A., Stockbauer, I., Jiménez, M., Elsayed, D., Durocher, C., Paprocki, K., & Deveaux, E. (2022). *The Critical Online Resource Evaluation (CORE) Program for English as a Second Language* [Instructional intervention]. <https://doe.concordia.ca/core/esl-lessons/>

COLLOQUIUMS, SYMPOSIA & PRESENTATIONS (117)

Al-Majzoub, S., & **Rousseau, C.** (2022, November 4). L'islamophobie au temps de la COVID-19. In A. Mekki-Berrada, C. Rousseau, & V. Venkatesh (Chairs), *Quelques conséquences de l'islamophobie* [Panel plénier]. Colloque sur l'islamophobie pseudo-savante et médiatique: Regards croisés Canada-Europe, Université Laval.

Araujo-Oliveira, A., **Barroso da Costa, C.**, Dumouchel, M., Messier, G., & Rondeau, K. (2022, 10 mai). Formation initiale, développement professionnel et bien-être en enseignement : regard sur l'expérience de stage en milieu de pratique de futurs enseignants. In *Les enjeux associés à la santé psychologique des membres enseignants et étudiants en contexte postsecondaire* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/500/535/c>

Arcuri, R., Vo, C., **Fichten, C.**, Jorgensen, M., Harvison, M., & Vasseur, A. (2022, March). *The Use of Browser Extensions as AT: Are We There Yet?* [Conference presentation]. 37th CSUN Assistive Technology Conference, Anaheim, CA.

Arcuri, R., Vo, C., **Fichten, C.**, Jorgensen, M., Harvison, M., & Vasseur, A. (2022, March 14-18). *The use of browser extensions as AT: Are we there yet* [Conference presentation]. 37th Annual CSUN Assistive Technology Conference, Anaheim, CA.

Arcuri, R., Vo, C., Harvison, M., Vasseur, A., & **Fichten, C.** (2022, June 3). *Chrome browser extensions for instructors: The under-utilized productivity tool* [Talk]. SALTISE 11th Annual Conference, Montreal, QC. https://www.saltise.ca/wp-content/uploads/2022/05/May31_Program_SALTISE-2022_single-pages_v3.pdf

- Audet, G., **Miconi, D.**, Guenat, C., & **Rousseau, C.** (2022, 5 mai). Vivre ensemble dans des contextes de polarisation sociale: vulnérabilités et résilience du personnel enseignant en milieu scolaire québécois. In *Pandémie, polarisation sociale et radicalisation violente en milieu scolaire : perceptions et expériences* [Symposium]. Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE) 9^{ième} colloque international en éducation, Palais des congrès de Montréal.
- Ayotte-Beaudet, J.-P., Berrigan, F., Lessard, G., **Arvisais, O.**, Morel, M., Deschamps, A., & Vinuesa, V. (2022, 11 mai). *Pratiques enseignantes en plein air en contexte scolaire au Québec : au-delà de la pandémie de COVID-19* [Colloque]. 89^e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/500/514/c>
- Barroso da Costa, C.**, **Plante, I.**, Tremblay-Wragg, É., & Vincent, C. (2022, 10 mai). *Les enjeux associés à la santé psychologique des membres enseignants et étudiants en contexte postsecondaire* [Colloque]. 89^e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/500/535/c>
- Beaulieu, C., & **Querrien, D.** (2022, March 25). *Enseigner la variation en classe : perceptions et croyances d'enseignant-es de français langue étrangère ou seconde* [Invited presentation]. Première journée d'étude conjointe : Regards croisés sur le français et son enseignement/apprentissage, DILTEC - Didactique des langues, des textes et des cultures (Online).
- Bélangier, É., Brault Foisy, L.-M., & **Masson, S.** (2022). *Apprentissages scientifiques au primaire : effet de la familiarité des conceptions intuitives et de la complexité des concepts scientifiques sur la mobilisation du contrôle inhibiteur* [Communication présentée dans le cadre de la journée des doctorants]. Rencontres Internationales du Réseau Recherche-Éducation-Formation (REF), Namur, Belgique.
- Blanchette Sarrasin, J., Brault Foisy, L.-M., Skelling-Desmeules, Y., **Potvin, P.**, **Masson, S.**, & **Charland, P.** (2022). *Le contrôle inhibiteur est-il nécessaire pour surmonter la conception intuitive « ce qui est mobile est vivant » chez des enfants de 11-12 ans? Étude en électroencéphalographie* [Communication présentée dans le cadre de la journée des doctorants]. Rencontres Internationales du Réseau Recherche-Éducation-Formation (REF), Namur, Belgique.
- Bluteau, J.**, & Goulet, M. (2022, 24 février). *Le Lab-École : un laboratoire sur l'école de demain et un projet d'évaluation inédit au Québec* [Présentation]. Conférence du UQAM CEAP, en ligne via Zoom.
- Brault Foisy, L.-M., Skelling-Desmeules, Y., **Potvin, P.**, Blanchette Sarrasin, J., Lapierre, H. G., **Masson, S.**, & **Charland, P.** (2022). *Overcoming the "moving things are alive" misconception in biology requires inhibitory control: results from an EEG study* [Oral presentation]. 20th Conference of the World Association for Educational Research (WAER) - Online Conference, Buenos Aires, Argentine.

- Brault Foisy, L.-M., **Masson, S.**, & Bélanger, É. (2022). Le contrôle inhibiteur au service de l'apprentissage des sciences : revue de la littérature. In *Les fonctions exécutives au service des apprentissages scolaires* [Symposium]. Rencontres Internationales du Réseau Recherche Education Formation (REF), Namur, Belgique.
- Bussièrès, V., Greenlaw, S., & Léonard, N. (2022). *Partnerships with Indigenous Peoples* [Conference panel organized by **B. J. Nelson**]. Annual Meeting of the Northeastern Association of Graduate Schools, Online (Zoom).
- Cameron, J., D'Orazio, D., **Morin, D.**, Laidlaw, E., Penney, J., & **Venkatesh, V.** (2022, November 29). *Social media roundtable* [Expert panel testimony]. Public Order Emergency Commission. Government of Canada, Ottawa, ON.
- Carignan, M.-È.** (2022, May 2). *Discours complotiste ou répression des débats : éviter l'amalgame entre perspective critique et désinformation* [Panel presentation]. Semaine de la presse et des médias, online (Zoom).
- Carignan, M.-È.** (2022, November 30). *Journalisme, information et risques démocratiques: Cyberconflits et risques informationnels* [Chair of the colloquium]. Département de communication et Chaire UNESCO en prévention de la radicalisation et de l'extrémisme violents, Université de Sherbrooke.
- Carignan, M.-È.** (2022, October 25). *Social Media in the Age of Misinformation* [Symposium presentation]. Symposium international sur la démocratie, la citoyenneté mondiale et l'éducation transformatrice, Chile (online).
- Carignan, M.-È.**, Gaudreau, V., de Pierrebouurg, F., & Sirois, A. (2022, March 17). *Tribune 4: La société civile et l'information: la compétition pour la vérité* [Forum presentation]. Rencontre Université-Défense 2022 : Guerre de l'information : enjeux actuels et regards multidisciplinaires, Université Laval. <https://www.eti.ulaval.ca/evenements/unidef-2022>
- Castro, J. C.** (2022, April 20). *Digital visual learning networks* [Webinar]. Visiting Lecture Series, Fulbright College of Arts and Sciences School of Art. <https://fulbright.uark.edu/departments/art/news-events/visiting-artists.php>
- Chacon Valdez, Y., Chaffee, K. E., **Plante, I.**, & Véronneau, M.-H. (2022, 10 mai). La performance scolaire selon le type d'implication parentale à la fin du secondaire. In *Le côté obscur de la valorisation de la performance* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/500/504/c>
- Chapleau, N.**, & Beupré-Boivin, K. (2022, 11 mai). Des maux ou des mots de dyslexiques-dysorthographiques : l'apport de l'intervention orthopédagogique. In *Actualisation des connaissances au regard de l'évaluation et de l'intervention de l'apprenant dyslexique-dysorthographique francophone* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/500/506/c>
- Chapleau, N.**, Gauthier, B., & Safi, D. (2022, 11 mai). *Actualisation des connaissances au regard de l'évaluation et de l'intervention de l'apprenant dyslexique-dysorthographique francophone* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/500/506/c>

- Chapman, O.** (2022, August 19). *Closing presentation, Landscape of Hate Residency: 4th Space* [With J. Beier, **A., Brault**, N. Forrest, V. Mockler, C. Kuzyk, J.L. Cortés Santander, **V. Venkatesh**]. Concordia University.
- Chastenay, P.**, Maguelonne, G., **Potvin, P.**, Groleau, A., & **Carignan, M.-È.** (2022, 12 mai). *Cent ans de dialogue science et société : état des lieux et perspectives en culture et communication scientifiques et technologiques* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/enjeux-recherche/10/c>
- Chochard, Y., **Dubeau, A.**, Jutras-Dupont, C., & Beaulieu, M. (2022, May 13). *Formation professionnelle en milieu de travail : qualité des dispositifs offerts et effets pour les travailleurs formés, les formateurs et les employeurs* [Colloquium]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/500/526/c>
- Churchill, M., **Hassan, G.**, Kaleka, P., Kerzin, B., & Winegar Budge, S. (2022, September 20). *Addressing Barriers to Entry for Clinical Professionals* [Panel discussion]. Eradicate Hate Global Summit, Pittsburgh, PA.
- Cyr, S., Charland, P.,** & Dahane, D. (2022, 5 mai). La formation dans les Ecoles Normales d'Instituteurs (ENI) en Mauritanie. In *Améliorer l'enseignement dans les pays du G5 Sahel : Réflexions à partir d'une étude comparative de la formation initiale du personnel enseignant* [Symposium]. Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE) 9ième colloque international en éducation, Palais des congrès de Montréal.
- Dervishi, E., Ibrahim, S., Wiium, N., & **Miconi, D.** (2022, April). *Exploring gender differences of risky behavior patterns among adolescents during the Covid-19 pandemic* [Conference presentation]. Positive Youth Development in a Cross-national Perspective: "Bridging Research & Practice Cross-Nationally: A PYD Approach to Social Justice, online.
- Dion, E.,** Dupéré, V., & **Brodeur, M.** (2022, 11 mai). Diffuser par le biais d'un organisme à but non lucratif des activités d'enseignement dont l'efficacité est appuyée par des données probantes. L'expérience réussie de Randomistes. In *Comment faire pour que les résultats de la recherche trouvent écho dans les lieux d'enseignement?* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/enjeux-recherche/21/c>
- Dubeau, A.,** St-Germain, M., Boudrias, N., St-Aubin, T., & Pigeon Richer, M. (2022, 5 mai). Explorer les sentiers de l'insertion professionnelle avec son SAKADO : un programme d'accompagnement pour soutenir la persévérance dans la profession enseignante et la santé psychologique au travail. In *Accompagner et soutenir les futures personnes professionnelles en situation de formation et d'insertion dans les milieux d'éducation : exemples scientifiques, pratiques et collaboratifs* [Symposium]. Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE) 9ième colloque international en éducation, Palais des congrès de Montréal.

