

# CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

ANNUAL REPORT  
2015-16  
PART 2





### **About this document**

This document provides a list of activities performed by CSLP/CEAP Faculty (Full members), Professional Staff and Graduate Students for the period April 1, 2015 – March 31, 2016. For a description of our theme areas, membership and partners for this period, please consult the Annual Report 2015-2016.

### **Acknowledgments**

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

Prepared by the Centre for the Study of Learning and Performance/  
Centre d'études sur l'apprentissage et la performance (Montreal, QC)  
2016

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The total number of grants and contracts awarded to full faculty members is **65**. The estimated total value held by CSLP/CEAP full members only, for the **2015-2016** period (i.e., one year of multi-year grants) is **\$2,238,315**.

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

### Grants and Contracts:

Bishop's University (1); Canada Foundation for Innovation (CFI) (2); Canada-Québec Entente (2); Centre for the Study of Learning and Performance (CSLP) (2); Centrale des syndicats du Québec (1); Le centre de transfert pour la réussite éducative du Québec (CTREQ) (1); Commission européenne, Érasmus Mundus (1); Commission scolaire Marie-Victorin (CSMV) (1); Commission scolaire de Montréal (CSDM) (2); Commission scolaire de la Rivière-du-Nord (CSRN) (1); Concordia University (4); Conseil franco-québécois de coopération universitaire (CFQCU) (1); Fédération autonome des enseignants (1); Fonds québécois de la recherche sur la société et la culture (FRQSC) (10); Government of Canada (1); International Development Research Centre (IDRC) (1); International Partnerships for Excellent Education and Research (INTPART) (1); Max Bell Foundation (1); McGill (2); Ministère de l'Éducation (Québec) (Regroupant MEQ - MESS) (1); Ministère de l'éducation, du loisir et du sport (MELS) (5); Ministère de l'Éducation, de l'Enseignement Supérieur et de la Recherche (1); Public Safety and Emergency Preparedness Canada - Kanishka program (1); Service Canada, Labour Market and Social Development Program (1) SESEA/AKF Canada (1); Social Sciences and Humanities Research Council of Canada (SSHRC) (14); Provincial Interlevel Table for the English Sector (TIPSA) (1); Université du Québec à Montréal (UQAM) (4)

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## Funding

### Under Review

**Abrami, P. C.** (Under review). *Portfolio électronique réflexif pour l'apprentissage des élèves (PERLE) au postsecondaire* (Requested: \$250,000). Éducation et Enseignement supérieur Québec - Entente Canada-Québec (ECQ).

**Abrami, P. C., Arshad-Ayaz, A., Brodeur, M., Cardoso, W., Cheung, A. Dedic, H., Inyega, J., Laplante, L., Mak Chan, B., Mercier, J., Naseem, M.A., Rosenfield, S., Siegel, L., Venkatesh, V., Waddington, D., & Wood, E.** (co-applicants); Alwala, G., Gottardo, A., (collaborators); includes 18 partner organizations. (under review). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa* (Requested: \$2,500,000). Social Sciences and Humanities Research Council (SSHRC), Partnership Grant.

**Abrami, P. C., Arshad-Ayaz, A., Brodeur, M., Cardoso, W., Cheung, A. Dedic, H., Inyega, J., Laplante, L., Mak Chan, B., Mercier, J., Naseem, M.A., Rosenfield, S., Siegel, L., Venkatesh, V., Waddington, D., & Wood, E.** (co-applicants); Alwala, G., Gottardo, A., (collaborators); includes 18 partner organizations. (under review). *Using educational technology to develop essential educational competencies in Sub-Saharan Africa* (Requested: \$250,000). Canadian Foundation for Innovation.

**Abrami, P. C., & Brodeur, M., et al.** (Under review). *ABRACADABRA: Help children experience the magic of reading* (Requested: \$2,500,000). Chagnon.

- Abrami, P. C., Lysenko, L., Marsh, J., & Wade, A.** (under review). *Improving literacy in Sub-Saharan Africa: Scaling up the LTK - Three year plan* (Requested: \$550,000). International Development Research Centre (IDRC).
- Bures, E., Aitken, A., & Stonebanks, M.** (under review). *Teachers and students becoming digitally literate: Fostering identity and acceptance of diversity to combat school bullying and exclusion*, (Requested: \$76,000). Ministère de l'Éducation, du Loisir et du Sport (MELS), Programme de soutien à la formation continue du personnel scolaire.
- Concordia University David O'Brien Centre for Sustainable Enterprise, & **Centre for the Study of Learning and Performance (CSLP)**. (Under review). *Help support sustainability and child literacy* (Requested: \$600,000 (CSLP's portion \$300,000)). TD Bank Group.
- Poissant, H., Marquis, M., Levy, E. m., Joobor, R., & MBekou, V.** (under review). *La santé mentale des jeunes Canadiens en lien avec la nutrition: Une synthèse des connaissances* (Requested: \$100,000). Institut de recherche en santé du Canada Synthèse des Connaissances, Fonctionnement.
- Poissant, H., Mendrek, A., & Lavoie, M.** (under review). *Étude comparative des processus éducationnels, cognitifs et psychosociaux chez des familles concernées par le trouble déficitaire de l'attention/hyperactivité : Approche psychophysilogique* (Requested: \$387, 000). Conseil de Recherches en Sciences Humaines du Canada (CRSH), Savoir.
- Poissant, H., Mendrek, A., Wittgensthal, K., & Descoteaux, M.** (under review). *Équipe des Neurosciences de la Cognition et de l'Attention, Subvention* (Requested: \$60,000). Fonds de recherche du Québec - Société et culture (FRQSC), Soutien Équipe.

## Newly Awarded

- Abrami, P. C., Marsh, J., Wade, A., Lysenko, L. & Maina, G.,** (2015-2017). *Learning to improve literacy and numeracy in Kenyan schools using digital tools* (Operating: \$249,946). SESEA/AKF Canada.
- Bernard, R. M., Schmid, R., Owston, R., & Vaughan, N.** (2016-2019). *Prospects and problems of implementing blended learning in higher education as viewed through the lens of systematic review and meta-analysis* (Operating: \$103,926). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Chapleau, N.** (2016-2017). *Aide à la traduction* (Operating: \$1,200). Département d'éducation et de formation spécialisées, Infrastructure de recherche.
- Chapleau, N., Viriot-Goedel, C., Crinon, J., Laplante, L., Brodeur, M., & Leclecq-Faure, V.** (2016-2018). *Collaboration France-Québec pour le développement d'interventions visant à prévenir les difficultés d'apprentissage de la lecture* (Operating: \$60,000). Conseil franco-québécois de coopération universitaire (CFQCU), Partenariat stratégique en matière d'enseignement et de recherche.
- Cheung, A., Abrami, P. C., Mak, B., & Wade, A.** (2016). *Examining the effects of ABRACADABRA, a web-based literacy program on primary school students in rural China.* (Operating: \$59,400). International Development Research Centre (IDRC).
- Falardeau, É., Gauvin, I., Boyer, P., Émery-Bureau, J., & Lacelle, N.** (2016). *Colloque international de l'AIRDF 2016* (Operating: \$25,000). Social Sciences and Humanities Research Council (SSHRC), Connection Grant.
- Fichten, C.** (2015-2016). *Adapttech Research Network's free and/or inexpensive assistive technology database* (Operating: \$18,000). Provincial Interlevel Table for the English Sector (TIPSA).
- Fichten, C.** (2015-2016). *Aider les anglophones ayant des déficiences, diplômés d'un cégep ou d'une université, à obtenir un emploi au Québec* (Operating: \$16,450). Canada-Québec Entente, Action spontanée.

- Nadeau, M., Giguère, M.-H., & Gauvin, I. (2016-2019). *Expérimentation de dispositifs didactiques en syntaxe et en ponctuation « à la manière » des dictées métacognitives, au 3e cycle primaire et 1er cycle secondaire et effet sur la compétence en écriture* (Operating: \$128,500). Fonds de recherche du Québec - Société et culture (FRQSC), Actions concertées: Programme de recherche sur la lecture et l'écriture
- Swiffen, A., Venkatesh, V., & Nichols, J. (2015-2020). *Cruel and unusual: Studies in legal violence* (Operating: \$25,000). Social Sciences and Humanities Research Council (SSHRC), Connections Grant.
- Viens, J. (2016-2017). *Bourse de la commission européenne pour une mission de deux semaines auprès du Consortium Euromime, Université de Poitiers*, (Operating: 2,400 euros). Commission européenne, Erasmus Mundus.

## Existing

- Abrami, P. C., Bernard, R. M., Brodeur, M., Bures, E., Cardoso, W., Chapleau, N., Chechile, M., Collins, L., Davidson, A-L., Dedic, H., Fichten, C., French, L., Fusaro, M., Gagné, A., Gatbonton, E., Gauvin, I., Horst, M., Kennedy, S., Korb, T., Laplante, L., McDonough, K., Medwid, R., Mercier, J., Rosenfield, S., Savard, A., Segalowitz, N., Schmid, R.F., Trofimovich, P., Trudeau, F., Turcotte, C., Venkatesh, V., Viens, J., Waddington, D., White, B., & White, J. (2014-2020). *Centre d'études sur l'apprentissage et la performance (CEAP) / Centre for the Study of Learning and Performance (CSLP)* (Operating: \$1,738,500). Fonds de recherche du Québec - Société et culture (FRQSC), Regroupements Stratégiques.
- Abrami, P. C., Bernard, R. M., Brodeur, M., Bures, E., Dedic, H., High, S., Laplante, L., Rosenfield, S., Schmid, R.F., Venkatesh, V. & Waddington, D. (2013-2017). *Instruments du savoir pour l'apprentissage* (Operating: \$615,664). Fonds de recherche sur la société et la culture (FRQSC), Soutien aux équipes de recherche.
- Abrami, P. C., Dedic, H., Rosenfield, S., Savard, A., & Wade, A. (2014-2017). *Emerging literacy in mathematics* (Operating: \$300,000). Max Bell Foundation.
- Asghar, A., Charland, P., Potvin, P., & Savard, A. (2013-2016). *Improving students' conceptual understanding of science and technology: Professional development training for Quebec secondary cycle I science and technology teachers* (Operating: \$100,000). Ministère de l'éducation, du loisir et du sport du Québec (MELS), Programme de soutien à la formation continue du personnel scolaire.
- Brodeur, M., Abrami, P. C., Chapleau, N., Desrochers, A., Gagné, A., Laplante, L., Mercier, J., Turcotte, C. & Wade, A. (2013-2016). *ABRACADABRA : une ressource en ligne et gratuite, appuyée par la recherche, pour soutenir l'apprentissage de la lecture et de l'écriture de la maternelle à la 2e année du primaire* (Operating: \$15,000). Fédération autonome des enseignants.
- Brodeur, M., Abrami, P. C., Chapleau, N., Desrochers, A., Gagné, A., Laplante, L., Mercier, J., Turcotte, C. & Wade, A. (2013-2016). *ABRACADABRA : une ressource en ligne et gratuite, appuyée par la recherche, pour soutenir l'apprentissage de la lecture et de l'écriture de la maternelle à la 2e année du primaire* (Operating: \$15,000). Centrale des syndicats du Québec.
- Brodeur, M., Abrami, P. C., Laplante, L., Gagné, A., Turcotte, C., Lebel, C., Wade, A., Chapleau, N., Desrochers, A. & Mercier, J. (2010-2015). *ABRACADABRA, une ressource web gratuite appuyée par la recherche, pour soutenir l'apprentissage de la lecture et de l'écriture de la maternelle à la 2e année primaire* (Operating: \$300,000). Ministère de l'éducation, du loisir et du sport (MELS).