- Ducol, B., **Venkatesh, V.**, & Khosrokhavar, F. (2022, September 19). *Comprendere i nuovi fenomeni di radicalizzazione* [Round Table]. Prevenire la radicalizzazione. Modelli e strumenti in prospettiva multidisciplinare. Summer School, Università di Siena.
- Dupéré, V., **Dion, E.**, & **Borokhovski, E.** (2022, May 27). Méta-analyses sur la motivation intrinsèque et les renforcements. In I. Gauvin, S. Cyr, É. Dion, & K. Villeneuve (Chairs), *L'utilisation des renforcements en classe: un frein à la motivation intrinsèque?* [Journée d'étude]. Centre d'étude sur l'apprentissage et la performance, UQAM.
- Fernández Mira, P., Riuz Alonso Bartol, A., Dykstra, S., **Querrien, D.**, & Sánchez Gutiérrez, C. (2022, June 2). *Dealing with the unexpected: Spanish Language Learners' and Teachers' Experiences during the Emergency Online Transition* [Presentation]. CALICO annual conference, Seattle, WA.
- Fichten, C.**, & **Havel, A.** (2022, June 2). *Prepping for inclusion: Easy tips to make Office 365 and Zoom more accessible* [Talk]. SALTISE 11th Annual Conference, Montreal, QC. https://www.saltise.ca/wp-content/uploads/2022/05/May31_Program_SALTISE-2022_single-pages_v3.pdf
- Fichten, C.**, Jorgensen, M., **Havel, A.**, & Vo, C. (2022, March). *AI-based and mobile apps: Eight studies on post-secondary students* [Conference presentation]. 37th CSUN Assistive Technology Conference, Anaheim, CA. <http://docs.adaptech.org/Presentations/CSUN2022Fichten.pptx>
- Fichten, C.**, Jorgensen, M., **Havel, A.**, & Vo, C. (2022, March 14-18). *AI based and mobile apps: Six studies on post-secondary students* [Conference presentation]. 37th Annual CSUN Assistive Technology Conference, Anaheim, CA.
- Fortin, M., Vrignaud, A., **Venkatesh, V.**, & El-Hage, H. (2022, 5 mai). Polarisation sociales en contexte éducatif : quelles pistes de réflexion, d'intervention et d'action pour favoriser le vivre-ensemble? In *Pandémie, polarisation sociale et radicalisation violente en milieu scolaire : perceptions et expériences* [Symposium]. Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE) 9ième colloque international en éducation, Palais des congrès de Montréal.
- Fréchette-Simard, C. (2022, May 27). Enquête sur l'utilisation des systèmes d'émulation. In I. Gauvin, S. Cyr, É. Dion, & K. Villeneuve (Chairs), *L'utilisation des renforcements en classe: un frein à la motivation intrinsèque?* [Journée d'étude]. Centre d'étude sur l'apprentissage et la performance, UQAM (online).
- Galante, A.** (2022, May 14). Plurilingual pedagogy for decolonial learning: Lifting the voices of minoritized language users. In A. Galante (Chair), *Plurilingual pedagogies for empowerment and social justice: Language teachers and learners shifting power dynamics* [Paper presentation]. Canadian Association of Applied Linguistics conference, Online.

- Galante, A.** (2022, September 29). *Resisting monolingualism: Plurilingual and pluricultural identities in the city of Montreal* [Invited talk]. Forum on cultural identities, community and belonging, Université du Québec à Montreal.
- Galante, A.,** Kwon, J., & Casal, J. E. (2022, March 20). Finding a niche and standing out from the crowd. In *Finding your academic niche* [Invited workshop]. American Association for Applied Linguistics Graduate Student Council, Pittsburg, PA.
- Gauvin, I., Cyr, S., Dion, É., & Villeneuve, K.** (2022, May 27). *L'utilisation des renforcements en classe : un frein à la motivation intrinsèque?* [Journée d'étude]. Centre d'étude sur l'apprentissage et la performance, UQAM (online).
- Gauvin, I., Dion, E., Villeneuve, K., & Cyr, S.** (2022, 11 mai). *Comment faire pour que les résultats de la recherche trouvent écho dans les lieux d'enseignement?* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/enjeux-recherche/21/c>
- Gauvin, I., & Lemay, R.** (2022, 11 mai). Points de vue quantitatifs sur le métalangage employé par de futur.e.s enseignant.e.s de français langue d'enseignement. In *Enseignement et apprentissage de la grammaire : un état des lieux des recherches en didactique du français* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/500/536/c?ancre=23043>
- Gravel St-Pierre, A., Fréchette-Simard, C., & **Plante, I.** (2022, 10 mai). Exploration de l'impact potentiel des pratiques enseignantes sur l'anxiété de performance d'élèves de première secondaire selon le genre des enseignants et des élèves. In *Le côté obscur de la valorisation de la performance* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/500/504/c>
- Hassan, G.** (2022, March 24). *The way out of RWE: Intersecting empirical evidence with on ground intervention experience* [Invited presentation]. Talking about right-wing extremism experts symposium, Centre on Hate, Bias and Extremism (online).
- Hassan, G., & Brouillette-Alarie, S.** (2022, March 18). *Preventing violent extremism: Using a pan disciplinary approach* [Conference session]. Network for Strategic Analysis (NSA), Bishop's University. <https://ras-nsa.ca/event/preventing-violent-extremism-using-a-pan-disciplinary-approach/>
- Hassan, G., & Korn, J.** (2022, September 20). *Building Professional Standards for the Relevant Professions: Lessons Learned from Global Examples* [Panel discussion]. Eradicate Hate Global Summit, Pittsburgh, PA.
- Hassan, G.,** Ousman, S., & Kickland, P. (2022). *Challenges in multi-sectoral collaboration* [Conference session]. The McCain Institute - Prevention Practitioners Network Spring Symposium, online. <https://sites.google.com/view/ppnspringsymposium/schedule?authuser=0>
- Hémond, Y., Coulombe, C., Audet, F., **Arvais, O.,** Leroux, M.-P., Alalouf-Hall, D., & Savard, M.-C. (2022, mai 12). *La COVID-19 : quelles leçons apprises pour les organisations et le secteur humanitaire?* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/600/650/c>

- Husain, A., & Ridolfo, K. (2022, September 29). *Dress codes, social and political messages from medieval Spain to Bill 21* [In conversation with **Bradley Nelson**]. La semaine de découverte des musulmans/Muslim Awareness Week, Concordia University, Montreal, QC.
- Huynh, N., Bailes, S., Rizzo, D., Lavigne, G., Baltzan, M. D., Lin, S. M., **Libman, E., & Fichten, C.** (2022, May 14). *Treatment trajectory of OSA: From doctor recommendation to treatment choice* [Conference presentation]. American Academy of Dental Sleep Medicine (AADSM) 2022 meeting, Dallas, TX.
- Inguglia, C., Moscardino, U., Musso, P., Ceccon, C., **Miconi, D., & Rousseau, C.** (2022, 5 mai). Psychological Correlates of Sympathy for Violent Radicalization (SVR) Among Italian College Students in Times of COVID-19. In *Pandémie, polarisation sociale et radicalisation violente en milieu scolaire : perceptions et expériences* [Symposium]. Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE) 9^{ième} colloque international en éducation, Palais des congrès de Montréal.
- Lalonde, M., & Blanchette, K.** (2022, May 3). *Réalité virtuelle et réalité augmentée en éducation artistique : Perspectives de développement des compétences numériques et multimodales chez les enseignants et les apprenants au secondaire* [Conference presentation]. Colloque sur la recherche en enseignement des arts visuels 2022, online.
- Lalonde, M., & Wuyckens, G.** (2022, 5 mai). *Pensée-design : intégrer l'innovation pédagogique dans les contenus de la formation en enseignement des arts et des technologies* [Communication orale]. Art et culture, Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE) 9^{ième} colloque international en éducation, Palais des congrès de Montréal.
- Lalonde, M., Wuyckens, G., & Blanchette, K.** (2022, 11 mai). Le transfert des connaissances comme pratique intégrée et itérative dans le processus méthodologique de la recherche design en éducation. In *Comment faire pour que les résultats de la recherche trouvent écho dans les lieux d'enseignement?* [Colloque]. 89^e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/enjeux-recherche/21/c>
- Lapointe, R., **Plante, I., & Marin, M.-F.** (2022, 10 mai). Mieux comprendre la performance aux épreuves à enjeux élevés de mathématiques et de français des élèves de 6^e année du primaire : le rôle des déterminants individuels. In *Le côté obscur de la valorisation de la performance* [Colloque]. 89^e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/500/504/c>
- Lecours, V., **Plante, I.,** Chaffee, K. E., & Fréchette-Simard, C. (2022, 10 mai). Comprendre les relations divergentes entre le perfectionnisme, le rendement scolaire et les comportements intériorisés : le rôle de l'anxiété de performance. In *Le côté obscur de la valorisation de la performance* [Colloque]. 89^e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/500/504/c>

- Lepine, V., Paganelli, C., David, M., & **Carignan, M.-È.** (2022, June 8-9). *Communication et santé : enjeux d'information et désinformation* [Colloquium]. 8ième édition des rencontres scientifiques universitaires, Montpellier-Sherbrooke. <https://montpellier-sherbrooke-2022.fr/ateliers-scientifiques>
- Maltais, M., **Brodeur, M.**, Boudreau, V., & Lecavalier, H. (2021, 11 mai). Institut National d'Excellence en Éducation : état de la question et perspectives. In *Comment faire pour que les résultats de la recherche trouvent écho dans les lieux d'enseignement?* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/enjeux-recherche/21/c>
- Mekki-Berrada, A.** (2022, November 4). Islamophobie (pseudo-)savante et médiatique: quelques résultats préliminaires. In A. Mekki-Berrada, C. Rousseau, & V. Venkatesh (Chairs), *Islamophobie savante et médiatique: Définitions et repères historiques* [Panel plénier]. Colloque Islamophobie pseudo-savante et médiatique: Regards croisés Canada-Europe, Université Laval.
- Mekki-Berrada, A.**, Arêas, C., Mapril, J., Brant, A., Ventura, H., & Costa, T. (2022, June 9). *The Issue of Islamophobia in Portugal* [Panel discussion]. Media and Scholarly Islamophobia: a transnational study of discourses and their impact, Research Centre for Communication and Culture, Lisbon, Portugal (online). <https://fch.lisboa.ucp.pt/events/issue-islamophobia-portugal-65281>
- Mekki-Berrada, A.**, **Rousseau, C.**, & **Venkatesh, V.** (2022, November 4). *Colloque sur Islamophobie pseudo-savante et médiatique: Regards croisés Canada-Europe* [Organization of the colloquium]. Université Laval.
- Miconi, D.** (2022, 5 mai). Pandémie, polarisation sociale et radicalisation violente en milieu scolaire: perceptions et expériences. In *Pandémie, polarisation sociale et radicalisation violente en milieu scolaire : perceptions et expériences* [Symposium]. Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE) 9ième colloque international en éducation, Palais des congrès de Montréal.
- Miconi, D.** (2022, 5 mai). *Pandémie, polarisation sociale et radicalisation violente en milieu scolaire : perceptions et expériences* [Symposium]. Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE), 9ième colloque international en éducation, Palais des congrès de Montréal.
- Miconi, D.** (2022, 10 mai). Préférence pour les interactions sociales en ligne et soutien à la radicalisation violente: Le rôle de la dépression, du soutien social et de l'identité collective. In *La question du lien et de l'attachement en santé mentale : penser l'actualité des modalités relationnelles en contexte* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/400/465/c?ancre=21890>

- Miconi, D.,** Guenat, C., & **Rousseau, C.** (2022, 5 mai). Sens de la vie, vision du futur et soutien à la radicalisation violente chez les jeunes cégépiens au Québec pendant la pandémie de COVID-19. In *Pandémie, polarisation sociale et radicalisation violente en milieu scolaire : perceptions et expériences* [Symposium]. Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE) 9^{ième} colloque international en éducation, Palais des congrès de Montréal.
- Miconi, D.,** Li, X., Mustapha, N., **Venkatesh, V.,** & Beier, J. (2022, September 14). *Discriminations, conflits sociaux et polarisations en temps de crise : sources de souffrance et/ou de transformation ?* [Workshop]. Forum La communauté au cœur : dialogue autour des initiatives et des pratiques durant la pandémie, Montreal, QC.
- Morin, D.** (2022, April 20). *La montée de l'extrémisme de droite en Occident* [Symposium presentation]. Extremism and the armed forces, CÉGEP Édouard-Montpetit (online).
- Morin, D.** (2022, June 8). *Les grandes découvertes de l'UdeS* [Presentation]. BistroBrain, Granada Theatre, Université de Sherbrooke.
- Morin, D., Carignan, M.-È.,** Daxhelet, M.-L., & Bédard, S. (2022, 5 mai). Les jeunes canadiens et l'adhésion aux théories conspirationnistes. In *Pandémie, polarisation sociale et radicalisation violente en milieu scolaire : perceptions et expériences* [Symposium]. Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE) 9^{ième} colloque international en éducation, Palais des congrès de Montréal.
- Ngov, C., **Miconi, D.,** & **Rousseau, C.** (2022, 5 mai). Et si on parlait de racisme? Un outil pour mener en classe un échange rassembleur autour du racisme. In *Pandémie, polarisation sociale et radicalisation violente en milieu scolaire : perceptions et expériences* [Symposium]. Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE) 9^{ième} colloque international en éducation, Palais des congrès de Montréal.
- O'Brian, D., McGray, R., Jaffri, N., & **Venkatesh, V.** (2022, February 8). *Civil Society Responses* [Webinar]. Hating on Social Media Symposium, Ontario Tech University Centre on Hate, Bias and Extremism (online). <https://socialscienceandhumanities.ontariotechu.ca/centre-on-hate-bias-and-extremism/events/hating-on-social-media-symposium/index.php>
- Pariser, D.** (2022, March 3). *Opening conversations: Research in art education today and a look to the future* [Panel Discussion]. National Art Education Association Conference, New York, NY.
- Pariser, D.** (2022, March 4). *Distinguished fellows mentoring session II* [Presentation]. National Art Education Association Conference, New York, NY.
- Pariser, D.,** Black, J., **Castro, J. C.,** Grauer, K., Cann, S., Chaput, T. V., & Lum, A. (2022, May 17). *The investigation of youth creative social media practices in digital visual learning networks* [Roundtable]. Digital Futures symposium at the Canadian Society for the Study of Education annual conference, online.

- Plante, I.** (2022, May 27). Contexte relationnel et renforcement social. In I. Gauvin, S. Cyr, É. Dion, & K. Villeneuve (Chairs), *L'utilisation des renforcements en classe: un frein à la motivation intrinsèque?* [Journée d'étude]. Centre d'étude sur l'apprentissage et la performance, UQAM (online).
- Plante, I.,** Bérubé-Deschênes, N., & Lecours, V. (2022, 10 mai). *Le côté obscur de la valorisation de la performance* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/500/504/c>
- Querrien, D.,** Sánchez Gutiérrez, C., Ruiz Alonso Bartol, A., Fernández Mira, P., & Ortega Perez, A. (2022, 9 mai). Formation aux pratiques qualitatives à distance et en contexte de crise : le cas d'une équipe internationale suite à la transition d'urgence en ligne 2020. In *Former et se former en recherche qualitative : pratiques et enjeux en tension* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/enjeux-recherche/11/c?ancre=21637>
- Rousseau, C.** (2022, December 6). *La radicalisation violente au Québec : Enfants, familles, communauté Santé publique* [Présentation].
- Rousseau, C.** (2022, November 25). *Polarisation sociale, extrémisme violent et INTERVENTION CLINIQUE : Enjeux pour la protection des jeunes* [Présentation]. DPJ, Montréal, Qc.
- Rousseau, C.** (2022, November 24). *Working with race and racism in the clinical encounter* [Présentation]. McGill Seminar Series: Social Determinants of Health and Anti-racist Pedagogy and Practice, Department of psychiatry, McGill, Montreal, QC.
- Rousseau, C.** (2022, November 22). *The Polarization team: Clientele and risk assessment challenges* [Training]. Public Safety,
- Rousseau, C.** (2022, November 18). *The Polarization team: Clientele and risk assessment challenges* [Présentation]. Psychiatry Grand Rounds, McGill University.
- Rousseau, C.** (2022, October 21). *Tempêtes sociales et asile : quelle protection pour les enfants?* [Colloque scientifique]. International ÉRIFARDA (Équipe de Recherche Interdisciplinaire sur les Familles Réfugiées et Demandeuses d'Asile), UdeM, Montréal QC.
- Rousseau, C.** (2022, October 18). *The social determinants of migrant and refugee children's mental health: Grounding advocacy and care* [Présentation]. Annual meeting of the American Academy of Child & Adolescent Psychiatry (AACAP), Toronto, ON.
- Rousseau, C.** (2022, September 22). *Vivre ensemble dans des contextes de polarisation sociale: vulnérabilité et résilience dans la communauté universitaire* [Présentation]. Extremism, populism and conspiracy theories: the impacts of the pandemic on democracy, CEFIR, Cégep Edouard-Montpetit.
- Rousseau, C.** (2022, September 15). *Démocratie et pandémie* [Présentation]. Forum La communauté au cœur : dialogue autour des initiatives et des pratiques durant la pandémie, Montréal QC.

- Rousseau, C.** (2022, September 14). *Mot d'introduction et panel d'ouverture (Thème 1 : Pandémie, inégalités et démocratie)* [Presentation]. Forum La communauté au cœur : dialogue autour des initiatives et des pratiques durant la pandémie, Montreal, QC.
- Rousseau, C.** (2022, June 30). *Conformity and rebellion in troubled times: What if alternative truths are protective?* [Presentation]. Advanced Study Institute in Cultural Psychiatry, Montreal, QC.
- Rousseau, C.** (2022, June 28). *Evidence, social myths and institutional communications: what place for dialogue?* [Presentation]. Advanced Study Institute in Cultural Psychiatry, Montreal, QC.
- Rousseau, C.** (2022, June 28). *Conformity and rebellion in troubled times: What if alternative truths are protective?* [Presentation]. Advanced Study Institute in Cultural Psychiatry, Montreal, QC.
- Rousseau, C.** (2022, June 3). *Parler de racisme systémique et santé mentale au Québec : Une introduction* [Presentation]. AMPQ Association des médecins psychiatres du Québec, Montreal, QC.
- Rousseau, C.** (2022, April 26). *Etre à risque ou constituer un risque : accueillir les réfugiés en temps difficiles – La santé mentale des personnes réfugiées ayant connu la guerre* [Presentation]. CIUSSS de l'Est de l'île de Montréal, Montreal, QC.
- Rousseau, C.** (2022, April 1). *Résilience des enfants et des jeunes en temps de Covid-19* [Presentation]. FMOQ Fédération des médecins Omnipraticiens du Québec, Montreal, QC.
- Rousseau, C.,** Liu, J., Monnais, L., & Pierre, A. (2022, September 14). *Mot d'introduction et panel d'ouverture (Thème 1 : Pandémie, inégalités et démocratie)* [Panel discussion]. Forum La communauté au cœur : dialogue autour des initiatives et des pratiques durant la pandémie, Montreal, QC.
- Rousseau, C., & Miconi, D.** (2022, June 30). *Conformity and rebellion in troubled times: What if alternative truths are protective?* [Conference session]. Advanced Study Institute in Cultural Psychiatry, Montreal, QC.
- Rousseau, C., Miconi, D., & Ouimet, S.** (2022, September 22). *Vivre ensemble dans des contextes de polarisation sociale: vulnérabilité et résilience dans la communauté universitaire* [Symposium presentation]. Extremism, populism and conspiracy theories: the impacts of the pandemic on democracy, CEFIR, Cégep Edouard-Montpetit.
- Salinas, P. (2022, September 27). *El mar en la representación cinematográfica de la migración interna en el Perú* [Symposium organized by **B. Nelson**]. De Gregorio a La teta asustada, Concordia University.
- Santavicca, T., **Rousseau, C.,** Vanier-Clément, A., Dubé, È., Monnais, L., & Quach Thanh, C. (2022, 5 mai). Protéger le bien-être des enfants et des adolescents : apaiser les tensions vaccinales autour des écoles. In *Pandémie, polarisation sociale et radicalisation violente en milieu scolaire : perceptions et expériences* [Symposium].

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- Sauvaire, M., Tremblay, O., Sénéchal, K., **Gauvin, I.**, & St-Onge, S. (2022, 11 mai). *Des récits en didactique du français* [Colloque]. 89^e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/500/518/c>
- Trofimovich, P.** (2022, May). *Second language comprehensibility: What we know and where we go from here?* [Plenary talk]. EPIP7 English Pronunciation: Issues & Practices conferences, Université Grenoble Alpes, Grenoble, France.
- Venkatesh, V.** (2022, May 4). *Pédagogie sociale pour bâtir une résilience durable avec les communautés marginalisées* [Keynote address]. RUNED 22: Enjeux politiques, sociaux et économiques du design aux usages, Université du Québec à Montréal. <https://runed22.sciencesconf.org/resource/page/id/6>
- Venkatesh, V.** (2022, November 21). *Reducing the risks from emerging and re-emerging zoonotic epidemics and pandemics* [Breakout Group Participant]. G7 Research Summit | One Health, Lake Louise, AB. <https://rsc-src.ca/en/events/g7-research-summit-one-health>
- Venkatesh, V.** (2022, October 28). *Addressing hate speech through education* [Panel presentation]. Education as a prevention tool: fighting hate speech, promoting digital citizenship, Expert meeting, UNESCO, United Nations Office on Genocide Prevention and the Responsibility to Protect.
- Venkatesh, V.** (2022, September 20). *Social Pedagogy as a frame to magnify narratives of resilience in an age of polarization: Theoretical and practical implications from the international initiatives of Project SOMEONE* [Invited presentation]. Prevenire la radicalizzazione. Modelli e strumenti in prospettiva multidisciplinare. Summer School, Università di Siena.
- Venkatesh, V.** (2022, September 24). *Discussing and debating sensitive topics: Leveraging arts-based and socio-pedagogical practices in an era of polarisation* [Experiential laboratory]. Prevenire la radicalizzazione. Modelli e strumenti in prospettiva multidisciplinare. Summer School, Università di Siena.
- Venkatesh, V.**, Harb, R., & Hijri, J. (2022, November 4). *Analyse de quotidiens québécois francophones et anglophones au sujet de l'islamophobie (2010-2020)*. In A. Mekki-Berrada, C. Rousseau, & V. Venkatesh (Chairs), *Médias traditionnels et tendances islamophobes en Belgique et au Québec* [Panel discussion]. Colloque sur l'islamophobie pseudo-savante et médiatique: Regards croisés Canada-Europe, Université Laval.
- Venkatesh, V.**, Jalongo, A.-G., & Landry, N. (2022, March 23). *Comment sensibiliser les acteurs scolaires aux inégalités numériques et à l'importance de l'équité numérique? Comment réduire les inégalités observées?* [Invited expert]. Le centre de transfert pour la réussite éducative du Québec (CTREQ), online. http://conference.ctreq.qc.ca/pdfconf/texte-preparatoire_vivek-venkatesh/

- Venkatesh, V.**, Mockler, V., Kapo, L. T., & Detière-Venkatesh, M. (2022, July 29). Interactive Arts Expression Workshop – Youth Focus [Interactive workshop]. National Black Canadians Summit, Halifax, NS. <https://www.blackcanadiansummit.ca/halifax-2022>
- Venkatesh, V.**, Montgomery, A. S., **Scrivens, R.**, Gaudette, T., St. Laurent, M.-R., Panchacharam, R., Bérubé, M., & **Arvisais, O.** (2022, March 24). *Former right-wing extremists' accounts of their scholastic experiences: Pluralism as a primary prevention tool for disaffected and vulnerable youth* [Invited presentation]. Talking about right-wing extremism experts symposium, Centre on Hate, Bias and Extremism (online).
- Venkatesh, V.**, Richardson, J., Engel, L., & Kwaje, N. (2022, October 28). *Education as a prevention tool: Fighting hate speech, promoting digital citizenship* [Symposium presentation]. Symposium international sur la démocratie, la citoyenneté mondiale et l'éducation transformatrice, Chile (online).
- Vincent, C., **Plante, I.**, & Chaffee, K. E. (2022, 10 mai). Le côté obscur de la valorisation du perfectionnisme au doctorat : le rôle médiateur de la perception de compétence en recherche sur la santé psychologique des doctorant.e.s. In *Le côté obscur de la valorisation de la performance* [Colloque]. 89e Congrès de l'Acfas, en ligne. <https://www.acfas.ca/evenements/congres/programme/89/500/504/c>
- Vinuesa, V., Dembélé, M., Kyélem, M., **Charland, P.**, & **Cyr, S.** (2022, 5 mai). *Améliorer l'enseignement dans les pays du G5 Sahel : Réflexions à partir d'une étude comparative de la formation initiale du personnel enseignant* [Symposium]. Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE) 9ième colloque international en éducation, Palais des congrès de Montréal.
- Vivegnis, I., Therriault, G., Araujo-Oliveira, A., & **Charland, P.** (2022, 5 mai). Soutien au développement professionnel continu des enseignants novices au regard de l'articulation croyances-pratiques : un dispositif d'accompagnement par et pour des conseillers pédagogiques. In *Développement professionnel des formateurs en enseignement : quels dispositifs ? quels accompagnements ?* [Symposium]. Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE) 9ième colloque international en éducation, Palais des congrès de Montréal.