- Brodeur, M., Abrami, P. C., Laplante, L., Gagné, A., Turcotte, C., Lebel, C., Wade, A., Chapleau, N., Desrochers, A. & Mercier, J.** (2010-2016). *ABRACADABRA, une ressource web gratuite appuyée par la recherche, pour soutenir l'apprentissage de la lecture et de l'écriture de la maternelle à la 2e année primaire* (Operating: \$50,000). Commission scolaire de la Rivière-du-Nord (CSRN).
- Brodeur, M., Abrami, P. C., Laplante, L., Gagné, A., Turcotte, C., Lebel, C., Wade, A., Chapleau, N., Desrochers, A. & Mercier, J.** (2010-2016). *ABRACADABRA, une ressource web gratuite appuyée par la recherche, pour soutenir l'apprentissage de la lecture et de l'écriture de la maternelle à la 2e année primaire* (Operating: \$50,000). Commission scolaire Marie-Victorin (CSMV).
- Brodeur, M., Abrami, P. C., Laplante, L., Gagné, A., Turcotte, C., Lebel, C., Wade, A., Chapleau, N., Desrochers, A. & Mercier, J.** (2010-2016). *ABRACADABRA, une ressource web gratuite appuyée par la recherche, pour soutenir l'apprentissage de la lecture et de l'écriture de la maternelle à la 2e année primaire* (Operating: \$100,000). Commission scolaire de Montréal (CSDM).
- Brodeur, M., Abrami, P. C., & others** (2013-2015). *Module parental du programme ABRACADABRA adaptation française* (Operating: \$30,000). Le centre de transfert pour la réussite éducative du Québec (CTREQ).
- Cardoso, W., & Collins, L.** (2012-2016). *Developmental sequences in second language phonology* (Operating: \$96,791). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Castro, J. C., & Pariser, D.** (2015-2018). *MonCoin: Investigating mobile learning networks to foster educational engagement with at-risk youth* (Operating: \$113,919). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Chatenoud, C., & Turcotte, C.** (2014-2016). *Des mesures évaluatives aux mesures pédagogiques à mettre en place pour développer la compétence en lecture des élèves ayant une DIL au travers de la fin des cycles primaires et du début du secondaire* (Operating: \$50,000). Ministère de l'Éducation, du Loisir et du Sport (MELS), Programme de recherche en adaptation scolaire.
- Collins, L., Trofimovich, P., Horst, M., White, J., Cardoso, W., & McDonough, K.** (2011-2015). *L'efficacité dans l'apprentissage des langues secondes en salle de classe : comment l'expliquer et l'accroître* (Operating: \$354,304). Fonds de recherche du Québec société et culture (FRQSC), Soutien aux équipes de recherche.
- Dagenais, C., Chiochio, F., Dupuis, G., Ouimet, M., Ridde, V., Fortin, J., Lane, J., Mercier, C., Pinard, R., Souffez, K., Lysenko, L. & Abrami, P. C.** (2012-2016). *Le transfert des connaissances issues de la recherche dans le domaine social : recherche sur les stratégies, les processus et les effets* (Operating: \$635,623). Fonds de recherche du Québec société et culture (FRQSC), Soutien aux équipes de recherche.
- Davidson, A.-L., & Raby, C.** (2013-2016). *Développement de communautés d'apprentissage professionnelles (CAP) dans les écoles primaires pour favoriser le développement professionnel du personnel scolaire et améliorer la réussite et la persévérance scolaire des élèves en difficulté d'adaptation ou d'apprentissage* (Operating: \$100,000). Ministère de l'éducation, des loisirs et du sport (MELS), Chantier 7.
- Fichten, C.** (2012-2015). *Translation* (Operating: \$15,000). Canada-Québec Entente, Higher Education.
- Fichten, C.** (2015). *Summer students* (Operating: \$3,380). Service Canada, Labour Market and Social Development Program



- Fichten, C., King, L., Amsel, R., & Vaikla-Poldma, T.** (2013-2017). *Les perspectives des étudiants et des professeurs sur l'excellence dans l'utilisation des TIC et du cyberapprentissage au collégial* (Operating: \$432,000). Fonds de recherche du Québec société et culture (FRQSC), Actions concertées, Persévérance et réussite scolaires.
- French, L., Gatbonton, E., & Segalowitz, N.** (2013-2016). *Individual differences and second language fluency development in adult immersion programs* (Operating: \$152,055). Social Science and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Gagné, A.** (2010-2016). *Développement des fonctions exécutives et de la morphosyntaxe : liens avec la performance narrative et l'apprentissage de la lecture/écriture* (Operating: \$38,505). Fonds de recherche du Québec - Société et culture (FRQSC), Éducation, savoirs et compétences.
- Gauvin, I.** (2013-2016). *Impacts d'une intervention didactique sur l'élaboration des savoirs relatifs à la notion de sujet chez des élèves de première secondaire* (Operating: \$38,998). Fonds de recherche du Québec - Société et culture (FRQSC), Établissement de nouveaux chercheurs.
- Gauvin, I.** (2016). *Colloque international de l'AIRDF 2016* (Operating: \$25,000). Social Sciences and Humanities Research Council of Canada (SSHRC), Connexion.
- Hall, N., Azevedo, R., Guay, F., & Venkatesh, V.** (2013-2018). *Motivational interventions in higher education: Utilizing internet and mobile technology to improve student development* (Operating: \$264,000). Social Science and Humanities Research Council of Canada (SSHRC), Insight grant.
- Hasni, A., Bousadra, F., Potvin, P., & Charland, P.** (2014-2016). *Communauté de pratique chercheurs-enseignants-conseillers pédagogiques pour favoriser l'intérêt et la persévérance des jeunes à l'égard des sciences et de la technologie* (Operating: \$99,600). Ministère de l'Éducation (Québec) (Regroupant MEQ - MESS), Programme de soutien à la formation continue du personnel scolaire.
- Masson, S., Potvin, P., & Myre-Bisaillon, J.** (2015-2020). *Effets de pratiques pédagogiques adaptées au fonctionnement du cerveau sur certains apprentissages scolaires difficiles* (Operating: \$191,222). Social Sciences and Humanities Research Council (SSHRC), Insight Grant.
- McDonough, K.** (2011-2016). *Canada Research Chair tier 2 in Applied Linguistics* (Operating: \$100,000). Government of Canada.
- McDonough, K., & Trofimovich, P.** (2015-2018). *Maximizing joint attention to promote L2 learning through aural input* (Operating: \$223,870). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Mercier, J., Brodeur, M., Chapleau, N., Charland, P., Gagné, A., Gauvin, I., Laplante, L., Masson, S., Poissant, H., Potvin, P., Riopel, M. & Turcotte, C.** (2014-2017). *Centre pour les sciences de l'apprentissage (CSLP-UQAM)* (Operating: \$90,000). Université du Québec à Montréal (UQAM), Centres institutionnels.
- Mercier, J., Charland, P., Saint-Amour, D., Laplante, L., Riopel, M., Potvin, P., & Venkatesh, V.** (2015-2020). *Dynamics of affect and cognition in learning* (Operating: \$215,461). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Mercier, J., Charland, P., Saint-Amour, D., & Poissant, H.** (2013-2018). *NeuroLab* (Operating: \$830,308). Canada Foundation for Innovation (CFI), Leader Opportunity Fund.
- Ouellet, C., Dubeau, A., & Turcotte, C.** (2014-2016). *Approches et pratiques permettant de diminuer les difficultés en lecture/écriture en français ou en anglais chez les 15-19 ans à la formation générale des adultes et à la formation professionnelle* (Operating: \$59,528). Fonds de recherche du Québec - Société et culture (FRQSC), Actions concertées: persévérance scolaire.

- Pittman, K., **Venkatesh, V.**, Pennypacker, C., Ben-Horin, O., Nelson, B. J., Secko, D., Shaikh, K. & Simonelli, A.-L. (2014-2018). *iSCOPE – integrating Science of Oceans, Physics and Education* (Operating: \$4.5 million Norwegian Krone (\$717,000 CAD)). Research Council of Norway, International Partnerships for Excellent Education and Research (INTPART).
- Potvin, P.** (2013-2016). *Appui financier aux revues (SCECOREC)* (Operating: \$15,000). Université du Québec à Montréal (UQAM).
- Potvin, P., Charland, P., Chastenay, P., Masson, S., Mercier, J., & Riopel, M.** (2015-2020). *Engagement et conflit cognitif dans les processus de changements conceptuels en sciences* (Operating: \$122,587). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Potvin, P., Charland, P., Masson, S., Mercier, J., & Riopel, M.** (2014-2018). *Étude des processus d'apprentissage et de l'évolution de l'intérêt des élèves en science et technologie dans les milieux scolaires : processus cognitifs et cérébraux, pratiques pédagogiques et utilisation d'applications technologiques* (Operating: \$183,085). Fonds Québécois de la Recherche sur la Société et la Culture (FRQSC), Soutien aux équipes de recherche.
- Potvin, P., Hasni, A., & Riopel, M.** (2012-2017). *Chaire de recherche sur l'intérêt des jeunes pour les sciences et la technologie* (Operating: \$2,200,000). Commission scolaire de Montréal (CSDM).
- Raby, C., **Brodeur, M., Mercier, J., Carignan, N., Charland, P., Potvin, P., Riopel, M. & Voyer, B.** (2013-2016). *Centre de recherche interuniversitaire sur la formation et la profession enseignante* (Operating: \$150,000). Université du Québec à Montréal (UQAM).
- Ryder, A., **Segalowitz, N.**, & Dinh, N. (2014-2016). *Communication networks of linguistic minorities: who talks to whom about health?* (Operating: \$52,000). Health Canada grant to McGill University's Training and Retention of Health Professionals Project.
- Savard, A.**, & Polotskaia, E. (2015-2017). *Les structures multiplicatives dans la résolution de problèmes au primaire* (Operating: \$100,000). Ministère de l'Éducation, de l'Enseignement Supérieur et de la Recherche, Programme de soutien à la formation continue du personnel scolaire.
- Segalowitz, N.**, Ryder, A., & Lira-Gonzales, M.-L. (2014-2016). *Assessing second language barriers in health communication* (Operating: \$40,000). Health Canada grant to McGill University's Training and Retention of Health Professionals Project.
- Turcotte, C.**, & Giguère, M.-H. (2014-2016). *Guide d'accompagnement pour enseigner les stratégies de compréhension de textes courants entre la 4e et la 6e année* (Operating: \$96,500). Ministère de l'Éducation, du Loisir et du Sport (MELS), Formation continue du personnel scolaire-chantier 7.
- Upitis, R., & **Abrami, P. C.** (2012-2016). *Digital tools for music education* (Operating: \$168,994; Concordia's portion: \$50,000). Canadian Foundation for Innovation (CFI).
- Upitis, R., **Abrami, P. C.**, Brook, J., & Elster, A. (2012-2017). *Transforming music education with a web-based portfolio tool* (Operating: \$2,140,494 (Concordia's portion: \$511,500)). Social Sciences and Humanities Research Council of Canada (SSHRC), Partnership, Insight & Connection grant; Canada Foundation for Innovation, Leaders Opportunity Fund.
- Venkatesh, V., Abrami, P. C.**, Hall, N., Azevedo, R., Negretti, R., & **Mercier, J.** (2014-2018). *Development of academic self-regulation to support information literacy: A longitudinal multi-method investigation of the use of software promoting inquiry skills in grades 5 to 8 classrooms* (Operating: \$311,590). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Venkatesh, V.**, McGray, R., Thomas, T., & Rabah, J. (2014-2016). *Developing Canadian education curricula for the use of social media to combat hate speech: building resilience against extremism in Canadian youth* (Operating: \$187,340). Public Safety and Emergency Preparedness Canada, Kanishka program.

## Internal

- Abrami, P. C., Segalowitz, N., Schmid, R. F., Bernard, R. M., Collins, L., & other Concordia members of the CSLP** (2011-2016). *Centre for the Study of Learning and Performance (CSLP) research unit recognition* (Operating: \$350,000). Office of the Vice-President, Research and Graduate Studies, Concordia University.
- Bures, E.** (2015-2017). *Blended learning in the 21st century liberal arts college: Student and instructor reactions* (Operating: \$7,000). Bishop's University Senate Research Committee.
- Collins, L.** (2014-2017). *Pedagogical practices and language learning outcomes* (Operating: \$4,000). Concordia University, Faculty of Arts and Science.
- Kennedy, S.** (2015-2016). *Second language engineering students in co-op placements* (Operating: \$6,700). Concordia Seed (Individual) funding.
- Mercier, J., Charland, P., Venkatesh, V., Laplante, L., Riopel, M., Potvin, P., Saint-Amour, D. & Miropoulos, T.** (2015-2016). *Virtual museum of Greek antiquities* (Operating: \$5,000). Centre for the Study of Learning and Performance (CSLP), Seed Grant.
- Venkatesh, V.** (2014-2016). *Grimposium 2 – Using mobile and social media to blur boundaries in the extreme metal scene* (Operating: \$5,000). Concordia University, Office of the Vice-President, Research & Graduate Studies, Aid to Research-Related Events, Exhibition, Publication and Dissemination Activities Program.
- Waddington, D., & Cardoso, W.** (2015-2016). *Spaceteam ESL: Developing and researching a cooperative casual game for mobile language learning* (Operating: \$5,000). Centre for the Study of Learning and Performance, Seed Grant.