WORKSHOPS & OTHER ACTIVITIES (30)

- Arcuri, R., Vo, C., Vasseur, A., Harvison, M., & **Fichten, C.** (2022). *Browser extensions that can help post-secondary students with disabilities* [Information resource]. Adaptech Research Network. <https://adaptech.org/wp-content/uploads/Web-extensions-for-students-with-disabilities2022August12.xlsx>
- Arcuri, R., Vo, C., Vasseur, A., Harvison, M., & **Fichten, C.** (2022). *Des extensions de navigateur qui peuvent aider les étudiants en situation de handicap de niveau postsecondaire* [Information resource]. Adaptech Research Network. <https://adaptech.org/fr/wp-content/uploads/sites/2/FrenchWebExtensionsEtudiantsUniversitairesEnSituationDeHandicapFINAL.xlsx>
- Beier, J., & **Chapman, O.** (2022, April 26-27). *Landscape of Hope Research-Creation and Electronic Music Workshops and Performance* [Workshop and performance]. Part of the “Ways of Knowing,” “Cultures of Consent” and “Anti-Racism” Summit series, Bennett Centre, Edmonton, AB.
- Beier, J., **Chapman, O.**, & Kuzyk, C. (2022, March 21-22). *Landscape of Hope Sound Workshops* [Workshop]. Part of the “Ways of Knowing” and “Anti-Racism” Summit series, Bennett Centre, Edmonton, AB.
- Chang-Kredl, S.** (2022, June 2). *Language Arts and Children’s Play* [Workshop for K-2 teachers from local school boards]. Funded by the Quebec Ministry of Education, Montreal, QC.
- Chang-Kredl, S.** (2022, March). *Teaching kindergarten through play* [Workshop]. Directors of English Education Network, Montreal, QC.
- Collège Ahuntsic. (2022, May 31). *Je te vois, je t’entends, je t’écoute* [Interactive learning tool, partially funded by **Project Someone**]. <http://bit.ly/39kE2Wm>
- Fichten, C., Havel, A.,** & Iravani-Manesh, G. (2022, October 12). *Not disabled, just differently-abled – How to ensure that all of your students are thriving in your class!* [Invited workshop]. Vanier Pedagogical Day, Montreal, QC.
- Galante, A.** (2022, March 14). *Plurilinguismo, translinguagem, e educação crítica de língua: Perspectivas na prática* [Workshop]. Grupo de Estudos Críticos e Avançados em Linguagens (GECAL), Universidade de Brasília. Brasília, Brazil (online).
- Galante, A.** (2022, March 16). *Oral presentation skills workshop* [Workshop]. Education Graduate Students’ Society (EGSS) Conference, Montreal, QC (online).
- Galante, A.** (2022, May 11). *Didactique du plurilinguisme : What is it? Why is it relevant in French language programs in Ontario? Why now?* [Professional Development for FSL Educators]. Peel District School Board, Toronto, Canada (Online).
- Galante, A.,** Chiras, M., dela Cruz, J. W. N., & Zeaiter, L. F. (2022). *Plurilingual guide: Implementing critical plurilingual pedagogy in language education* [Open Access E-book]. Plurilingual Lab Publishing. https://www.mcgill.ca/plurilinguallab/files/plurilinguallab/plurilingual_guide.pdf

- Hassan, G.** (2022, September 21). *Invited speaker* Christchurch Call to Eliminate Terrorist & Violent Extremist Content Online - Leaders Summit, New York, NY. <https://www.christchurchcall.com/>
- Hassan, G.**, Brouillette-Alarie, S., & CPN-PREV. (2022). *What are the outcomes of tertiary prevention programs in the field of violent radicalization? A systematic review* [Pamphlet for Practitioners, Researchers, and Decision Makers]. <https://t.co/ak6kUCzyXt>
- Hassan, G.**, Brouillette-Alarie, S., & CPN-PREV. (2022). *Quelles sont les retombées des programmes de prévention tertiaire de la radicalisation violente? Une revue systématique* [Dépliant pour les praticien.ne.s, les chercheur.se.s, et les décideur.se.s]. <https://t.co/s3k8WtdQFy>
- Hassan, G.**, & CPN-PREV. (2022, February 14). *Recommandations pour praticien.ne.s: programmes de prévention primaire et secondaire* [Video]. <https://www.youtube.com/watch?v=Fm-BbShD09s>
- Havel, A.**, **Fichten, C.**, & Jorgensen, M. (2022, January 12). *10 easy things you can do to make your course more accessible to students with disabilities* [Invited presentation]. Intercollegiate Ped Days, Montreal, QC.
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STUDENT SUPERVISION

STUDENTS – POSTDOCTORAL SUPERVISION (10)

- Beier, J. (2022-2024). *Landscape of Hope – Horizon Postdoctoral Fellowship* [Total value of award \$110,000, co-supervised by **V. Venkatesh** and **O. Chapman**]. Concordia University.
- Bordeleau, M.-L. (In Progress). *Narration groupale et trauma* [Postdoctoral fellowship, supervised by **C. Rousseau**]. McGill University.
- Chaffee, K. E. (In Progress). *Math is for boys, language is for girls: How parents' gender stereotypes affect students' education* [Postdoctoral fellowship, supervised by **I. Plante**]. Université du Québec à Montréal (UQAM).
- Clermont-Dion, L. (2022-2023). *Je t'écoute – A Landscape of Hope podcast series – Postdoctoral Research Associate* [Total value of award \$60,000, co-supervised by **O. Chapman** & **V. Venkatesh**]. Concordia University.
- Frounfelker, R. (In Progress). *The determinants of sympathy for violent radicalization : a meta analysis* [Postdoctoral fellowship, supervised by **C. Rousseau**]. McGill University.
- Kapo, L. T. (2021-2022). *Project SOMEONE community consultant* [Postdoctoral Research Associate, total value of award \$40,000, supervised by **V. Venkatesh**]. Concordia University.
- Rizzo, D. (In Progress). *Sleep, driving and OSA* [Postdoctoral fellow, Group supervision including **C. Fichten**]. McGill University.
- Rodriguez Burgos, J. C. (In Progress). *Project teaching and learning pronunciation: Speech technologies* [Visiting scholar, Universidad de Quintana Roo - Mexico; supervised by **W. Cardoso** (funded by Mexican government)]. Concordia University.
- St-Laurent, M.-R. (2020-2022). *Studying extremist narratives in underground cultural scenes* [SSHRC Postdoctoral Fellowship, total award value \$90,000, supervised by **V. Venkatesh**]. Concordia University.
- Zoldan, Y. (In Progress). *Evaluation of a training program for cultural competence* [Postdoctoral fellowship, supervised by **C. Rousseau**]. McGill University.

STUDENTS – PHD SUPERVISION, DISSERTATIONS DEFENDED (3)

- Ghandour, Y. (2022). *Teacher and director beliefs about their simultaneous implementation of the Montessori method and Quebec's educational programme* [Doctoral dissertation, supervised by **S. Chang-Kredl**]. Concordia University.
- Moussally, S. (2022). *The use of personal assistants (speaking robots) in second/foreign language learning* [Doctoral dissertation co-supervised by **W. Cardoso** and **S. Kennedy**]. Concordia University. Montreal, QC.
- Reid, E. (2022). "We're ill-equipped!" – *Considering the role of critical religious literacy in Canadian teacher education programs* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University.

STUDENTS – PHD SUPERVISION (113)

- Abdul-Rahman, I. (In Progress). *Les facteurs de changement dans la thérapie de personnes ayant un vécu de violence familiale dans l'enfance* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Affes, A. (In Progress). *Age effects on the acquisition of French as a second language pronunciation by Arabic-speaking children* [Doctoral dissertation, co-supervised by **W. Cardoso**]. Concordia University. INDI Program (Tunisia-Canada partnership). Montreal, QC.
- Aidi, L. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **B. J. Nelson**]. Concordia University.
- Aillon, J.-L. (In Progress). *Le malaise des adolescents dans un contexte de globalisation* [Doctoral dissertation, co-supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Albanese, C. (In Progress). *Processus migratoires et santé mentale : Une étude de l'alcoolisme chez les immigrants et réfugiés salvadoriens à Montréal* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Alves, T. B. (In Progress). *An evaluation of text-to-speech synthesizers for the foreign language classroom* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Ang, W. (In Progress). *Intercultural training approaches* [Doctoral dissertation, co-supervised by **C. Rousseau**]. McGill University.

- Argentino, M.-A. (In Progress). *Digital Ideologies: The Rise of the QAnon Conspiracy Theory as an Ideologically Motivated Violent Extremism Threat* [Doctoral dissertation, supervised by **A. Gagné**]. Concordia University. Montreal, QC.
- Assel, K. (In Progress). *Evaluation of the cultural formulation interview* [Doctoral dissertation, co-supervised by **C. Rousseau**]. McGill University.
- Auclair, A. (in progress). *Rôle du mécanisme d'inhibition dans l'apprentissage des concepts de base en mathématiques des élèves en début de parcours scolaire* [Doctoral dissertation, supervised by **S. Masson**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Baba, N. (In Progress). *The Uprising of Women in the Arab world: the use of the web and Facebook for the empowerment of women* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Barisé, A. (In Progress). *Towards an anti-racist black plurilingual pedagogy in Canadian language education* [Doctoral dissertation, supervised by **A. Galante**]. McGill University.
- Bate, D. (In Progress). *Audio streaming* [Master's thesis, supervised by **O. Chapman**]. Concordia University.
- Beaulieu, M. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM). Montréal, QC.
- Bissonnette, M. (In Progress). *Scientific literacy at the secondary level: Adding a peer-review step to scientific inquiry interventions* [Doctoral dissertation, supervised by **P. Potvin & P. Chastenay**]. Université du Québec à Montréal (UQAM).
- Blanchette-Sarrasin, J. (in progress). *Effets d'un enseignement du concept de neuroplasticité sur la mobilisation du contrôle inhibiteur et sur la performance à une tâche en mathématiques chez des élèves en difficulté d'apprentissage* [Doctoral dissertation, supervised by **S. Masson**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Bodea, A. (In progress). *Topic not yet defined* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.
- Brault Foisy, L.-M. (in progress). *Effets de deux interventions pédagogiques en lecture sur les processus de recyclage neuronal de lecteurs novices* [Doctoral dissertation, co-supervised by **S. Masson** and **M. Riopel**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Brito, J. (In Progress). *TBD on Biblical Interpretation of Paul's Letter to the Galatians* [Doctoral dissertation, supervised by **A. Gagné**]. Concordia University: Department of Religions and Cultures.
- Bruyère, M.-H. (in progress). *Topic not yet defined* [Doctoral dissertation, supervised by **P. Potvin**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Budd, J. (In Progress). *Learning disabilities, technologies, and quality of life* [Doctoral dissertation, co-supervised by **C. Fichten**]. McGill University. Montreal, QC.