## Publications

### Journal Articles

- Abrami, P. C., Bernard, R. M., Borokhovski, E., Waddington, D., Wade, A., & Persson, T.** (2015). Strategies for teaching students to think critically: A meta-analysis. *Review of Educational Research*, 85(2), 275-314. <http://dx.doi.org/10.3102/0034654314551063>
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## Collective Works

### Conference Proceedings

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## Other Publications and Reports

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## Manuscripts

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- Beaulne, G., & **Gauvin, I.** (2016). Enseignement inductif de la notion de sujet en 1<sup>re</sup> secondaire : description de l'intervention didactique et de ses effets sur les capacités des élèves à identifier le sujet. [Manuscript submitted for publication]. *Revue canadienne de linguistique appliquée*.
- Bédard, M., **Laplante, L.**, & **Mercier, J.** (2015). Added benefits of the joint consideration of neurophysiological and behavioral data in the development of reading remediation for dyslexic children. [Manuscript submitted for publication]. *Zeitschrift für Psychologie*.
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- Borokhovski, E.**, **Bernard, R. M.**, Tamim, R., & **Schmid, R.** (2015). Technology integration in postsecondary education: A summary of findings from a set of related meta-analyses. [Manuscript submitted for publication]. *Canadian Journal of Learning and Technology*.
- Brouillette, L., Deaudelin, C., **Mercier, J.**, **Brodeur, M.**, & Lefebvre, S. (2015). L'autorégulation des apprentissages d'enseignantes dans divers contextes de formations continues relatives aux [Manuscript submitted for publication]. *Nouveaux cahiers de la recherche en éducation*.
- Cayouette, A. I., **Turcotte, C.**, & Chatenoud, C. (2016). Les jeunes scripteurs ayant un trouble du spectre de l'autisme ont-ils des préoccupations diverses sur le plan de l'orthographe lexicale ? . [Manuscript submitted for publication]. *Nouveaux cahiers de la recherche en éducation*.
- Charland, P.**, Allaire-Duquette, G., **Potvin, P.**, **Mercier, J.**, & **Riopel, M.** (2015). L'attitude des élèves du secondaire à l'égard de la science et des enjeux environnementaux. [Manuscript submitted for publication]. *Revue des sciences de l'éducation*.
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- Cyr, S., **Savard, A.**, & Braham, E. (2016). Analyse d'un projet pilote d'intégration d'une approche par les situations dans l'éducation de base de la République Démocratique du Congo. [Manuscript submitted for publication]. *Comparative and International Education*
- Dao, P., & **McDonough, K.** (2015). The effect of task role on Vietnamese EFL learners' collaboration in mixed proficiency dyads. [Manuscript submitted for publication]. *System*.
- Desrochers, A., **Laplante, L.**, & **Brodeur, M.** (2015). Le rôle du modèle de la réponse à l'intervention et la prévention des difficultés d'apprentissage de la lecture au primaire. In M. F. Morin, D. Alamargot & C. Gonçalves (Eds.), *Perspectives actuelles sur l'apprentissage de la lecture et de l'écriture*. [Manuscript under review]. Sherbrooke, QC: Presses de l'Université de Sherbrooke.
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- Foote, J. A., & **McDonough, K.** (2015). Using shadowing with mobile technology to improve L2 pronunciation. [Manuscript submitted for publication]. *Journal of Second Language Pronunciation*.
- Foote, J. A., & **Trofimovich, P.** (2016). Second language pronunciation learning: An overview of theoretical perspectives. In O. Kang, R. Thomson & J. Murphy (Eds.), *The Routledge handbook of contemporary English pronunciation* [Manuscript submitted for publication]. London, UK: Routledge.
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- Gauvin, I.**, & Thibeault, J. (2016). Proposition d'une stratégie d'enseignement des constructions verbales qui tient compte de la réalité plurilingue des élèves en contexte québécois : une illustration à partir du verbe téléphoner. [Manuscript submitted for publication]. *Scolagram, Revue de didactique de la grammaire*.
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- Han, Y., & **McDonough, K.** (2015). Korean L2 speakers' self-regulatory focus and oral task performance. [Manuscript under review]. *Foreign Language Annals*.
- Isaacs, T., **Trofimovich, P.**, & Foote, J. A. (2016). Developing a user-oriented second language comprehensibility scale for English-medium universities. [Manuscript submitted for publication]. *Language Testing*.
- Jorgensen, M., Budd, J., **Fichten, C.**, & Nguyen, M. N. (2015). Graduation and grades of college students with learning or mental health related disabilities. [Manuscript submitted for publication]. *Rehabilitation Counseling Bulletin*.
- Jungert, T., **Dedic, H.**, & **Rosenfield, S.** (2016). Systemizing and the gender gap: Examining academic achievement and perseverance in STEM. [Manuscript submitted for publication]. *Journal of Science Education*.
- Kennedy, S.** (2016). Communication strategy use by speakers of English as a lingua franca: Addressing difficulties in understanding. [Manuscript submitted for publication]. *Journal of English as a Lingua Franca*.
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- McDonough, K.** (2015). Experimental research methods. In S. Loewen & M. Sato (Eds.), *The Routledge handbook of instructed second language acquisition*. New York: Routledge. [Manuscript submitted for publication]
- McDonough, K.**, & Sato, M. (2015). Exploring production-latency and dysfluency effects in L2 primed production. [Manuscript submitted for publication]. *Second Language Research*.
- Mercier, J.** (2015). An educational neuroscience perspective on tutoring: To what extent can functional brain-imaging measures improve the contingency of tutor scaffolding and feedback? [Manuscript submitted for publication]. *Themes in Science & Technology Education*.

- Mercier, J., Bédard, M., & Laplante, L.** (2015). Les neurosciences éducationnelles et les TA : faut-il s'intéresser au cerveau pour mieux intervenir? [Manuscript submitted for publication]. *Revue de l'Institut des troubles d'apprentissage*.
- Mercier, J., Bédard, M., & Laplante, L.** (2015). Neurosciences éducationnelles et pratiques probantes en orthopédagogie : prudence et patience! [Manuscript submitted for publication]. *Revue de l'Association des Orthopédagogues du Québec*.
- Mercier, J., & Charland, P.** (2015). How close are we to monitoring the cognitive and affective states of groups of co-learners in real time as they learn, and why doing it? [Manuscript submitted for publication]. *Educational Psychologist*.
- Poissant, H., Rapin, L., Chenail, S., & Mendrek, A.** (2015). Forethought in youth with attention deficit/hyperactivity disorder : An fMRI study of sex-specific differences in neuronal correlates of forethought in boys and girls with ADHD. [Manuscript submitted for publication].
- Polotskaia, E., & **Savard, A.** (2016). Reasoning development in solving additive word problems: The relational paradigm. [Manuscript submitted for publication]. *Educational Studies in Mathematics*.
- Savard, A., Lin, T. W. J., & Manuel, D.** (2016). Studying the breaches in the research contract within a collaborative research project in mathematics education: Making sense of the adaptations. [Manuscript submitted for publication]. *American Educational Research Journal*.
- Uptis, R., **Abrami, P. C.**, Brook, J., Boese, K., & King, M. (2016). Characteristics of independent music teachers. [Manuscript submitted for publication]. *Music Education Research*.
- Uptis, R., **Abrami, P. C.**, Brook, J., & King, M. (2016). Parental involvement in children's independent music lessons. [Manuscript under review]. *Music Education Research*.
- Uptis, R., **Abrami, P. C.**, Varela, W., King, M., & Brook, J. (2016). Student experiences with studio instruction. [Manuscript submitted for publication]. *Music Education Research*.

## Conference Presentations and Seminars

- Aldama, R., Chatenoud, C., **Turcotte, C.**, & Denaes, C. (2015, April). *Découvrir le potentiel d'apprentissage de la lecture d'élèves en fin de primaire et en début de secondaire ayant une déficience intellectuelle légère*. Paper presented at the Colloque de l'intégration à l'inclusion scolaire: rôles des communautés éducatives, Lausanne, Suisse.
- Arvisais, O., & **Charland, P.** (2016, March). *A multiple-case study on accelerated education program in Dadaab refugee camp : Barriers and protection*. Paper presented at the Comparative and International Education Society Conference (CIES), Vancouver, BC.
- Beaulne, G., & **Gauvin, I.** (2015, May). *Effets d'un enseignement de la notion de sujet via la déconstruction et la reconstruction de connaissances marginales d'élèves de 1re secondaire*. Paper presented at the 83e Congrès de l'ACFAS, Rimouski, QC.
- Bédard, M., **Laplante, L.**, & **Mercier, J.** (2015, Octobre). *Vers les neurosciences... éducationnelles : quelles incidences sur les pratiques orthopédagogiques de la lecture-écriture?* Paper presented at the 26e colloque de l'Association des orthopédagogues du Québec, Lévis, QC.
- Bell, P., **Gauvin, I.**, Fortier, V., & Forget, M.-H. (2015, June). *Pupils' knowledge of grammar across languages: A learner-centred perspective*. Paper presented at the 10th International Association for the Improvement of Mother Tongue Education (IAIMTE) conference, Odense, Danemark.
- Bernard, R. M.** (2015, October). *How to integrate meta-analysis into our daily practice: Problems, pitfalls and pearls*. Invited presentation given to the Pediatric Department at St. Justine Hospital (University of Montreal), Montreal, QC.

- Borokhovski, E., Bernard, R. M., Tamim, R., Abrami, P. C., & Schmid, R. F.** (2015, September). *Can we measure the comparative effects on learning of the student-centered and teacher-centered pedagogical practices: preliminary results of a meta-analysis*. Paper presented at the World Education Research Association (WERA)'s Focal Meeting, Budapest, Hungary.
- Borokhovski, E., Bernard, R. M., Tamim, R., & Schmid, R. F.** (2015, June). *Technology integration in postsecondary education: A summary of findings from a series of meta-analytical research*. Paper presented at the 22nd Annual ED-MEDIA Conference, Montreal, QC.
- Brault-Foisy, L.-M., Potvin, P., Riopel, M., Nenciovici, M., & Masson, S.** (2015, August). *Study of conceptual change in physics from a neuroscientific point of view*. Paper presented at the pre-conference of the Junior Researchers (JURE) of EARLI, Cyprus University of Technology, Limassol, Cyprus.
- Brodeur, M., & Fontan, J. M.** (2015, June). *L'UQAM, une mission particulière de mobilisation des connaissances*. Paper presented at the colloque international ATIU "Apprendre, Transmettre, Innover à et par l'Université," organisé par le Groupe de Recherche Interdisciplinaire IDEFI-UM3D de l'université Paul-Valéry, France.
- Brodeur, M., Laplante, L., Desrochers, A., & Dion, É.** (2015, August). *Effet de l'implantation du modèle de réponse à l'intervention sur le développement de la conscience phonologique et des connaissances alphabétiques à la maternelle*. Paper presented at the Symposium International sur la Littérature à l'École (SILE), Mount Orford, QC.
- Budd, J., Fichten, C., Jorgensen, M., Havel, A., & Flanagan, T.** (2015, June). *Towards meaningful and representative groups: Can LD, ADHD, and comorbid LD & ADHD be construed as one unified group?* Paper presented at the 76th Annual Canadian Psychological Association Convention, Ottawa, ON.
- Bures, E.** (2015, April). *Electronic portfolios for summative assessment of writing skills at the elementary level*. Paper presented at the annual meeting of The Canadian Society for the Study of Education (CSSE), Ottawa, ON.
- Bures, E.** (2015, November). *Turning to distance and hybrid learning in a liberal arts university: Sustaining faculty-student and student-student interactions amidst increasing class size*. Paper presented at the annual meeting of the European Association for Practitioner on Improving Learning, Belval, Luxembourg.
- Bures, E. M., Abrami, P. C., Wise, A., & Feenberg, A.** (2015, June). *Going beyond marginalia to ice-cream: The second generation of online discussion forums*. Paper presented at the World conference on Educational Media and Technology (EdMedia), Montreal, QC.
- Cardoso, W., Grimshaw, J., & Waddington, D.** (2015, August). *Set super chicken to 3! Student and teacher perceptions of Spaceteam ESL*. Paper presented at the European Computer-Assisted Language Learning Conference (EUROCALL), Padova, Italy.
- Cayouette, A. I., Chatenoud, C., & Turcotte, C.** (2015, May). *Le développement de l'orthographe chez de jeunes scripteurs de 6 à 8 ans ayant un trouble du spectre de l'autisme*. Paper presented at the 83e congrès de l'ACFAS, Montreal, QC.
- Chapleau, N.** (2015, August). *Apport, implication et description des capacités en conscience morphologique du normoscripteur et du scripteur présentant des difficultés*. Paper presented at l'école d'été en orthopédagogie de l'UQAM, Montreal, QC.
- Chapleau, N.** (2015, November). *Pourquoi est-ce si difficile d'écrire?* Invited speaker at the Colloque : Le grand défi de l'apprentissage de l'Association québécoise des troubles d'apprentissage (AQÉTA), Montreal, QC.



- Chapleau, N., & Beupré-Boivin, K.** (2015, April). *Pratiques enseignantes au regard de la morphologie dérivationnelle et de l'orthographe lexicale*. Paper presented at the Colloque international Pratiques et l'enseignement du français : bilan et perspectives, Metz, France.
- Chapleau, N., & Beupré-Boivin, K.** (2015, July). *Quelles sont les connaissances et les capacités en conscience morphologique de l'élève présentant des difficultés d'apprentissage en orthographe?* Paper presented at the 19e European conference on literacy, Klagenfurt, Austria.
- Chapleau, N., & Beupré-Boivin, K.** (2015, November). *De la conscience morphologique à l'orthographe lexicale : la place de l'enseignement*. Paper presented at the 48e Congrès de l'Association québécoise des professeurs de français (AQPF), Quebec, QC.
- Chapleau, N., Beupré-Boivin, K., & Fejzo, A.** (2015, August). *Portrait des connaissances en conscience morphologique de l'élève âgé de 8 à 12 ans*. Paper presented at the Symposium international en littérature, Sherbrooke, QC.
- Charland, P., Léger, P. M., & Skelling-Desmeules, Y.** (2015, August). *Assessing engagement in learning interactions: a neuroscientific perspective*. Paper presented at the Educational neuroscience and learning interactions, Symposium of the European Research Association for Learning and Instruction (EARLI) conference, Limassol, Cyprus.
- Charland, P., Willot, A., Léger, P. M., Skelling-Desmeules, Y., & Lapiere, H. G.** (2016, January). *Problem solving in Physics : An oculometric analysis*. Paper presented at the 14th annual Hawaii international conference on education (HICE), Honolulu, Hawaii.
- Chenail, S., Poissant, H., Rapin, L., & Mendrek, A.** (2015, June). *Sex differences in neural correlates of forethought in children with ADHD*. Paper presented at the Mediterranean Neuroscience Society (MSN), Cagliari, Sardaigne. Italie.
- Cloutier, E., & Turcotte, C.** (2015, July). *The identification of explicit and implicit main ideas of a paragraph in an expository text: An analysis of fifth graders' answers*. Paper presented at the 22nd conference of the Society for scientific study of reading (SSSR), Big Island, HI.
- Collins, L., & White, J.** (2015, November). *Can they resolve it themselves?* Paper presented at the 43rd Annual convention of the Société pour le perfectionnement de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ), Montreal, QC.
- Cyr, G., Potvin, P., & Otis, J.** (2015, June). « *Notre corps est fait pour se reproduire* » : analyse des conceptions que des enseignants de science et technologie du secondaire entretiennent à propos de l'éducation à la sexualité. Paper presented at the Conférence de l'Association pour l'étude de la sexualité au Congrès des sciences humaines Ottawa, ON.
- Cyr, G., Potvin, P., & Otis, J.** (2015, June). "Our body is made for reproduction": Science and technology high school teachers' conceptions about sexuality education. Paper presented at the Conférence de l'Association pour l'étude de la sexualité au Congrès des sciences humaines Ottawa, ON.
- Deaudelin, C., Brodeur, M., Lefebvre, S., & Mercier, J.** (2015, June). *Comment l'université peut-elle soutenir l'apprentissage des enseignants du primaire? Une analyse de leurs apprentissages en milieu de travail*. Paper presented at the Colloque international ATIU « Apprendre, Transmettre, Innover à et par l'Université », Montpellier, France.
- Desrochers, A., Laplante, L., Brodeur, M., & DesGagné, L.** (2015, August). *L'impact d'un modèle d'enseignement systématique à deux niveaux d'intensification sur l'apprentissage de la lecture orale et de l'orthographe en 1re année du primaire*. Paper presented at the Symposium International sur la Littérature à l'École (SILÉ), Mount Orford, QC.
- Dionne, C., Gauvin, I., & Saint-Amour, D.** (2015, May). *Charge cognitive associée à l'identification du sujet selon trois procédures grammaticales : mesures comportementales*. Paper presented at the 83e Congrès de l'ACFAS, Rimouski, QC.

- Dionne, C., **Gauvin, I.**, & Saint-Amour, D. (2015, May). *Étude pilote sur l'efficacité de trois procédures d'identification du sujet en fonction de leur charge cognitive*. Paper presented at the Groupe d'intérêt en neurosciences éducationnelles du CLSP-UQAM, Montreal, QC.
- Dionne, C., **Gauvin, I.**, & Saint-Amour, D. (2015, May). *Mesures comportementales et psychophysiologiques associées à trois procédures d'identification du sujet*. Paper presented at the Groupe de recherche DiGramm, Montreal, QC.
- Fejzo, A., Desrochers, A., **Chapleau, N.**, Saidane, R., & Salah, R. (2015, July). *The contribution of morphological awareness to polymorphemic word knowledge in French-speaking 4th-graders*. Paper presented at the 22nd annual meeting of Scientific Studies of Reading conference, Hawaii.
- Fichten, C.**, Jorgensen, M., Nguyen, M. N., Budd, J., & Lesage, G. (2015, June). *Students with disabilities in higher education: Four years later*. Paper presented at the 76th Annual Canadian Psychological Association Convention, Ottawa, ON.
- Forget, M.-H., & **Gauvin, I.** (2015, November). *La justification orale : un outil indispensable pour l'apprentissage de la grammaire*. Paper presented at the Colloque de l'Association québécoise des professeures de français du Québec (AQPF), Quebec, QC.
- Forget, M.-H., **Gauvin, I.**, Bell, P., & Fortier, V. (2015, May). *La justification orale et l'apprentissage de l'écriture*. Paper presented at the 11e Colloque sur l'oral et la didactique de l'oral, 83e Congrès de l'ACFAS, Rimouski, QC.
- Gagné, A.**, Bigras, N., & Bouchard, C. (2015, September). *Long-term effects of daycare centre attendance on pragmatic abilities*. Paper presented at the European Early Childhood Education Research Association (EECERA), Barcelona, Spain.
- Gagné, A.**, Bigras, N., & Bouchard, C. (2015, September). *Childcare centre quality and preschoolers pragmatic development*. Paper presented at the European Early Childhood Education Research Association (EECERA), Barcelona, Spain.
- Gagné, A.**, Lemay, R., Bigras, N., & Charron, A. (2015, September). *The role of parental stress, parental educative practices, family literacy practices and language abilities in reading comprehension*. Paper presented at the European Early Childhood Education Research Association (EECERA), Barcelona, Spain.
- Gagné, A.**, & Pesco, D. (2015, August). *The effect of narrative intervention between 2 and 6 years old: A meta-analysis*. Paper presented at the Symposium sur la littératie à l'école, Orford, Quebec.
- Gauvin, I.**, Aubertin, P., & Landriau, A. (2015, May). *Aperçu des connaissances du GN et du GV de futurs enseignants de français au secondaire*. Paper presented at the Colloque « Les programmes de formation à l'enseignement au Québec : bilans, enjeux et perspectives », 83e Congrès de l'ACFAS, Rimouski, QC.
- Gauvin, I.**, Beaudry, N., Lemay, R., Nadeau, M., Tremblay, O., & **Mercier, J.** (2015, April). *Principes didactiques qui fondent une plateforme d'apprentissage médiatisée visant le développement de la compétence à l'écrit des futurs enseignants*. Paper presented at the 4e Rencontre sur l'enseignement des langues (ReEL)-4th Meeting on language teaching (MeLT), Montreal, QC.
- Gauvin, I.**, Bell, P., Fortier, V., & Forget, M.-H. (2015, June). *Using grammatical knowledge of L2 English in the learning of L1 French : Preliminary results*. Paper presented at the Colloque SIG EduLing Symposium, 10th International Association for the Improvement of Mother Tongue Education (IAIMTE) conference, Odense, Denmark.
- Gauvin, I.**, Bell, P., Fortier, V., Forget, M.-H., & Thibeault, J. (2015, May). *Un aperçu de la recherche: "Passerelles" dans les connaissances grammaticales des élèves en français langue d'enseignement et en anglais langue seconde*. Invited speaker at the Commission scolaire de Montréal (CSDM), Montreal, QC.

- Gauvin, I., & Lemay, R.** (2015, June). *How a multimedia learning platform can support heterogeneous teacher trainees' French writing proficiency and grammatical knowledge*. Paper presented at the 10th International Association for the Improvement of Mother Tongue Education (IAIMTE) Conference, Odense, Denmark.
- Godin, M.-P., Gagné, A., & Chapleau, N.** (2015, August). *L'orthographe lexicale : un défi pour l'élève dysphasique et pour celui ayant un TDA/H*. Paper presented at the 21e Colloque des étudiants du doctorat réseau en éducation, Gatineau, QC.
- Godin, M.-P., Gagné, A., Chapleau, N., & Godard, L.** (2015, August). *Améliorer le vocabulaire d'élèves ayant des difficultés langagières au préscolaire à l'aide de la Lecture interactive d'albums [Récipiendaire du Prix pour la relève scientifique Michel Fayol]*. Paper presented at the Symposium international en littérature, Sherbrooke, QC.
- Godin, M.-P., Gagné, A., Chapleau, N., & Godard, L.** (2015, August). *La lecture interactive d'albums : une intervention prometteuse pour améliorer le vocabulaire d'élèves ayant un retard sévère de langage au préscolaire*. Paper presented at the Symposium sur la littérature à l'école, Orford, Quebec.
- Gosselin, C., Mercier, J., & Legault, F.** (2015, August). *Relation between help-seeking from social sources and the quality of student-teacher relationship in 3rd to 6th grade students*. Paper presented at the Annual Meeting of the European Association for Research on Learning and Instruction (EARLI), Cyprus.
- Hasni, A., & Potvin, P.** (2016, February). *L'intérêt des jeunes à l'égard des sciences et de la technologie : résultats issus de l'enquête 2013 réalisée auprès d'élèves du primaire et du secondaire*. Presentation given for the Direction du développement de la relève. Ministère de l'Économie, de la Science et de l'Innovation, Montreal, QC.
- Havel, A., Budd, J., Fichten, C., King, L., Jorgensen, M., Vitouchanskaia, C., & Lussier, A.** (2015, June). *What do students really want when it comes to their instructors' use of ICTs?* Paper presented at the 4th Annual SALTISE Conference, Montreal, QC.
- Havel, A., Fichten, C., Jorgensen, M., King, L., Budd, J., Amsel, R., Vitouchanskaia, C., Lussier, A. & Poldma, T.** (2015, October). *Students comment on their teachers' use of computer technology*. Presentation given at the Pedagogical Day, Dawson College, Montreal, QC.
- Jorgensen, M., Fichten, C., Nguyen, M. N., & Budd, J.** (2015, June). *LD versus psychological disabilities in postsecondary education*. Paper presented at the 76th Annual Canadian Psychological Association Convention, Ottawa, ON.
- Kennedy, S., & Buss, L.** (2016, March). *Perceptions of L2 graduate student presentations by subject-matter specialists and non-specialist*. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Orlando, FL.
- King, L., Fichten, C., Nguyen, M. N., Jorgensen, M., Budd, J., Chauvin, A., Jennison, A., Amsel, R., Havel, A., Vitouchanskaia, C., Lussier, A. & Heiman, T.** (2015, June). *La recette du succès pour la recherche collaborative*. Paper presented at the 35th annual conference of the Association québécoise de pédagogie collégiale (AQPC), Chicoutimi, QC.
- King, L., Havel, A., Fichten, C., Jorgensen, M., Budd, J., Amsel, R., Vitouchanskaia, C., Lussier, A. & Poldma, T.** (2016, January). *Connecting the dots: How student data on their professors' use of icts fits into a UDL framework*. Paper presented at the Impact UDL Conference – University of Athabasca, Edmonton, AB.
- Laplante, L., Desrochers, A., Brodeur, M., DesGagné, L., Lagüe, D., & Bédard, M.** (2015, July). *The joint impact of explicit reading instruction and two-tier intervention on first-graders' phonemic awareness, word reading, and spelling*. Poster presented at the 22nd Annual Meeting of Society of the Scientific Study in Reading (SSSR), The Big Island, Hawaii.