- Campbell, H. (In Progress). *TBD on the Prosperity Gospel* [Master's thesis, supervised by **A. Gagné**]. Concordia University: Department of Theological Studies. Montreal, QC.
- Cann, S. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J.C. Castro**]. Concordia University.
- Chacon Valdez, Y. (in progress). *L'influence du soutien parental sur la persévérance et la réussite scolaire des élèves issus de l'immigration en mathématiques et sciences* [Doctoral dissertation, co-supervised by **I. Plante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Chalupa, A. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Chen, T.-H. (In Progress). *The effectiveness of task repetition* [Doctoral dissertation, Education with a specialization in Applied Linguistics, supervised by **Kim McDonough**]. Concordia University. Montreal, QC.
- Chiras, M. (2022). *Hands tied: Institutional discourses about language and writing for multilingual students in English colleges in Quebec* [doctoral dissertation, supervised by **A. Galante**]. McGill University. Montreal, QC.
- Chung, R. (In Progress). *Input variation and the learning of French as a second language* [Doctoral dissertation, co-supervised by L. Collins and **W. Cardoso**]. Concordia University. Montreal, QC.
- Colannino, D. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **S. Chang-Kredl**]. Concordia University.
- Cyr, G. (in progress). *L'intégration de la diversité sexuelle dans l'enseignement des sciences au secondaire* [Doctoral dissertation, supervised by **M. Riopel**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Das, S. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **V. Venkatesh**]. Concordia University. Education. Montreal, QC.
- de Souza, A. M. (In Progress). *La pertinence de la coda miroir en tant qu'objet phonologique* [Doctoral dissertation, co-supervised by **W. Cardoso**]. Université du Québec à Montreal. Montreal, QC.
- dela Cruz, J. W. (In Progress). *From assimilation to integration: Legitimizing immigrant learners' plurilingualism through linguistically inclusive Canadian Second Language Policy and education* [Doctoral dissertation, supervised by **A. Galante**]. McGill University. Montreal, QC.
- Doyon, N. (In Progress). *Who is speaking? Can we listen to the voices of marginalised youth and collaborate with them to combat discrimination?* [Doctoral dissertation, supervised by **D. Pariser**]. Concordia University.
- Farran, C. (In Progress). *La perception du diagnostic et de la médication des enfant souffrant de TDAH par des parents issus de minorités ethniques et culturelles* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).

- Faucher, J. (In Progress). *The Picaresque and promoting being* [Doctoral dissertation, supervised by **B. Nelson**]. Concordia University. Montreal, QC.
- Forget, B. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J. C. Castro**]. Concordia University. Montreal, QC.
- Fréchette-Simard, C. (In Progress). *Rôle de l'anxiété de performance dans la qualité de la transition du primaire au secondaire chez les filles et les garçons* [Doctoral dissertation, supervised by **I. Plante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Frissen, T. (In Progress). *The determinants of sympathy for violent radicalization: a meta analysis* [Doctoral dissertation, advised by **C. Rousseau**]. McGill University. Montreal, QC.
- Goldsberry, C. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J.C. Castro**]. Concordia University.
- Greer, G. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J. C. Castro**]. Concordia University. Montreal, QC.
- Griffiths, E. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **S. Kennedy**]. Concordia University. Montreal, QC.
- Grimshaw, J. (In Progress). *Speech technologies in second/foreign language learning* [Doctoral dissertation, co-supervised by **W. Cardoso** and L. Collins]. Concordia University. Montreal, QC.
- Hamed, H. (In Progress). *Topic not yet defined* [Doctoral dissertation, co-supervised by **S. Kennedy**]. Concordia University. Montreal, QC.
- Harb, R. (In Progress). *Philosophy of adult education* [Doctoral dissertation, co-supervised by **V. Venkatesh** and **S. Chang-Kredl**]. Concordia University. Individualized. Montreal, QC.
- Hendry, C. (In Progress). *The effects of instruction on the L2 acquisition of Mandarin tones* [Doctoral dissertation, co-supervised by **W. Cardoso** and L. Collins]. Concordia University. Montreal, QC.
- Hould, E. (In Progress). *Appropriation et mise en application des connaissances en neuroéducatives par les enseignants en danse* [Doctoral dissertation, supervised by **S. Masson**]. Université du Québec à Montréal.
- Jackson, S. (In Progress). *The problem with English /h/: Its perception, production and pedagogy* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Jandaly, A. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **S. Chang-Kredl**]. Concordia University.
- Javaherpour, A. (In Progress). *Teaching critical judgment through financial literacy* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University. Montreal, QC.
- Johnson-Lafleur, J. (In Progress). *Using electronic knowledge resources for person-centered medicine* [Doctoral dissertation, supervised by **C. Rousseau**]. McGill University. Montreal, QC.

- Jutras-Dupont, C. (In Progress). *Influence de l'approche pédagogique sur la motivation et la réussite scolaires des élèves de la formation professionnelle* [Doctoral dissertation, co-supervised by **A. Dubeau & I. Plante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Karuna, E. (In Progress). *Creative expression and identity in refugee children* [Doctoral dissertation, co-supervised by **G. Hassan & C. Rousseau**]. McGill University.
- Khyar, R. (In Progress). *Intégration et santé à long terme des réfugiés Syriens* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Khyar, R. (In Progress). *Le parcours de travail des réfugiés Syriens* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Labrie, M.-P. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J. C. Castro**]. Concordia University. Montreal, QC.
- Lacombe Barrios, J. (In Progress). *Création et validation d'un test évaluant la conscience morphologique chez les enfants québécois du primaire* [Doctoral dissertation, co-supervised by **N. Chapleau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Lapierre, C. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **S. Kennedy**]. Concordia University. Montreal, QC.
- Lapierre, H. G. (in progress). *Étude de l'enseignement apprentissage dans un système tutoriel émotionnellement et cognitivement intelligent* [Doctoral dissertation, supervised by **P. Charland**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Lavoie, L. (In Progress). *La création d'un projet commun comme espace transitionnel et l'expérience de l'altérité qu'elle implique chez les adolescents : une initiative de prévention des polarisations* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Lebrun, A. (In Progress). *Évaluation du service de consultation interculturelle en centre jeunesse* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Lecours, V. (In Progress). *L'impact de la pression parentale sur l'anxiété de performance et la certitude du choix de carrière à la fin du secondaire* [Doctoral dissertation, supervised by **I. Plante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Lindberg, R. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by P. Trofimovich]. Concordia University.
- Liu, C. (In Progress). *TBLT and L2 pragmatics* [Doctoral dissertation, Education with a specialization in Applied Linguistics, supervised by **Kim McDonough**]. Concordia University. Montreal, QC.
- Long, N. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J. C. Castro**]. Concordia University. Montreal, QC.

- Loumakis, S. (In Progress). *TBD on Christian Conflict and the Rwandan Genocide* [Doctoral dissertation, supervised by **A. Gagné**]. Concordia University: Department of Religions and Cultures.
- Lyonnais-Lafond, G. (In Progress). *Living together in Challenging times: the predictors of violent radicalizations among college youth in Canada* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- MacDonald, N. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J. A. Corrigan**]. Concordia University.
- Maclean, T. (In Progress). *Epistemic democracy and music education* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University. Montreal, QC.
- Marec, C. É. (In Progress). *Les enseignants du primaire face à l'enseignement de la science et de la technologie : analyse de leur sentiment de compétence et de leur attitude envers l'enseignement des S&T sous l'angle de leur rapport au savoir* [Doctoral dissertation, co-supervised by **P. Potvin & P. Chastenay**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Mehpidou, D. (In Progress). *L2 Writing via speech recognition (preliminary)* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Miceli, C. (In Progress). *Imaging the self onto Christ: The (futile) quest for the face of Jesus* [Doctoral dissertation, supervised by **A. Gagné**]. Concordia University: Department of Religions and Cultures. Montreal, QC.
- Molano Nino, N. Y. (In Progress). *Pratiques pédagogiques en ERE* [Doctoral dissertation, co-supervised by **P. Charland**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Naweed, O. (In Progress). *Family violence towards older immigrant women: complex solutions for a complex problem* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Nenciovici, L. (In Progress). *Effets immédiats et différés d'un enseignement comprenant des alertes émotives exécutives sur l'apprentissage de concepts scientifiques contreintuitifs et sur l'activation des régions liées au contrôle inhibiteur* [Doctoral dissertation, co-supervised by **S. Masson and P. Potvin**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Noroozi, N. (In Progress). *A study on the temporal dimensions of theorizing for struggle* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University. Montreal, QC.
- Notici, N. (In Progress). *La déshumanisation en prévention de la radicalisation violente* [Doctoral dissertation, co-supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Ogilvie-Hanson, S. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **O. Chapman**]. Concordia University.

- Ousman, S. (In Progress). *L'évaluation du risque dans les trajectoires des radicalisation violente* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Paradis, A. (In Progress). *Dyslexie et traitement des informations de nature visuelle et phonologique lors de l'identification des mots écrits* [Doctoral dissertation, co-supervised by **L. Laplante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Pauls, K. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **S. Chang-Kredl**]. Concordia University.
- Perron, J.-F. (In Progress). *L'indécision scolaire et professionnelle à l'adolescence : facteurs motivationnels, sources d'indécision et développement des fonctions exécutives liées à la prise de décision* [Doctoral dissertation, co-supervised by **S. Masson**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Pigeon-Gagné, É. (In Progress). *La stigmatisation de la maladie mentale dans un contexte de mondialisation : une étude ethnographique courte au Burkina Faso* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Poulin, M. (In Progress). *Comment la création médiatique collaborative basée sur les principes et les méthodes du vjing peut-elle encourager le dialogue sur des enjeux socialement sensibles et la mobilisation citoyenne chez les adolescents en situation de difficultés socioacadémiques ?* [Doctoral dissertation, supervised by **M. Lalonde**]. Université du Québec à Montréal (UQAM).
- Pronovost, M. (In Progress). *Identification des facteurs qui influencent les l'intérêt et la motivation pour les études en sciences* [Doctoral dissertation, co-supervised by **P. Potvin & M. Riopel**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Rayappan, A. D. (In Progress). *Building a Participatory Church - an Ecclesiological and Pastoral Analysis of the Small Christian Communities* [Doctoral dissertation, co-supervised by **A. Gagné**]. Concordia University. Montreal, QC.
- Saidane, R. (In Progress). *Les effets d'un programme en conscience morphologique sur le développement du lexique orthographique chez des élèves arabophones scolarisés en français langue seconde* [Doctoral dissertation, co-supervised by **A. Fezjo & N. Chapleau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Saleh, T. (In Progress). *Higher educational access for racialized communities in metropolitan Canada* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University. Montreal, QC.
- Savard, C. (In Progress). *La sélection d'aide formelle et informelle pour soutenir leur enfant autiste par cinq familles de l'Asie du Sud vivant dans Parc Extension : étude qualitative de cas* [Doctoral dissertation, supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Savard, É. (In Progress). *L'évaluation du risque dans les trajectoires des radicalisation violente* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM). Montreal, QC.