- Lemay, R., & **Gauvin, I.** (2015, May). *Métalangage employé par de futurs enseignants : analyse des facteurs d'inexactitude selon le contexte*. Paper presented at the 83e Congrès de l'ACFAS, Rimouski, QC.
- Maltais, M., **Brodeur, M.**, Clément, L., Larouche, C., D'Arrisso, D., Gélinas-Proulx, A., & Bissonnette, S. (2015, May). *Gouvernance scolaire : s'appuyer sur la science et sur l'expérience pour mobiliser?* Paper presented at the Colloque 535 dans le cadre de l'ACFAS 2015, Rimouski, QC.
- Manuel, D., **Savard, A.**, & Reid, D. (2015, April). *Observing teachers: Comparing mathematics pedagogies between Quebec Francophone and Anglophone and New Brunswick Francophone teachers*. Paper presented at the American Educational Research Association (AERA) annual conference, Chicago, IL.
- Manuel, D., **Savard, A.**, & Reid, D. (2015, June). *Observing teachers: The mathematics pedagogy of Quebec francophone and anglophone teachers*. Paper presented at the Canadian Mathematics Education Study Group (CMESG) annual conference, Moncton, NB.
- McDonough, K.** (2015, October). *Application x 2: Researching L2 structural priming in laboratories and classrooms*. Plenary given at the Second Language Research Forum, Atlanta, GA.
- McDonough, K.** (2016, February). *Research to support curricular innovation*. Guest speaker at the Office of the University Council, Chiang Mai University, Thailand.
- McDonough, K.** (2016, January). *Challenges with the use of tasks in EFL contexts*. Guest speaker at the English Department, Chiang Mai University, Thailand.
- Mercier, J.** (2015, August). *Affective neuroscience in education: conceptualization and measurement of affective load*. Paper presented at the Annual Meeting of EARLI (European Association for Research on Learning and Instruction), Cyprus.
- Mercier, J.** (2015, August). *PedaGO: A new interactive learning environment to foster teachers' pedagogical innovation*. Paper presented at the Annual Meeting of EARLI (European Association for Research on Learning and Instruction), Cyprus.
- Mercier, J.**, Deaudelin, C., **Brodeur, M.**, & Lefebvre, S. (2016, March). *Cross-cultural adaptation of the French version of the teaching perspectives inventory: A large-scale validation study with a sample of French or English speakers*. Paper presented at the Society for Information Technology and Teacher Education meeting, Savannah, GA.
- Poissant, H.** (2015, April). *Les relations entre la mémoire de travail et l'autorégulation cognitive dans la problématique des troubles attentionnels*. Invited speaker at the Colloque organisé par le Groupe Éduco-Éducation Cognitive sur le thème : « Développer les habiletés exécutives dans les apprentissages : Comprendre et Intervenir », Montreal, QC.
- Poissant, H.** (2015, September). *Symposium "New trends on Developmental and Cognition"*. Invited speaker at the Institute of Neurosciences and Cognition-INECO, Buenos Aires, Argentina.
- Poissant, H.**, Rapin, L., & Mendrek, A. (2015, June). *Transmission of fronto-parietal dysfunction during forethought in families with attention deficit/hyperactivity disorder*. Paper presented at the "Neurocognitive function and emotion processing in psychopathology" symposium, Mediterranean Neuroscience Society (MSN), Cagliari, Sardaigne, Italie.
- Potvin, P.** (2015, January). *Cerveau et changement conceptuel en sciences*. Paper presented at the Journée de la physique pour les professeurs de CÉGEP, Montreal, QC.
- Potvin, P.**, & Hasni, A. (2015, May). *Quelques résultats des travaux de la CRIJEST*. Paper presented at the Journée pédagogique de la Commission Scolaire Marie-Victorin, Longueuil, QC.
- Potvin, P.**, & **Riopel, M.** (2015, November). *Les défis de l'utilisation d'une simulation informatisée pour évaluer la compétence de résolution de problème en science et technologie*. Paper presented at the 37e session d'études de l'ADMEE-Canada, Gatineau, QC.

- Prévost, N., & **Turcotte, C.** (2015, August). *Assurer une transition réussie des apprentissages de l'écrit entre la maternelle et la 1re année.* Paper presented at the 2e Symposium international sur la littératie à l'école (SILE), Orford, QC.
- Raymond, C., & **Turcotte, C.** (2015, May). *Faire l'expérience de la danse au préscolaire : un levier concret pour enrichir le vocabulaire et le réseau sémantique des enfants.* Paper presented at the congrès de l'ACFAS, Montreal, QC.
- Savage, R., Dawson, W., Piquette, N., & **Abrami, P. C.** (2015, June). *A cluster randomized control field trial of the ABRACADABRA web-based reading technology: Replication and extension of basic findings.* Keynote given at the Digital Literacy for Preschoolers: Maximizing the Benefits of eBooks for Emergent Literacy, Montreal, QC.
- Savard, A.**, & Cyr, S. (2016, March). *Mathematics assessments in education: Observing teachers for informing the policy makers.* Paper presented at the 60th Annual Conference of The Comparative & International Education Society (CIES), Vancouver, BC.
- Savard, A.**, & Highfield, K. (2015, June). *Teachers' talk about Robotics: Where is the mathematics?* Paper presented at the 38th Annual Conference of the Mathematics Education Research Group of Australasia, Sunshine Coast, Queensland, Australia.
- Savard, A.**, & Manuel, D. (2015, June). *Teaching statistics in middle school mathematics classrooms: Making links with mathematics but avoiding statistical reasoning.* Paper presented at the 38th Annual Conference of the Mathematics Education Research Group of Australasia, Sunshine Coast, Queensland, Australia.
- Savard, A.**, Manuel, D., Chandrasekhar, V., Merovitz, S., & Pinard, S. (2015, June). *Observing teachers: What are the pedagogies behind their practices?* Symposium at the Mathematics Education Research Units MERU Symposium Series, Ottawa, ON.
- Schmid, R. F.** (2015, April). *Teaching and learning with technology.* Discussant presented at the American Educational Research Association (AERA) Annual meeting, Chicago, IL.
- Sheepy, E., & **Waddington, D.** (2015, June). *Learning with and without debriefing in Get Water, a casual game for change.* Paper presented at the Canadian Game Studies Association (CGSA), Ottawa, ON.
- Sheepy, E., & **Waddington, D.** (2015, May). *Deep springs and dry wells: A study of the casual civic game Get Water.* Paper presented at the Digital Games Research Association (DiGRA), Lüneburg, Germany.
- St-Laurent, M., & **Venkatesh, V.** (2015, June). *Nuances in the Québec black metal scene's representations of national socialist ideologies.* Paper presented at the 18th Biennial International Association for the Study of Popular Music Conference, Campinas, Brazil.
- Tamim, R., **Borokhovski, E.**, **Bernard, R. M.**, & **Schmid, R.F.** (2015, April). *Technology use in post-secondary STEM courses: Findings and implications from a meta-analysis.* Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Chicago, IL.
- Tamim, R., **Borokhovski, E.**, **Bernard, R. M.**, **Schmid, R. F.**, & **Abrami, P. C.** (2015, April). *A methodological quality tool for meta-analyses: The case of educational technology literature.* Paper presented at the American Educational Research Association (AERA): Meta-analysis and systematic review SIG annual meeting, Philadelphia, PA.
- Thibeault, J., & **Gauvin, I.** (2015, August). *Vers un décloisonnement en didactique du français : quelques exemples d'études en cours.* Invited speaker at the Colloque du doctorat réseau UQ, Hull, ON.
- Thomson, R., **Fichten, C.**, & Budd, J. (2015, May). *Universal design plus e-learning in higher education.* Paper presented at the Universal Design for Learning: Canadian Perspective Conference, Montreal, QC.

- Trofimovich, P., Kennedy, S., & Blanchet, J.** (2015, August). *Phonetics instruction in L2 French: Contributions of segments, prosody, and fluency to speech ratings*. Paper presented at the Phonetics Teaching and Learning Conference (PTLC), London, UK.
- Turcotte, C.** (2015, July). *Reading comprehension strategies: the effects of teaching teach them more by accident than by design on reading progress of 6th graders*. Paper presented at the 22nd conference of the Society for scientific study of reading (SSSR), Big Island, HI.
- Upitis, R., & **Abrami, P. C.** (2015, November). *Developing tools for music education in the digital age: The evidence-based evolution of the music tool suite*. Paper presented at the 8th annual International Conference of Education, Research, and Innovation (ICERI), Seville, Spain.
- Upitis, R., & **Abrami, P. C.** (2016, January). *Teachers and technology: How independent music teachers use digital music tools*. Paper presented at the Hawaii International Conference on Education (HICE), Honolulu, Hawaii.
- Upitis, R., Boese, K., & **Abrami, P. C.** (2015, July). *Demonstrating DREAM: A Digital Resource Exchange About Music*. Poster presented at the 9th International Conference on e-Learning, Las Palmas de Gran Canaria, Spain.
- Upitis, R., Boese, K., **Abrami, P. C.**, & Anwar, Z. (2015, July). *Digital Resource Exchange About Music (DREAM): Phase 2 usability testing*. Paper presented at the 9th International Conference on e-Learning, Las Palmas de Gran Canaria, Spain.
- Venkatesh, V.** (2016, March). *Theatrics of hate speech: Building theoretical and methodological intersections between the humanities and social sciences in the context of niche cultural scenes*. Keynote address given at the Concordia University Graduate Symposium Department of Education "21st Century learning: Critical thinking, collaboration, and creativity", Montreal, QC.
- Venkatesh, V.** (2015, April). *Grimposium: Trve kvlt arts, sounds, texts and films in extreme metal*. Invited address given at the Inferno Music Conference, Oslo, Norway.
- Venkatesh, V.** (2015, May). *SOMEONE: Social Media Education Every Day – Sensitizing the general public to the deleterious effects of online hate speech*. Invited address given at the "Tolerance Trumps Hate" conference organized by the Council of Europe, Brussels, Belgium.
- Venkatesh, V.** (2015, November). *How can social pedagogy build spaces for pluralistic dialogues about online hate and radicalization?* Invited keynote address given at the Preventing Radicalization and Violent Extremism: Innovative Canadian Initiatives event organized by the Embassy of Canada to Norway, Oslo, Norway.
- Venkatesh, V.** (2015, November). *SOMEONE: Social Media Education Every Day – How social pedagogy can help sensitize our general population to the deleterious effects of online hate speech*. Invited keynote address given at the Countering Violent Extremism event organized by the Embassy of Canada to Sweden, Stockholm, Sweden.
- Venkatesh, V.** (2015, November). *Curricular and cultural initiatives to combat online hate and radicalization*. Invited keynote address given at the Roundtable Discussion on Canadian and Danish Efforts in the Area of Countering Violent Extremism organized by the Embassy of Canada to Denmark, Copenhagen, Denmark.
- Venkatesh, V.** (2015, November). *Social pedagogy to combat online hate and radicalization*. Invited keynote address given at the National Seminar on Preventing Extremism co-organized by the Ministry of the Interior of Finland and the Embassy of Canada to Finland, Helsinki, Finland.
- Venkatesh, V.** (2015, October). *Perspectives on radicalisation*. Guest speaker at the Montreal Institute for Genocide and Human Rights Studies, Montreal, QC.
- Venkatesh, V.** (2015, October). *L'initiative SOMEONE: Social Media Education Every Day*. Invited address given at the Montreal Institute for Genocide Studies, Montreal, QC.