- Sellami, A. (In Progress). *Collaborative writing: Patterns of interaction and effects on L2 accuracy* [Doctoral dissertation, Education, co-supervised by **Kim McDonough**]. Université de Montréal. Montreal, QC.
- Sheepy, E. (In Progress). *Exploring students' concepts of sampling and inference: A meta-analysis of instructional methods* [Doctoral dissertation, supervised by **R. Schmid**]. Concordia University. Montreal, QC.
- Shodjaee-Zrudio, I. (In Progress). *Modernity and moral education* [Doctoral dissertation, supervised by **Kevin McDonough**]. McGill University. Montreal, QC.
- Skelling-Desmeules, Y. (In Progress). *Étude neurophysiologique de la performance d'apprenants dans un jeu sérieux pour apprendre la physique* [Doctoral dissertation, co-supervised by **P. Charland & M. Riopel**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Snider, L. (In Progress). *Topic not yet defined* [Doctoral dissertation, co-supervised by **V. Venkatesh**]. Concordia University. Art Education. Montreal, QC.
- Srouji, J. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **S. Chang-Kredl**]. Concordia University.
- Strachan, L. (In Progress). *More than meets the ear: Lexical, social, and contextual influences on aural perception of non-salient morphology* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.
- Sundberg, R. (In Progress). *The effects of music on the acquisition of a second language in a mobile environment* [Doctoral dissertation, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Tairi, T. (In Progress). *Comment le discours théologique peut contribuer efficacement dans le processus de déradicalisation et du disengagement de l'extrémisme violent* [Doctoral dissertation, co-supervised by **D. Morin & D. Bouzar**]. Université de Sherbrooke. Montreal, QC.
- Tarnawsky, A. (In Progress). *Sonic Encounters on the Lachine Canal* [Doctoral dissertation, supervised by **O. Chapman**]. Concordia University.
- Taylor Reid, K. (In Progress). *Do accents speak louder than words? Exploring social attitudes toward L2 speakers of English in two Canadian linguistic environments* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.
- Tekin, O. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University. Montreal, QC.
- Thao, N. N. L. (In progress). *Topic not yet defined* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.
- Thibault, F. (In Progress). *Effet d'une intervention pédagogique basée sur l'inhibition sur la performance académique, le changement conceptuel et le développement de l'inhibition* [Doctoral dissertation, co-supervised by **P. Potvin and S. Masson**]. Université du Québec à Montréal (UQAM). Montreal, QC.

- Thompson, G. (In Progress). *TBD on the Gospel of John* [Doctoral dissertation, supervised by **A. Gagné**]. Concordia University, Department of Theological Studies. Montreal, QC.
- Toubiana, D. (In Progress). *Traumatisme, génocide et création littéraire* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Tsunemoto, A. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **P. Trofimovich**]. Concordia University.
- Vinuesa, V. (In Progress). *Études des cas d'établissements de formation d'enseignants au primaire valorisant les stages à l'étranger* [Doctoral dissertation, co-supervised by **P. Charland**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Wilkie, G. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **S. Chang-Kredl**]. Concordia University.
- Wuyckens, G. (In Progress). *Study of design fiction as a critical inquiry tool in media education* [Doctoral dissertation, co-supervised by **M. Lalonde**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Zaferanieh, E. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **J. A. Corrigan**]. Concordia University.
- Zeaiter, L. F. (In Progress). *Affirming immigrant linguistic and cultural identities: Investigating the implementation of plurilingual pedagogy* [Doctoral dissertation, supervised by **A. Galante**]. McGill University.
- Zineb, S. (In Progress). *Topic not yet defined* [Doctoral dissertation, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM). Montreal, QC.

STUDENTS – MA SUPERVISION, THESES DEFENDED (6)

- Bodea, A. (2022). *Exploring the scope of flow in a language learning context: Redefining the dimensions based on student perspectives* [Master's thesis, supervised by **P. Trofimovich**]. Concordia University, Applied Linguistics, Education.
- Calman, B. (2022). *Linguistic inclusion and discrimination: The experiences of plurilingual international students in a Canadian university* [Master's thesis, co-supervised by **A. Galante**]. McGill University. Montreal, QC.
- LaFontaine, J. (2022). *Indigenous languages in the digital age: A study of multimodal tools for Indigenous language instruction* [Master's thesis, supervised by **A. Galante**]. McGill University. Montreal, QC.
- Li, P. (2022). *Teacher's perception of a plurilingual approach to language teaching* [Master's thesis, supervised by **A. Galante**]. McGill University.

- Thao, N. N. L. (2022). *Heritage language maintenance through political shift: Vietnamese Montrealers' perceived role of language in their cultural identity and heritage social networks* [Master's thesis, supervised by **P. Trofimovich**]. Concordia University, Applied Linguistics, Education.
- Therrien, C. (2022). *Quebec kindergarten teachers' perspectives on play-based learning* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University.

STUDENTS – MA/BA SUPERVISION (88)

- Aberin, C. (2022). *MA internship* [Supervised by **J. A. Corrigan**]. Concordia University.
- Aubenas, S. (In Progress). *Étude sur le bien être, la santé mentale et la réussite scolaire des élèves de classes flexibles et régulières* [Master's thesis, co-supervised by **J. Bluteau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Ayari, A. (In Progress). *Professional training programs for new immigrant teachers* [Doctoral dissertation, supervised by **D. Waddington**]. Concordia University.
- Bate, D. (In Progress). *Audio streaming* [Master's thesis, supervised by **O. Chapman**]. Concordia University.
- Beaudin-Vandolder, M. (In Progress). *TBD on the New Apostolic Reformation* [Master's thesis, supervised by **A. Gagné**]. Concordia University, Department of Theological Studies.
- Bélanger, S. (in progress). *Allocentrisme versus géocentrisme dans un planétarium numérique : étude de deux approches pour enseigner les phases de la Lune à des élèves de 12 à 14 ans* [MA thesis, supervised by **P. Chastenay**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Bérard, J. (In Progress). *Articulation grammairale et lecture (titre provisoire)* [Master's thesis, co-supervised by **I. Gauvin**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Blanchette, K. (In Progress). *Enseigner dans la marge: portrait des approches pédagogiques de quatre spécialistes en arts plastiques dans le contexte d'écoles primaires alternatives publiques au Québec* [Master's thesis, supervised by **M. Lalonde**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Bourgeois, Z. (In Progress). *TBD on Religion and Politics in the U.S.* [Master's thesis, supervised by **A. Gagné**]. Concordia University. Montreal, QC.
- Boutilier, K. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **J. A. Corrigan**]. Concordia University.
- Bridle, K. (In Progress). *Effet de deux variables didactiques sur la mobilisation du contrôle inhibiteur afin de résister à des conceptions intuitives en sciences au secondaire* [Master's thesis, supervised by **S. Masson**]. Université du Québec à Montréal.

- Brunet, M. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **O. Chapman**; SSHRC Canada Graduate Scholarship]. Concordia University.
- Calman, B. (2022). *Linguistic inclusion and discrimination: The experiences of plurilingual international students in a Canadian university* [Master's thesis, co-supervised by **A. Galante**]. McGill University. Montreal, QC.
- Chan, C. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **O. Chapman**]. Concordia University.
- Charest, F. (In Progress). *Étude des mécanismes d'inhibition dans une tâche en sciences - une étude en spectroscopie proche-infrarouge fonctionnelle (fNIRS)* [MA thesis, co-supervised by **P. Charland**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Costin, G. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **C. Fichten**]. McGill University.
- D'Souza, Q. (2022). *MA internship* [Supervised by **J. A. Corrigan**]. Concordia University.
- Darabi, S. (In Progress). *Topic not yet defined* [Master's Studio Thesis, co-supervised by **D. Pariser** & L. Blair]. Concordia University. Montreal, QC.
- Day, K. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **J. C. Castro**]. Concordia University. Montreal, QC.
- 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**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Deom, L. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **S. Kennedy**]. Concordia University. Montreal, QC.
- Derayeh, N. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University.
- Desjardins, G. (In Progress). *Crossing the Presuppositional Divide: A Problematization and Comparative Analysis of the Inerrancy Debate in Evangelicalism* [Master's thesis, supervised by **A. Gagné**]. Concordia University, Department of Theological Studies.
- Deslandes-Martineau, M. (In Progress). *Caractérisation de l'environnement éducatif d'écoles secondaires alternatives au Québec* [Master's thesis, supervised by **P. Charland**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Doheney, B. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University.
- Dunbar, A. (In Progress). *Reading curriculum and students' use of SparkNotes* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University. Montreal, QC.
- DuRocher, C. (2022). *MA internship* [Supervised by **J. A. Corrigan**]. Concordia University.
- El Deek, Y. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **O. Chapman**]. Concordia University.

- Gagné, M. (In Progress). *Influence des stéréotypes de genre sur la motivation et la réussite scolaire chez étudiants de formation collégiale technique* [Master's thesis, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Gagnon, P.-L. (In Progress). *Perceptions des enseignants de la formation professionnelle à l'égard de leur sentiment d'efficacité personnelle à enseigner* [Master's thesis, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Gallo, L. (In Progress). *Art and gender in prevention programs for refugee youth* [Master's thesis, supervised by **C. Rousseau**]. McGill University.
- Garbin, L. (2022). *MA internship* [Supervised by **J. A. Corrigan**]. Concordia University.
- Gauthier Brochu, S. (In Progress). *L'interdisciplinarité telle que vécue par des enseignants généralistes du secondaire à l'École Les trois saisons* [Master's thesis, co-supervised by **P. Charland**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Goins, R. (2022). *Landscape of Hope Sampling and remixing internship* [BA COMS student, supervised by **O. Chapman**]. Concordia University, sponsored by Office of the Vice-Provost, Partnerships and Experiential Learning.
- Gravel St-Pierre, A. (In Progress). *Relations entre les pratiques pédagogiques des enseignants et l'anxiété de performance des élèves qui entament leur secondaire: examen des différences selon le genre des élèves* [Master's thesis, supervised by **I. Plante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Gyetvay, W. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University.
- He, Y. (In Progress). *The affordances and pedagogical applications of TTS/ASR in translation tools* [Master's thesis, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Hobby, P. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **D. Waddington**]. Concordia University. Montreal, QC.
- Hopps, D. (In Progress). *Topic not defined* [Master's thesis, supervised by **E. Bures**]. Bishop's University. Sherbrooke, QC.
- Huang, J. (In Progress). *A philosophical rationale for children's right to participate in their own education* [Master's thesis, supervised by **Kevin McDonough**]. McGill University. Montreal, QC.
- Huebner, E. J. (In progress). *Topic not yet defined* [Master's thesis, supervised by **V. Venkatesh**]. Concordia University. Art Education.
- Jabbour, G. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **O. Chapman**]. Concordia University.
- Jimenez, M. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **J. A. Corrigan**]. Concordia University.
- Johnson, C. (In Progress). *Examining the affordances of using automatic speech recognition (ASR) tools embedded in word processing applications (e.g. Google Docs) for writing in an L2* [Master's thesis, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.