- Venkatesh, V.**, Rossner, R., & Rabah, J. (2015, July). *Frameworks for defining, assessing, and evaluating global competencies in human resources development*. Invited keynote address delivered jointly with R. Rossner with the assistance of J. Rabah at the International Symposium on Human Resources Development organized by the Japanese Association for the Management of Training and Education, Tokyo, Japan.
- Waddington, D.** (2015, June). *Speed and disappearance: what kinds of engagement do video games promote?* Paper presented at the Canadian Game Studies Association (CGSA), Ottawa, ON.
- Waddington, D.** (2016, March). *John Dewey and the undoing of coloniality: contradicting horizons*. Paper presented at the Annual meeting of the Philosophy of Education Society (PES) symposium, Toronto, ON.
- Waddington, D.**, & Fennewald, T. (2015, April). *Coming to grips (or not): using a climate change simulation game to develop systemic understanding*. Paper presented at the National Association for Research in Science Teaching, Chicago, IL.
- Wade, A.** (2015, November). *Systematic reviews and information retrieval: Planning and implementing a database search*. Guest lecturer at the doctoral seminar, McGill University, Montreal, QC.
- Wade, A.** (2015, November). *Authentic assessment with electronic portfolios: Teaching and learning with ePEARL*. Guest lecturer at the Formative Assessment. Regional Educational Laboratories (REL), Central, Omaha, Nebraska.
- Wade, A.** (2015, October). *Panel discussion for part-time lecturers*. Presentation at the Campus Equity Week Forum on eLearning, Concordia University.
- Warwick, E.** (2016, March). *The Learning Toolkit +: Evidence-based tools to transform classroom practice*. Paper presented at the Concordia University Graduate Symposium Department of Education "21st Century learning: Critical thinking, collaboration, and creativity", Montreal, QC.

## Training and Instruction

- Bernard, R. M.**, & **Borokhovski, E.** (2016, March). *Introduction to methodology and practice of meta-analysis in application to research in education and educational technology*. Workshop given to the faculty and students of Zayed University, Dubai, UAE.
- Kiforo, E., **Wade, A.**, Akelo, C., & **Abrami, P. C.** (2016, February). *Developing literacy and numeracy skills using the Learning Toolkit*. Workshop given to the Kenyan research teachers and partners, University of Nairobi, Nairobi, Kenya.
- Potvin, P.**, & Hasni, A. (2016, January). *Conférence et table ronde à propos de l'intérêt des jeunes en science et technologie*. Paper presented at the Journée pédagogique du 22 janvier à la Commission scolaire des Affluents, Terrebonne, QC.
- Samson, G., & **Savard, A.** (2015, October). *Enseigner les mathématique, sciences et technologies dans un contexte interdisciplinaire: Une analyse croisée au regard du questionnement*. Workshop given at the XIVèmes rencontres du Réseau international de recherche en Éducation et en Formation (RÉF2015) Montreal, QC.
- Savard, A.**, Gervais, C., & Polotskaia, E. (2015, October). *Amener les élèves à saisir la structure mathématique d'un problème écrit : approche globale*. Workshop given at the Colloque mathématique pour le primaire de l'Association Mathématique du Québec, Quebec, QC.
- Venkatesh, V.** (2015, July). *Factors impacting global and transversal competency development in Japanese businesses*. Workshop delivered jointly with R. Rossner to the Japanese Association for the Management of Training and Education, Tokyo, Japan.

- Wade, A., Abrami, P. C., & Kiforo, E. (2016, January). *Developing literacy and numeracy skills using the Learning Toolkit*. Workshop given to the representatives from the Kenya Ministry for Education, Science and Technology, Kenya Institute for Curriculum Development, Nairobi, Kenya.
- Wade, A., Abrami, P. C., Warwick, E., & Pillay, V. (2015, June). *Using cooperative learning with ABRACADABRA*. Workshop given to the LTK Ambassadors, Aga Khan Academy, Mombasa Kenya.

## Technology-Based Tools and Other Transfer Activities

- Brodeur, M. (2016). Prévention du décrochage scolaire et démarche explicite. *Résonances : Mensuel de l'École valaisanne*, 5, 7-9.
- Brodeur, M. (2016). Maternelle 4 ans : une saison pour semer. *Savoir. La Fédération des commissions scolaires du Québec*.
- Brodeur, M., & Brunelle, Y. (2015). L'importance de commencer tôt. Les maternelles 4 ans temps plein en milieu défavorisé. *Revue de l'Association canadienne d'éducation*, 36-38.
- Chapleau, N. (2015, June). Apprendre la morphologie dérivationnelle pour mieux orthographier. *Learning Disabilities Association of Ontario (LDAO)*. Retrieved from <http://taalecole.ca/litteratie/la-morphologie/>
- Chapleau, N. (2015, June). Enseignement de l'orthographe lexicale auprès de l'élève ayant des difficultés d'apprentissage. *Learning Disabilities Association of Ontario (LDAO)*. Retrieved from <http://taalecole.ca/litteratie/enseignement-de-lorthographe/>
- Chapleau, N., & Beaupré-Boivin, K. (2015, June). Le rapport d'évaluation orthopédagogique : un document essentiel! *Revue de l'ADOQ*. Retrieved from <http://www.ladoq.ca/revue-ladoq.php>
- Fichten, C., Asuncion, J. V., Nguyen, M. N., Budd, J., Barile, M., & Amsel, R. (in press). POSITIVES Scale / Échelle POSITIVES. *PsycTESTS*.
- Fichten, C., Budd, J., Havel, A., Jorgensen, M., King, L., Marcil, E., Nguyen, M.N., Vitouchanskaia, C., Bailes, S., Creti, L., Libman, E. & Rizzo, D. (2015, May). *From sleep to student success: Navigating the research obstacle course*. Presentation given at the Celebrate Research: Research Symposium Dawson College, Montreal, QC.
- Godin, M.-P., & Chapleau, N. (2015, November). Enseigner le vocabulaire dès l'entrée à l'école : les principes clés. *Learning Disabilities Association of Ontario (LDAO)*. Retrieved from <http://taalecole.ca/litteratie/enseigner-le-vocabulaire/>
- King, L., Fichten, C., Havel, A., & Jorgensen, M. (2016, February). Making the grade: College students with disabilities and academic success. *Profweb [online]*. Retrieved from <http://www.profweb.ca/en/publications/articles/making-the-grade-college-students-with-disabilities-and-academic-success>
- King, L., Jorgensen, M., Fichten, C., Havel, A., Budd, J., Vitouchanskaia, C., Lussier, A. & Heiman, T. (2015, April). Réunion d'équipe sur la Phase 3 : Entrevues avec les professeurs de cégep (Les perspectives des étudiants et des professeurs sur l'excellence dans l'utilisation des TIC et du cyberapprentissage au collégial). Retrieved from <http://www.cdc.qc.ca/pdf/033682-cyberapprentissage-lking-et-al-FQRSC-2015.pdf>
- King, L., Lussier, A., Fichten, C., Jorgensen, M., Havel, A., Budd, J., Asuncion, J.V., Nguyen, M.N., Amsel, R., Raymond, O. & Poldma, T. (2015, November). Teachers' use of ICTs: What do students think? *Profweb [online]*. Retrieved from <http://www.profweb.ca/en/publications/articles/teachers-use-of-icts-what-do-students-think>
- Marcil, E., Fichten, C., King, L., Havel, A., Jorgensen, M., Budd, J., Nguyen, M.N. & Raymond, O. (2015). Paving the road to success: Technology and students with disabilities. *Inspirations*, 16. Retrieved from [http://www.inspirationsnews.com/pdf/Editions/Inspirations\\_winter-1113.pdf](http://www.inspirationsnews.com/pdf/Editions/Inspirations_winter-1113.pdf)



- Marcil, E., Vo, C., Jorgensen, M., & **Fichten, C.** (2015). Immigrant students can have disabilities: We just don't know about it. *Communiqué*, 15(3), 29-30. Retrieved from [http://www.cacuss.ca/\\_Library/Communique/Volume\\_15\\_Issue\\_3\\_Fall\\_2015.pdf](http://www.cacuss.ca/_Library/Communique/Volume_15_Issue_3_Fall_2015.pdf)
- Marec, C.-É., Hasni, A., & **Potvin, P.** (2015). L'enseignement des sciences et de la technologie au 3e cycle du primaire par l'approche interdisciplinaire: une recherche-action-formation. *Spectre, Revue de l'Association pour l'enseignement de la science et de la technologie au Québec*, 45, 27-29.
- Venkatesh, V.**, McGray, R., Thomas, T., Rabah, J., Arshad-Ayaz, A., Naseem, M. A., Wallin, J.J., Podoshen, J.S., **Castro, J.C.**, Fournier-Sylvester, N., Chang-Kredl, S., Das, S., Akbari, E., Beier, J.L., Lalonde, M., Savard, M., & Kozak, S. (2016). Social media education every day (Someone) [Web Portal]. Montreal, QC: Project Someone. Retrieved from <http://projectsomeone.ca/>
- Venkatesh, V.**, & Urbaniak, K. (2015, August). *Grimposium – The Resurrection*. Curated musical, audio-visual, visual art and panel sessions with Gorguts, Teramobil, Hybreed Chaos, Cardinal Wyrms, Starlight Ritual, Kevin Hufnagel, Between The Buried and Me, Animals as Leaders, The Contortionist, Becky Cloonan, Stéphane Giroux, David Hall, Kim Holm, Filip Ivanovic, Kim Kelly, Kristine Knapskog, Luc Lemay, Albert Mudrian, Jason Netherton, Marky Ramone, Dan Seagrave, Alexis Sevenier, Dave Sweetapple, Kathryn Urbainak, Nelson Varas-Diaz, Jason Wallin, Natalie Zina Walschots. Montreal, QC.
- Venkatesh, V.**, & Urbaniak, K. (2015, November). *Grimposium in Bergen*. Curated musical and audio-visual performances by Ivar Peersen's Bardspec, Kim Holm with Espen Solheim and Bjorn Ognoy, Owen Chapman, David Hall. Bergen. Bergen, Hordaland, Norway.
- Venkatesh, V.**, & Urbaniak, K. (2016, January). *Grimposium in Oakland – West Side Gory*. Curation of musical performances by Vastum, Pale Chalice, Cardinal Wyrms; panel sessions with Brad Nelson, Jason Wallin, Justin Norton, Beth Winegarner, Leila Abdul-Rauf and Daniel Butler. San Francisco and Oakland, CA.
- Venkatesh, V.**, Zuberi, A., Pelczer, I., Urbaniak, K., Gallant, T., Lakhana, A., **Segalowitz, N.** & **Gatbonton, E.** (2015). Topic Maps [Indexing technology tool]. Montreal, QC: Learning for Life Centre, Concordia University & the CSLP. Retrieved from
- Vo, C., Marcil, E., Jorgensen, M., & **Fichten, C.** (in press). Registering for access services in college: A focus on immigrant students with disabilities. *Inspirations*.
- Waddington, D.**, & **Cardoso, W.** (2016). Spaceteam ESL [Website]. Retrieved, from <http://spaceteamesl.ca/>

## Students

### Post Doctorate

- Hyoung Bum, K. (2015, September). *An analysis of high school students' conceptions of conservation of mass on carbon cycle through carbon emission scenario*. Post doctoral dissertation, supervised by **P.Potvin**.
- Fennwald, T. (2015, December). *Post-doctoral research fellow*. Supervised by **D. Waddington**.

### Ph.D. Supervision

- Akbari, E. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **J. C. Castro**.
- Alexander, K. (in progress). *Educational technology and gaming*. Doctoral dissertation, supervised by **V. Venkatesh**.
- Appel, R. (in progress). *Vocabulary in second language acquisition: Three studies*. Doctoral dissertation, supervised by **K. McDonough**, co-supervised by **P. Trofimovich**.