- Jreidini, N. (2022). *MA Internship* [Supervised by **J. A. Corrigan**]. Concordia University.
- Kajoba, D. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **A. Gagné**]. Concordia University: Department of Theological Studies. Montreal, QC.
- Khademi, H. (In Progress). *Examining the affordances of Google Translate for learning L2 pronunciation: Focus on English past -ed* [Master's thesis, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Klassen, C. (In Progress). *Migration, psychological distress, and parenting: The experience of Syrian refugees in Quebec* [Master's thesis, co-supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Koné, S. (In Progress). *Les pratiques d'enseignement du vocabulaire chez les enseignants en contexte de francisation* [Doctoral dissertation, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Lacasse-Pelletier, F. (In Progress). *Évolution de la capacité à produire des mots écrits : comparaison de méthodes de notation issues d'approches binaire et non binaire auprès de scripteurs débutants en difficulté d'apprentissage scolarisés en français* [Master's thesis, supervised by **L. Laplante**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Lachance, M. (In Progress). *Enseignement de la fluidité chez des élèves avec des troubles de langage* [Master's thesis, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- LaFontaine, J. (2022). *Indigenous languages in the digital age: A study of multimodal tools for Indigenous language instruction* [Master's thesis, supervised by **A. Galante**]. McGill University. Montreal, QC.
- Lambruschini, M. (In Progress). *A narrative-critical comparison of plot movement between select Markan sandwiches and their synoptic parallels* [Master's thesis, supervised by **A. Gagné**]. Concordia University, Department of Theological Studies.
- Lavend'homme, É. (In Progress). *Comment développer l'esprit d'entreprendre chez les enfants d'école primaire ?* [Master's thesis, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Lavoie, S. (In Progress). *Comment expliquer le réengagement du Canada dans les opérations de maintien de la paix des Nations Unies?* [Master's thesis, supervised by **D. Morin**]. Université de Sherbrooke.
- Lévesque, C. (In Progress). *Trauma reenactment in youth attending a drop-in* [Master's thesis, supervised by **C. Rousseau**]. McGill University.
- Li, Z. Y. (In Progress). *Topic to be determined* [Master's equivalent, supervised by **C. Rousseau**]. McGill University.
- McMullin, S. (In Progress). *Effets d'entraînements visant le développement des fonctions exécutives: une méta-analyse* [Master's thesis, supervised by **S. Masson**]. Université du Québec à Montréal (UQAM). Montreal, QC.

- Meilleur, B. (In Progress). *Recherche évaluative orientée vers la conception d'outils numériques permettant aux élèves du secondaire d'avoir accès à la démarche d'artistes reconnus en art actuel* [Master's thesis, supervised by **M. Lalonde**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Merveilleux-du-Vignaux, M. (In Progress). *Effets psychophysiologiques de l'immersion d'apprenants en collaboration dans un dôme immersif* [Master's thesis, co-supervised by **P. Charland**]. HEC-Montréal. Montreal, QC.
- Miller, M. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **O. Chapman**; SSHRC : Canada Graduate Scholarship]. Concordia University.
- Mongrain, J. (In Progress). *L'impact des habiletés en communication de l'enseignant sur les apprentissages et la mobilisation des étudiants en classe au niveau collégial* [Master's thesis, co-supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Monier, M. (In Progress). *Topic not yet defined* [Master's thesis, co-supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Morin-Alsbury. (In Progress). *Apprentissage de la grammaire auprès d'élèves « dys » (titre provisoire)* [Master's thesis, supervised by **I. Gauvin**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Nakic, M. (In Progress). *The Kingdom of God in The Gospel According to Thomas* [Master's thesis, supervised by **A. Gagné**]. Concordia University, Department of Theological Studies.
- Nass, U. (In Progress). *To be determined* [Master's thesis, supervised by **J. A. Corrigan**]. Concordia University.
- Ngov, C. (In Progress). *Topic to be determined* [Master's equivalent, supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Ousman, S. (In Progress). *L'évaluation du risque dans les trajectoires des radicalisations violentes* [Master's thesis, supervised by **G. Hassan**]. Université du Québec à Montréal (UQAM).
- Paquet, P. (In Progress). *Where do we start? An investigation into services for newly arrived students* [Master's thesis, co-supervised by **A. Galante**]. Concordia University. Montreal, QC.
- Pienkos, L. (2022). *MA internship* [Supervised by **J. A. Corrigan**]. Concordia University.
- Plamondon, M. (In Progress). *Apports de l'enseignement individualisé sur la motivation et la réussite scolaires des élèves de la formation professionnelle* [Master's thesis, supervised by **A. Dubeau**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Poisson-Proulx, J. (In Progress). *Sources of cross-linguistic influence in third language phonological acquisition: Comparison of simultaneous and sequential bilinguals' acquisition of voice onset time* [Master's thesis, co-supervised by **W. Cardoso** & L. Collins]. Concordia University. Montreal, QC.

- Razel, H. (In Progress). *Enseignement du vocabulaire en français par les morphèmes chez les adultes hispanophones* [Master's thesis, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Restom, R. (In Progress). *Effet de la révision collaborative sur la cohérence des textes d'élèves du secondaire* [Master's thesis, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Rodier, S. (In Progress). *Topic not yet defined* [Master's thesis, co-supervised by **V. Venkatesh & R. Schmid**]. Concordia University. Montreal, QC.
- Salame, Y. (In Progress). *Effets psychophysiologiques de l'immersion d'apprenants passifs ou actifs dans un dôme immersif* [Master's thesis, co-supervised by **P. Charland**]. HEC-Montréal. Montreal, QC.
- Samuel, C. (In Progress). *MA internship* [Supervised by **J. A. Corrigan**]. Concordia University.
- Santavicca, T. (In Progress). *Topic to be determined* [Master's equivalent, supervised by **C. Rousseau**]. McGill University. Montreal, QC.
- Schmelzer, G. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University.
- Sirouri, J. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **S. Chang-Kredl**]. Concordia University.
- St-Germain Duval, È. (In Progress). *Quels sont les effets de l'enseignement du concept de neuroplasticité sur l'état d'esprit et sur la capacité à corriger des erreurs persistantes à la suite d'une rétroaction chez les élèves de troisième cycle du primaire?* [Master's thesis, supervised by **S. Masson**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Stockbauer, I. (In Progress). *To be determined* [Master's thesis, supervised by **J. A. Corrigan**]. Concordia University.
- Stotz, Q. (In Progress). *Identifying the dynamic properties of multilingual repertoires: Applying complex dynamic systems theory to the study of multilingual development* [Master's thesis, supervised by **W. Cardoso**]. Concordia University. Montreal, QC.
- Tardieu Marina, K.-K. (In Progress). *Les effets de programmes d'apprentissage du français langue seconde de la USAID sur la performance en lecture de jeunes haïtiens* [Master's thesis, supervised by **A. Fejzo**]. Université du Québec à Montréal (UQAM). Montreal, QC.
- Triol, C. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **J. A. Corrigan**]. Concordia University.
- Turgeon, N. (In Progress). *Effet de l'utilisation d'un environnement de réalité virtuelle sur l'apprentissage d'apprenants en arts et en histoire* [Master's thesis, supervised by **P. Charland**]. Université du Québec à Montréal (UQAM). Montreal, QC.

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

Wing, S. (In Progress). *Topic not yet defined* [Master's thesis, supervised by **C. Fichten**]. McGill University.

THESIS EXAMINATION COMMITTEES (6)

Chapman, O. (2022). *Master's Oral Exam Member* [Ng Lee Kee]. Faculty of Creative Multimedia, Multimedia University, Kuala Lumpur, Malaysia.

Chapman, O. (2022). *PhD External Examiner* [Suzanne Kite]. Concordia University.

Chapman, O. (2022). *Master's Oral Exam Member* [Jessie Stainton]. Concordia University.

Querrien, D. (2020-2023). *Membre du comité de suivi de thèse (doctorat), Benzakki, Isabelle*. Université Paris 3 – Sorbonne-Nouvelle.

Trofimovich, P. (2022). *External to program PhD evaluator* [Lena Kremin, PhD in Psychology, supervised by K. Byers-Heinlein]. Concordia University.

Trofimovich, P. (In progress). *PhD Committee Member* [Chen Tzu-Hua (supervised by K. McDonough), Edward Griffiths (supervised by S. Kennedy), Halima Hamed (supervised by S. Kennedy & D. Pesco), Chen Liu (supervised by K. McDonough), Jeremy Lane (supervised by W. Cardoso), Susan Jackson (supervised by W. Cardoso), & Ross Sundberg (supervised by W. Cardoso)]. Concordia University.

RESEARCH ASSISTANTS (46)

Aidi, L.* Employed by **V. Venkatesh**, Concordia University.
Anwar, J.* Employed by **P.C. Abrami**, Concordia University.
Aubin, A.* Employed by **V. Venkatesh**, Concordia University.
Barisé, A.* Employed by **A. Galante**, McGill University.
Boyer, E.* Employed by **V. Venkatesh**, Concordia University.
Brault, A.* Employed by **V. Venkatesh**, Concordia University.
Brunet, M.* Employed by **V. Venkatesh & O. Chapman**, Concordia University.
Cann, S.* Employed by **V. Venkatesh**, Concordia University.
Chan, C.* Employed by **O. Chapman**, Concordia University.
Colannino, D.* Employed by **S. Chang-Kredl**, Concordia University.
Cortés Santander, J.-L.* Employed by **V. Venkatesh**, Concordia University.
Costin, G.* Employed by **C. Fichten**, Dawson College.
Curtis, P.* Employed by **O. Chapman**, Concordia University.
de la Cruz, J.W.N.* Employed by **A. Galante**, McGill University.
Dunbar, A.* Employed by **S. Chang-Kredl & V. Venkatesh**, Concordia University.
Duverger Sorroche, G.-J.* Employed by **V. Venkatesh**, Concordia University.
Elsayed, D.* Employed by **V. Venkatesh**, Concordia University.
Goulem, Z. A.* Employed by **V. Venkatesh**, Concordia University.
Granovsky, M.* Employed by **V. Venkatesh**, Concordia University.
Guerrette, N.* Employed by **V. Venkatesh**, Concordia University.
Harb, R.* Employed by **V. Venkatesh**, Concordia University.
Harlap, A.* Employed by **V. Venkatesh**, Concordia University.
Huebner, E. J.* Employed by **V. Venkatesh**, Concordia University.
Jandaly, A.* Employed by **S. Chang-Kredl**, Concordia University.
Labrie, M.-P.* Employed by **V. Venkatesh**, Concordia University.
LaFontaine, J.* Employed by **A. Galante**, McGill University.
Li, P.* Employed by **A. Galante**, McGill University.
Miller, M.* Employed by **V. Venkatesh & O. Chapman**, Concordia University.
Mitojevic, M.* Employed by **V. Venkatesh**, Concordia University.
Mockler, V.* Employed by **V. Venkatesh**, Concordia University.
Montgomery, A.* Employed by **V. Venkatesh**, Concordia University.
Ogilvie-Hanson, E. S.* Employed by **O. Chapman**, Concordia University.
Pazdan, P.* Employed by **V. Venkatesh**, Concordia University.
Peters, D.* Employed by **V. Venkatesh**, Concordia University.
Roy, E.* Employed by **V. Venkatesh**, Concordia University.
Sidiras, A.* Employed by **V. Venkatesh**, Concordia University.
Snider, L.* Employed by **V. Venkatesh**, Concordia University.
Tajrine, D.* Employed by **P.C. Abrami**, Concordia University.

Tarnawsky, A.* Employed by **V. Venkatesh & O. Chapman**, Concordia University.

Thow, L.* Employed by **O. Chapman**, Concordia University.

Vasseur, A.* Employed by **C. Fichten**, Dawson College.

Vo, C.* Employed by **C. Fichten**, Dawson College.

Watine, P.* Employed by **V. Venkatesh**, Concordia University.

White, J.* Employed by **V. Venkatesh**, Concordia University.

Wing, S.* Employed by **C. Fichten**, Dawson College.

Zeaiter, L. F.* Employed by **A. Galante**, McGill University.

PROFESSIONAL ACTIVITIES (46)

- Brodeur, M.** (2022-). *Présidente*. Conseil supérieur de l'éducation.
- Carignan, M.-È.** (2022-). *Co-Chair in Prevention of Radicalisation and Violent Extremism*. UNESCO.
- Carignan, M.-È.** (2022, November 30). *Journalisme, information et risques démocratiques: Cyberconflits et risques informationnels* [Chair of the colloquium]. Département de communication et Chaire UNESCO en prévention de la radicalisation et de l'extrémisme violents, Université de Sherbrooke.
- Chang-Kredl, S.** (2021-2022). *Graduate Program: MA in Child Studies* [Director]. Concordia University.
- Chang-Kredl, S.** (2021-2022). *Graduate Awards Committee* [Member]. Concordia University.
- Chang-Kredl, S.** (2022). *Observation Nursery* [Associate Director]. Concordia University.
- Chang-Kredl, S.** (2022, May). *Discussions on Quebec's Kindergarten Curriculum* [Participant]. Comité d'agrément des programmes de formation à l'enseignement, Quebec.
- Chapman, O.** (2020-2022). *Graduate Program: MA in Media Studies* [Director]. Concordia University.
- Chapman, O.** (2021-2022). *MA Media Studies Program Committee* [Chair]. Concordia University.
- Chapman, O.** (2022). *Reviewer*. *Mobilities Journal*.
- Chapman, O.** (2022-2023). *Main organizing committee member*. International Society for Metal Music Studies Bi-Annual Conference.
- Fichten, C.** (2021-present). *Executive board* [Member]. Centre for the Study of Learning and Performance.
- Fichten, C.** (2022). *Connection Grants Committee 4A* [Member]. Social Sciences and Humanities Research Council of Canada.
- Fichten, C.** (2022-2025). *Advisory Committee on Accessibility and Systemic Ableism* [Member]. Social Sciences and Humanities Research Council of Canada.
- Gagné, A.** (2019-2022). *Department Curriculum Committee* [Member]. Concordia University, Theological Studies.
- Gagné, A.** (2020-2022). *Faculty Personnel and Tenure Committee* [Member]. Concordia University, Arts and Science.
- Gagné, A.** (2022). *Membre du comité scientifique*. Collection Terra Nova (Peeters).

- Gagné, A.** (2022-). *Committee member*. Société québécoise pour l'étude de la religion (SQÉR).
- Gagné, A.** (2022-2023). *Member of the DCC and DPC*, Theological Studies. Concordia University.
- Gagné, A.** (2022-2023). *Member of the Faculty Research Committee*, Arts and Science. Concordia University.
- Gagné, A.** (2022, April 22-25). *External Evaluator*. Institut d'études religieuses, UdeM.
- Gagné, A.** (2022, July 1 - December 31). *Undergraduate Program Advisor*. Concordia University.
- Gagné, A.** (2022, July 22-August 20). *Acting Chair, Theological Studies*. Concordia University.
- Galante, A.** (2019-present). *Department Representative*. Equity, Diversity and Inclusion Committee, Faculty of Education, McGill University.
- Galante, A.** (2019-present). *Departmental Committee Member*. DISE Equity, Diversity and Inclusion Committee, Faculty of Education, McGill University.
- Galante, A.** (2019-present). *Departmental Committee Member*. Undergraduate and Teacher Education Program Committee (UTEPC), Department of Integrated Studies, McGill University.
- Galante, A.** (2019-present). *Director of the Plurilingual Lab*. McGill University.
- Galante, A.** (2019-present). *Editorial Board Member*. Canadian Journal of Applied Linguistics.
- Galante, A.** (2020-2022). *Member-at-Large (elected)*. Canadian Association for Applied Linguistics.
- Galante, A.** (2020-2024). *President*. Canadian Association of Applied Linguistic.
- Galante, A.** (2020-present). *Academic Mentor to New Professors*. McGill University.
- Galante, A.** (2020-present). *Departmental Committee Member*. Second Language Educational Professional Learning Community, McGill University.
- Galante, A.** (2020-present). *Academic mentor*. American Association for Applied Linguistics.
- Galante, A.** (2021-2022). *Curriculum Assessment*. International Foundation Program, University of Toronto, Canada.
- Galante, A.** (2022). *Plurilingual Lab Speaker Series [Organizer]*. McGill University.
- Galante, A.** (2022). *Research Grant Reviewer (Partnership Engage grants)*. Social Sciences Humanities Research Council of Canada (SSHRC).
- Galante, A.** (2022). *Manuscript reviewer*. Journal of Multilingual Theory and Practices, Canadian Journal of Applied Linguistics, TESOL Quarterly, Journal of Multilingual and Multicultural Development.
- Galante, A.** (2022). *Book Proposal Reviewer*. Raza, K. Reynolds, D., & Coombe, C. (Eds.), *Handbook of Multilingual TESOL in practice*. Springer. | Coelho, D., & Steinhagen, T. (Eds), *Plurilingual pedagogy in the Arabian peninsula: Transformed and empowered*. Routledge.

- Galante, A.** (2022 onward). *Canada Graduate Scholarship-Masters (CGSM)*. Graduate and Postdoctoral Studies, McGill University.
- Galante, A.** (2022-present). *French Teacher Trainer and Consultant*. Peel District School Board, Toronto, Canada.
- Galante, A.** (2022, May 14). *Plurilingual pedagogies for empowerment and social justice: Language teachers and learners shifting power dynamics* [Symposium Organizer]. Canadian Association of Applied Linguistics conference.
- Hassan, G.** (2022). *Expert Advisory Group on Online Safety* [Invited expert]. Government of Canada. Department of Canadian Heritage.
- Laplante, L.** (2022-). *Chaire de recherche sur les apprentissages fondamentaux en littératie*. UQAM.
- McDonough, K.** (2022). *Philosophical Inquiry in Education: The Journal of the Canadian Philosophy of Education Society* [Editor-in-Chief].
- Morin, D.** (2022). *Expert Advisory Group on Online Safety* [Invited expert]. Government of Canada. Department of Canadian Heritage.
- Nelson, B. J.** (2019-). *Special Advisor to Executive Committee*. The Northeastern Association of Graduate Schools.
- Nelson, B. J.** (2021-). *Executive Committee Member*. Cervantes Society of America.
- Nelson, B. J.** (2021-). *Founding Member*. Cervantes Public Project.
- Nelson, B. J.** (2022-). *Executive Committee Member*. Réseau d'études latino-américaines de Montréal.
- Nelson, B. J.** (2022-). *Executive Committee Member*. Centre for the Study of Learning and Performance, Concordia University.
- Pariser, D.** (2022, May 3). *Colloque sur la recherche en enseignement des arts visuels* [Chair of the colloquium]. Faculty of Fine Arts, Concordia University.
- Querrien, D.** (2020-2022). *Research Committee* [Member]. Faculty of Arts and Sciences. Concordia University.
- Querrien, D.** (2021 to present). *Working Group on Teaching and Learning* [Member]. Faculty of Arts and Sciences. Concordia University.
- Querrien, D.** (2022). *Consultation auprès de conseillères pédagogiques concernant les ressources offertes sur la plateforme du projet SOMEONE (dir. Vivek Venkatesh) pour l'application auprès d'élèves allophones issus de l'immigration* [Consultation]. Concordia University.
- Querrien, D.** (2022, January). *Evaluation committee for Director of the Centre for the Study of Learning and Performance* [Member]. CSLP. Concordia.
- Rousseau, C.** (2022, September 14-16). *Coordinateur du comité organisateur*. Forum La communauté au cœur : dialogue autour des initiatives et des pratiques durant la pandémie.
- Rousseau, C.** (2022). *Expert*. Comité de suivi de la Commission spéciale sur les droits des enfants et la protection de la jeunesse (CSDEP)). Mandat comité de suivi sur le droit et la protection de la jeunesse.

Trofimovich, P. (2000-present). *Member. American Association for Applied Linguistics (AAAL).*

Trofimovich, P. (2003-present). *Member. Société pour la promotion de l'enseignement de l'anglais au Québec (SPEAQ).*

Trofimovich, P. (2003-present). *Graduate program committee member. Concordia University. Applied Linguistics Program.*

Trofimovich, P. (2003-present). *Undergraduate program committee member. Concordia University. Applied Linguistics Program.*

Trofimovich, P. (2005-present). *Member. Canadian Association of Applied Linguistics (CAAL/ACLA).*

Trofimovich, P. (2005-present). *ESL advisory committee. Concordia University. Applied Linguistics Program.*

Trofimovich, P. (2005-present). *TESL B.Ed. English composition evaluation committee member. Concordia University. Applied Linguistics Program.*

Trofimovich, P. (2005-present). *Faculty advisor. SPEAQ Campus (inter-university student-run conference) Committee.*

Trofimovich, P. (2006-present). *Member. European Second Language Association (EuroSLA).*

Trofimovich, P. (2007-present). *TESL B.Ed. English composition evaluation committee Chair. Concordia University. Applied Linguistics Program.*

Trofimovich, P. (2009-present). *Grant Reviewer. Social Sciences and Humanities Research Council of Canada (SSHRC).*

Trofimovich, P. (2013-present). *Editorial Board Member. Journal of Second Language Pronunciation.*

Trofimovich, P. (2014-present). *Ethics committee member. Concordia University. Department of Education.*

Trofimovich, P. (2014-present). *Associate member. Centre for Applied Research and Outreach in Language Education, University of Greenwich, UK.*

Trofimovich, P. (2016-present). *Grant reviewer. Canadian Foundation for Innovation (CFI) John R. Evans Leaders Fund.*

Trofimovich, P. (2016-present). *Grant reviewer. British Academy.*

Trofimovich, P. (2016-present). *Grant reviewer. Leverhulme Trust (the UK).*

Trofimovich, P. (2017-present). *Part-time hiring committee. Concordia University. Department of Education.*

Trofimovich, P. (2017-present). *Grant reviewer. Research Foundation - Flanders (FWO).*

Trofimovich, P. (2018-present). *Editorial Board Member. Language Education & Assessment (LEA) journal.*

Trofimovich, P. (2019-present). *UHREC Ethics Committee. Concordia University.*

Trofimovich, P. (2019-present). *Editorial Board Member. Language Learning journal.*

Trofimovich, P. (2020-2022). *Graduate Program Director, MA Applied Linguistics. Concordia University.*

- Trofimovich, P.** (2020-present). *Editorial Board Member*. Language Awareness Journal.
- Venkatesh, V.** (2022, June 15-16). *Equity, diversity and inclusion in the cultural sector: The role of cultural organizations* [Pan-Canadian Virtual Conference, co-organized by V. Venkatesh]. <https://ediconference.ca/en/>
- Waddington, D.** (2022). *Philosophical Inquiry in Education: The Journal of the Canadian Philosophy of Education Society* [Editor-in-Chief].

AWARDS (8)

- Castro, J. C.** (2022). *National Higher Education Art Educator*. National Art Education Association (NAEA).
- Castro, J. C.** (2022-2023). *Distinguished Fellow*. National Art Education Association (NAEA).
- Chastenay, P.** (2022, May). *Le prix Hubert-Reeves*. l'Association des communicateurs scientifiques du Québec.
- Clermont-Dion, L. (2022, August). *Concordia Newsmaker of the Month*. Concordia University, University Communications Services.
- Gagné, A.** (2022, July). *Concordia Newsmaker of the Month*. Concordia University, University Communications Services.
- Ismail-Allouche, Z. (2022, March 31). *2021-2022 Award of Distinction in Oral History*. Centre for Oral History and Digital Storytelling (COHDS).
- Plante, I.** (2022, September). *Prix d'excellence en recherche – Réalisations 2022*. Faculté des sciences de l'éducation, UQAM. <https://education.uqam.ca/a-la-une/isabelle-plante-prix-excellence-recherche-realizations-202/>
- Venkatesh, V.** (2022, April). *Concordia Newsmaker of the Month*. Concordia University, University Communications Services.

CONCORDIA.CA/CSLP

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GA 1.210, Concordia University
1455 de Maisonneuve Blvd. West
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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 Bourgeau, the two beautiful and historic buildings—la Maison mère des Sœurs-Grises-de-Montréal (Grey Nuns) and la Maison des Hommes (Grey Nuns Annex)—are now owned by Concordia University. Tucked away in a lane, the Annex may be accessed from Guy or St. Mathieu Streets, or from the Faubourg. Come visit us any time!

The CEAP-UQAM, is located at Local N-3820, 1205 Saint-Denis Street.

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