- Arvais, O. (in progress). *Étude multicas des pratiques d'enseignement/apprentissage dans les camps de réfugiés sud-soudanais et somaliens des régions de Dollo Ado et Gambela en Éthiopie*. Doctoral dissertation, supervised by **P. Charland**.
- Bédard, M. (in progress). *Description de la contribution des interventions orthopédagogiques à l'identification de la dyslexie, par l'observation de l'activité cérébrale des élèves « résistants à l'intervention »*. Doctoral dissertation, supervised by **L. Laplante**, co-supervised by **J. Mercier**.
- Bédard, M. (in progress). *Topic not yet defined*. Doctoral dissertation, co-supervised by **J. Mercier**.
- Bélanger, C. (in progress). *Topic not yet defined*. Doctoral dissertation, co-supervised by **P. Charland**.
- Bergeron, A. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Trofimovich**.
- Boucher, V. (in progress). *Conditions scolaires et sociales favorisant l'engagement en lecture chez les jeunes lecteurs de milieux défavorisés*. Doctoral dissertation, co-supervised by **C. Turcotte**.
- Brouillette, N. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Potvin**.
- Bryuère, M.-H. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Potvin**.
- Buss, L. (in progress). *Incidental Learning, Perception, and Teacher Training in L2 Pronunciation*. Doctoral dissertation, supervised by **S. Kennedy**.
- Collard-Fortin, U. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by D. Gauthier, co-supervised by **P. Potvin**.
- Croisetière, C. (in progress). *Évaluation à fonction diagnostique de la compréhension en lecture*. Doctoral dissertation co-supervised by **C. Turcotte**.
- Dao, V. (in progress). *Learner engagement in tasks during peer interaction: Identifying the effect of interlocutor proficiency and task type*. Doctoral dissertation, supervised by **K. McDonough**.
- Das, S. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **V. Venkatesh**.
- Dion, J.-S. (in progress). *Impact de la théorie implicite de l'intelligence des futurs enseignants sur leurs capacités cérébrales d'autorégulation*. Doctoral dissertation, co-supervised by **P. Charland**.
- Endom Amougou, R. (in progress). *TIC et formation à distance en Afrique*. Doctoral dissertation co-supervised by **J. Viens**.
- Fournier-Sylvester. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **V. Venkatesh**.
- Gillespie, J. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **J. C. Castro**.
- Godin, M.-P. (in progress). *Étude des difficultés en orthographe lexicale chez les élèves dysphasiques et ceux ayant un TDA/H : une fenêtre sur la contribution des habiletés langagières et des fonctions exécutives*. Doctoral dissertation, co-supervised by **N. Chapleau**.
- Grenier, P. (in progress). *Éducation parentales dans les familles avec des enfants présentant un trouble déficitaire de l'attention/hyperactivité*. Doctoral dissertation, supervised by **H. Poissant**.
- Han, Y. (in progress). *Motivational selves and processes in L2 learning*. Doctoral dissertation, supervised by **K. McDonough**.
- Iatauro, S. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **A. Savard**, co-supervised by A. Ashgar.
- Kerrigan, S. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **A. Savard**.
- Kurtz dos Santos Buss, L. (in progress). *The cognitions and professional development of pre-service and in-service teachers with respect to second language pronunciation*. Doctoral dissertation, supervised by **S. Kennedy**, co-supervised by **P. Trofimovich**.
- Lalonde, M. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **J. C. Castro**.
- Lesage, M. (in progress). *Topic not yet defined*. Doctoral dissertation, co-supervised by **H. Poissant**.
- Lesage, M. (in progress). *Évaluation agrégée dans un cours à distance*. Doctoral dissertation, co-supervised by **M. Riopel**.

- Manuel, D. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **A. Savard**.
- Marec, C.-É. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Potvin**.
- Marquis, C. (in progress). *Stratégies pédagogiques, transposition didactique et transformation des savoirs en sciences*. Doctoral dissertation, co-supervised by **J. Viens**.
- Oba, T. (in progress). *Form-focused practice and corrective feedback in EFL classrooms: The role of analytical ability and working memory*. Doctoral dissertation, supervised by **K. McDonough**.
- Poljak, L. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Trofimovich**.
- Pronovost, M. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **M. Riopel**, co-supervised by **P. Potvin**.
- Rabah, J. (in progress). *Topic not yet defined*. Doctoral dissertation, co-supervised by **D. Waddington & V. Venkatesh**.
- Rizzo, D. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **C. Fichten**.
- Saidane, R. (in progress). *Les effets d'un programme en conscience morphologique sur le développement du lexique orthographique chez des élèves arabophones scolarisés en français langue seconde*. Doctoral dissertation, co-supervised by **N. Chapleau**.
- Saturnin, E. (in progress). *Tenure and promotion evaluation: Academics' perceptions in Canadian universities' Faculty of Education*. Doctoral dissertation, supervised by **A. Savard**.
- Skelling-Desmeules, Y. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Charland**.
- Sparkes, C. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **R.M. Bernard**.
- Stockless, A. (in progress). *Formation continue aux TIC pour les enseignants du secondaire*. Doctoral dissertation, supervised by **J. Viens**.
- Sy, O. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Potvin**.
- Thibault, F. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by **P. Potvin**.
- Tsogbadrakh, K. (in progress). *Knowledge mobilization to improve research performance of Mongolian universities in the disciplinary area of agriculture*. Doctoral dissertation, supervised by **A. Savard**, co-supervised by D. Lang.
- Valerie, V. (in progress). *Topic not yet defined*. Doctoral dissertation, co-supervised by **P. Charland**.
- Varela, W. (in progress). *Student, teacher and parent responses to studio music education and the uses of technology for learning to play a musical instrument*. Doctoral dissertation, supervised by **P.C. Abrami**.
- Villa, G. (in progress). *Évaluer et soutenir l'innovation pédagogique dans le recours aux technologies, opérationnalisation du modèle IntersTICES*. Doctoral dissertation, supervised by **J. Viens**.
- Zein, F. (in progress). *Approches bi-modales en formation à distance*. Doctoral dissertation, co-supervised by **J. Viens**.
- Zuberi, A. (in progress). *Sociology of Educational Technology*. Doctoral dissertation, supervised by **V. Venkatesh**, co-supervised M.A. Nasseem.

## Dissertations Defended

- Astudillo Mazuera, I. M. (2015, May). *A teachers detailed diary of the use of iSCORE self-regulation software to scaffold students studio music lessons*. MA thesis, supervised by **P. C. Abrami**.
- Béland, S. (2015, September). *Mise à l'épreuve de la performance des indices de détection de patrons de réponses aberrants*. Doctoral dissertation, co-supervised by **M. Riopel**.
- Bethel, E. (2015, June). *A systematic review of one-to-one Access to laptop computing in K-12 classrooms: An investigation of factors that influence program impact*. Doctoral dissertation, supervised by **R.M. Bernard**.

- Foote, J. A. (2015, November). *Speech perception and pronunciation pedagogy: Three studies*. Doctoral dissertation, supervised by **P. Trofimovich**, co-supervised by **K. McDonough**.
- Thomas, T. (2015, April). *Analyzing citizen discourses in online forums*. Doctoral dissertation, supervised by **V. Venkatesh**, co-supervised by **D. Waddington**.
- Tzemopoulos, A. (2015, April). *Art-based educational technology*. Doctoral dissertation, supervised by **V. Venkatesh**.

## M.A. & BA Thesis/Internship Supervision

- Adil, C. (in progress). *Topic not yet defined*. MA thesis, supervised by **J. Viens**.
- Ait Alioua, D. (in progress). *Stratégies d'écriture de textes d'élèves de la fin du primaire*. MA thesis, co-supervised by **C. Turcotte**.
- Aldama, R. (in progress). *Évaluation du potentiel en lecture d'élèves de 8 à 14 ans ayant une déficience intellectuelle légère*. MA thesis, co-supervised by **C. Turcotte**.
- Allow, E. (in progress). *Task complexity and L2 speakers' task performance*. MA thesis, supervised by **K. McDonough**.
- Avoine, E. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Charland**.
- Ayotte-Beaudet, J.-P. (in progress). *L'effet de l'éducation dans l'environnement sur l'intérêt des élèves*. Doctoral dissertation, supervised by **P. Potvin**.
- Beaupré-Boivin, K. (in progress). *Utilisation technologique pour l'enseignement de l'orthographe lexicale auprès des élèves en difficulté d'apprentissage*. MA thesis, supervised by **N. Chapleau**.
- Béland, S. (in progress). *Enseignement de l'orthographe lexicale au premier cycle du primaire*. MA thesis, supervised by **N. Chapleau**.
- Bélanger, V. (in progress). *Topic not yet defined*. MA thesis, supervised by **I. Gauvin**.
- Benjamin, F. d. r. (in progress). *Organisation et pratiques scolaires pour favoriser l'entrée dans l'écrit d'élèves de milieux urbains défavorisés*. MA thesis, supervised by **C. Turcotte**.
- Boissard, B. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Potvin**.
- Bolduc, A. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Charland**.
- Brault-Foisy, L.-M. (in progress). *Étude du rôle du recyclage neuronal dans l'apprentissage de l'identification des mots écrits*. Doctoral dissertation, co-supervised by **M. Riopel**.
- Bruyère, M.-H. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Potvin**, co-supervised by **J. Mercier**.
- Cayouette, A. I. (in progress). *Développement de l'orthographe entre le début et la fin de la 1re année chez des élèves ayant un trouble envahissant du développement*. MA thesis, supervised by **C. Turcotte**.
- Cerreta, S. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Trofimovich**.
- Chiasson-Del Balso, M.-M. I. (in progress). *Effet d'un programme d'entraînement à la fluidité en lecture combinant l'approche répétée assistée et le théâtre de lecteurs sur le progrès d'élèves à risque de la 5e année du primaire*. MA thesis, co-supervised by **C. Turcotte**.
- Clark, J. (in progress). *Teaching L2 vocabulary with student - and teacher-generated gestures: A classroom perspective*. MA thesis, supervised by **P. Trofimovich**.
- Croteau, D. (in progress). *Revue synthèse de la nutrition en lien avec les jeunes ayant un TDAH*. MA thesis, supervised by **H. Poissant**.
- Cymbalist, G. (in progress). *Topic not yet defined*. MA non-thesis, supervised by **D. Waddington**.
- Da Silva Matos, J. (in progress). *Interventions auprès d'élèves de la 4e année du primaire favorisant les interactions entre le texte et le lecteur*. MA thesis, supervised by **N. Chapleau**.
- Dault, C. (in progress). *Cross-linguistic pedagogy in French L2*. MA thesis, supervised by **L. Collins**.

- Davies, D. (in progress). *Teacher training and communities of practice*. MA thesis, supervised by **V. Venkatesh**.
- Deutsch, M. (in progress). *Teaching computational thinking*. MA thesis, supervised by **A. Savard**.
- Di Fiore, M.-L. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Charland**.
- Durocher, E. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Potvin**.
- Elbling, D. (in progress). *Topic not yet defined*. MA non-thesis, supervised by **D. Waddington**.
- Forget, B. (in progress). *Topic not yet defined*. MA thesis, supervised by **J.C. Castro**.
- Fréchette, J. (in progress). *Compréhension de textes narratifs et développement de l'empathie chez les adolescents de 2e secondaire*. MA thesis, supervised by **C. Turcotte**.
- Galindo Ochoa, J. (in progress). *The effect of task repetition on L2 speakers' intelligibility*. MA thesis, supervised by **K. McDonough**.
- Girard, C. (in progress). *Analyse de l'autorégulation en continu des gestes pédagogiques posés par les orthopédagogues en fonction des réponses des élèves de 1re année du 1er cycle*. MA thesis, co-supervised by **N. Chapleau**.
- Girard, C. (in progress). *Topic not yet defined*. MA thesis, supervised by **J. Mercier**.
- Grant, B. (in progress). *Topic not yet defined*. MA non-thesis, supervised by **D. Waddington**.
- Hunt, E. (in progress). *Topic not yet defined*. MA thesis, supervised by **D. Waddington**.
- Lagüe, D. (in progress). *Évaluation de la contribution de la boucle orthographique et de la conscience phonologique aux difficultés d'apprentissage de l'orthographe lexicale*. MA thesis, supervised by **L. Laplante**.
- Landriau, A. (in progress). *Topic not yet defined*. MA thesis, supervised by **I. Gauvin**.
- Lapierre, H. G. (in progress). *Conception et mise à l'essai d'une formation à distance portant sur la robotique destinée aux enseignants de science et technologie au secondaire*. MA thesis, supervised by **P. Charland**.
- Larose, M. (in progress). *Imagerie cérébrale en éducation scientifique*. MA thesis, co-supervised by **M. Riopel**.
- Lecours, V. (in progress). *Production automatisée de tâches d'évaluation en mathématique au primaire*. MA thesis, supervised by **M. Riopel**.
- Lee, S. (in progress). *Topic not yet defined*. MA thesis, supervised by **J.C. Castro**.
- Lemay, R. (in progress). *Topic not yet defined*. MA thesis, supervised by **I. Gauvin**.
- Maillet, D. (in progress). *Effet d'une intervention pédagogique sur le vocabulaire et la production de mots écrits d'élèves allophones de niveau secondaire*. MA thesis, supervised by **N. Chapleau**.
- Malenfant-Robichaud, G. (in progress). *Topic not yet defined*. MA thesis, supervised by S. Masson, co-supervised by **P. Potvin**.
- Mathieu, J. (in progress). *Topic not yet defined*. MA thesis, supervised by **L. Laplante**.
- Menard, G. (in progress). *Topic not yet defined*. MA thesis, co-supervised by **P. Charland**.
- Ménard, G. (in progress). *Éducation technologique au secondaire*. MA thesis, supervised by **M. Riopel**.
- Moore, A. (in progress). *Topic not yet defined*. MA thesis, supervised by **J.C. Castro**.
- Moore, G. (in progress). *Topic not yet defined*. MA non-thesis, supervised by **D. Waddington**.
- Moussally, S. (in progress). *Topic not yet defined*. MA thesis, supervised by **W. Cardoso**, co-supervised by **S. Kennedy**.
- Roger, H. (in progress). *Conceptions du trouble de l'autisme par les enseignants*. MA thesis, supervised by **H. Poissant**.
- Ruivivar, J. A. (in progress). *Spoken grammar and second language learning*. MA thesis, supervised by **L. Collins**.
- Ryan, J. (in progress). *Topic not yet defined*. MA non-thesis, supervised by **D. Waddington**.

- Sheepy, E. (in progress). *Get Water!: Exploring the adult player's experience of a mobile game for change*. MA thesis, supervised by **V. Venkatesh**.
- Smith, G. (in progress). *The timing of comprehension and production practice*. MA thesis, supervised by **L. Collins**.
- Strachan, L. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Trofimovich**.
- Tanguay, C. (in progress). *Aides technologiques et réussite scolaire*. MA thesis, supervised by **J. Viens**.
- Taylor Reid, K. (in progress). *Topic not yet defined*. MA thesis, supervised by **P. Trofimovich**.
- Thouin, G. (in progress). *Recours aux technologies pour gérer l'aide aux devoirs*. MA thesis, supervised by **J. Viens**.
- Tremblay, C. (in progress). *Évaluation des processus spécifiques et non spécifiques de lecture-écriture chez des élèves du 1er cycle du secondaire fréquentant une institution privée*. MA thesis, supervised by **L. Laplante**.
- Warnholtz, M. (in progress). *Dual language immersion in high school: The impact on L1 and L2 achievement*. MA thesis, supervised by **E. Bures**.
- Yee, J. (in progress). *Topic not yet defined*. MA thesis, supervised by **D. Waddington**.
- Young, A. (in progress). *Topic not yet defined*. MA thesis, supervised by **A. Savard**.

## MA Theses Defended and Internships Completed

- Belletête, V. (2015, November). *Description de l'intérêt situationnel d'élèves du secondaire dans le contexte de mise en oeuvre d'une démarche d'investigation scientifique en classe*. MA thesis, supervised by H. Abdelkrim, co-supervised by **P. Potvin**.
- Cyr, G. (2015, November). *L'Intégration de l'éducation à la sexualité par des enseignants de science et technologie du secondaire : analyse des conceptions et des pratiques*. MA thesis, supervised by **P. Potvin**.
- Marec, C.-É. (2015, November). *Implantation d'une approche interdisciplinaire destinée à favoriser l'enseignement de la science et de la technologie au primaire et à soutenir l'intérêt des élèves pour les S&T*. MA thesis, supervised by **P. Potvin**.
- Musku, D. (2015, June). *Vers une opérationnalisation du recours au modèle InterTICES en formation/accompagnement des enseignants. Développement et mise à l'essai d'outils d'analyse de la culture e-Learning des acteurs et des potentialités pédagogiques des TICES*. MA thesis, supervised by **J. Viens**.
- Ouarab, K. (2015, December). *Application de la démarche des orthographe approchées au deuxième cycle du primaire : une étude de cas*. MA thesis, co-supervised by **N. Chapleau**.
- Pollard Hyde, M. (2015, June). *Accent and employability in French-language law interviews*. MA thesis, supervised by **S. Kennedy**, co-supervised by **E. Gatabonton**.
- Sabahi, M. (2015, December). *Fondements de la conception pédagogique des jeux sérieux*. MA thesis, supervised by **J. Viens**.

## Research Assistants

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

Brault-Foisy, L.-M. *PhD student*. Employed by **H. Poissant**.  
Lagüe, D. *MA student*. Employed by **L. Laplante**.  
Laplante-Dubé, P. *MA student*. Employed by **P. C. Abrami**.  
LeBel, M. *BA student*. Employed by **P. C. Abrami**.  
Lesage, M. *PhD Student*. Employed by **H. Poissant**.  
Ricard, J.-P. *BA student*. Employed by **S. Kennedy**.  
Sorret, T. *BA student*. Employed by **P. C. Abrami**.  
Wade, C.-A. *BA student*. Employed by **P. C. Abrami**.  
Wlodarczyk, V. *BA student*. Employed by **P. C. Abrami**.  
Zahabi, L. *BA student*. Employed by **P. C. Abrami**.

## Thesis Examination Committee

**McDonough, K.** (current). Thesis committee member. *Clark, J. (in progress). Exploring the use of gestures in classroom vocabulary instruction. MA, Applied Linguistics, Concordia University.*  
**Savard, A.** (current). Thesis committee member. *Heather Mcpherson (Ph.D. Education & Society, McGill); Scosha Merovitz (Ph.D. Education & Society, McGill); Margaret McDonnell (Ph.D. Education & Society, McGill); Levon Blue, (Ph.D. Australia).*  
**Viens, J.** (2015). Thesis committee member. *Louverture-Leblanc, Gladstone, MA.*

## Awards

**Bernard, R. M.** (2015, April). Outstanding reviewer *American Educational Research Association (AERA) and the Review of Educational Research (RER).*  
**Borokhovski, E., Bernard, R. M., Tamim, R., & Schmid, R. F.** (2015, June). EdMedia Outstanding Paper Award "*Technology integration in postsecondary education: A summary of findings from a series of meta-analytical research*".  
**Fichten, C.** (2016). Fred Strache Leadership Award. For mentoring students and leadership in research on disability and assistive technology (\$5,000). *CSUN Conference (Center on Disabilities at California State University, Northridge).*

## Professional Activities

**Abrami, P. C.** (2015). Advisory board member. *Food4Thought: The innovative cooking industry as a means to foster STEM careers.*  
**Abrami, P. C.** (current). Member. *Society for Research Synthesis Methodology; International Campbell Collaboration; American Educational Research Association; American Psychological Association; Canadian Psychological Association.*  
**Abrami, P. C.** (current). Consultant. *English Montreal School Board Balanced Literacy Initiative.*  
**Bernard, R. M.** (current). Editorial review board member. *Distance Education, Canadian Journal of Learning and Technology, Review of Educational Research, Journal of Computers in Higher Education.*

- Bernard, R. M.** (current). Statistics consultant and reviewer. *Education Coordinating Group, International Campbell Collaboration; Methods Group, International Campbell Collaboration.*
- Bernard, R. M.** (current). Reviewer. *Review of Educational Research (AERA, USA); Evaluation and Policy Analysis (AERA, USA); Journal of Educational Psychology (APA, USA); Journal of Distance Education (CADE, Canadian); Distance Education (AAECT, Australian); Educational Technology Research & Development (AECT, USA); Educational Evaluation and Policy Analysis (AECT, USA); Journal of Rural Education (USA); Canadian Council on Learning (Granting Agency, Canadian); Social Sciences and Humanities Research Council (Granting Agency, Canadian); AECT Annual Conference (USA); Computers and Education; Alberta Journal of Education.*
- Bernard, R. M.** (current). Executive board member. *Canadian Network for Knowledge Utilization.*
- Borokhovski, E.** (current). Editorial board member. *Российский Психологический Журнал [Russian Psychological Journal].*
- Borokhovski, E.** (current). Board of review editors member. *Frontiers in Quantitative Psychology and Measurement on-line journal.*
- Borokhovski, E.** (current). Reviewer. *Computers & Education, Journal of Online Learning and Teaching, Journal of Distance Education (Australia).*
- Bures, E.** (2015). Reviewer. *The American Educational Research Association, Division C, Technology Section; International Conference on Computer Supported Collaborative Learning (CSCL); Educational Research Review*
- Collins, L.** (current). Journal reviewer. *Applied Linguistics; Bilingualism, Language & Cognition; Canadian Modern Language Review; Language Learning; Modern Language Journal; Studies in Second Language Acquisition; TESOL Quarterly.*
- Collins, L.** (current). Member. *Editorial Board, The Modern Language Journal; Executive board member at large, American Association for Applied Linguistics; Advocacy Committee, American Association for Applied Linguistics.*
- Fichten, C.** (2014). Reviewer. *Nouveaux cahiers de la recherche en éducation; Chapter for Burgstahler's Universal Design in Higher Education.*
- Fichten, C.** (2014). External Consultant. *Dawson Research Ethics Board.*
- Fichten, C.** (current). Internal scientific peer reviewer. *Lady Davis Research Institute*



- Fichten, C.** (current). Member. *Board of Directors - Association québécoise des étudiants ayant des incapacités au postsecondaire (AQEIPS)*; *Neil Squire Society (Migration to A Digital Economy: A Study of Disability Issues)*; *Research funding organization advisory committees: Canadian Institutes of Health Research (CIHR), Fonds pour la formation de chercheurs et l'aide à la recherche (FCAR), Social Sciences and Humanities Research Council (SSHRC)*; *research grant adjudication committees, Social Sciences and Humanities Research Council (SSHRC), Fondation canadienne pour l'innovation / Canada Foundation for Innovation, Centre de recherche interdisciplinaire en réadaptation du Montréal métropolitain (CRIR), Social Sciences and Humanities Research Council (SSHRC), Fonds pour la formation de chercheurs et l'aide à la recherche (FCAR), Direction générale de l'enseignement collégial (DGEC)*; *Review of grants as external expert: Fonds de la recherche en santé du Québec (FRSQ), Social Sciences and Humanities Research Council (SSHRC), Fonds pour la formation de chercheurs et l'aide à la recherche (FCAR), Canadian Institutes of Health Research (CIHR), National Science Foundation (NSF), Mitacs Accelerate*; *Editorial Board: Revue canadienne de réadaptation / Canadian Journal of Rehabilitation, Comportement humain, Journal of Postsecondary Education and Disability*; *Advisory Board: Association québécoise des étudiants ayant des incapacités au postsecondaire (AQEIPS), Comité d'adaptation de la main-d'œuvre (CAMO) pour personnes handicapées : nouvelles technologies, Centre de réadaptation Constance-Lethbridge Rehabilitation Center : Transition école-travail, Institute for Educational Resources, Learning Opportunities Task Force, Neil Squire Society*
- Gagné, A.** (current). Collaboratrice à la rédaction. *Équipe de recherche qualité éducative des services de garde et petite enfance (2015). Mémoire sur le projet de loi 28 sur la mise en œuvre de certaines dispositions du discours sur le budget du 4 juin 2014 et visant le retour à l'équilibre budgétaire en 2015-216. Commission parlementaire de l'Assemblée Nationale du Québec; Équipe de recherche qualité éducative des services de garde et petite enfance (2015). Mémoire sur le projet de loi 27 sur l'optimisation des services de garde éducatifs à l'enfance subventionnés. Commission parlementaire de l'Assemblée Nationale du Québec.*
- Gauvin, I.** (2016). Membre du comité scientifique. *Éducation, Congrès de ACFAS, Montréal, UQAM.*
- Gauvin, I.** (2016). Responsable du colloque *Réflexion métalinguistique et apprentissage de la grammaire en langue première et seconde. 84e Congrès de l'ACFAS, Montréal, UQAM. Véronique Fortier est coresponsable.*
- Gauvin, I.** (2016). Coordonnatrice du comité scientifique. *Colloque AIRDF, Montréal, UQAM.*
- Gauvin, I.** (current). Member. *Association québécoise des professeurs de français (AQPF); Association francophone pour le savoir (ACFAS); Association canadienne de linguistique appliquée (ACLA); Association internationale pour la recherche en didactique du français (AIRDF); Réseau universitaire des services d'aide en français (RUSAF).*
- Kennedy, S.** (current). Editorial advisory board member. *Canadian Journal of Applied Linguistics; Journal of Second Language Pronunciation; TESL Canada Journal.*
- Kennedy, S.** (current). Member at large. *Canadian Association of Applied Linguistics.*
- Kennedy, S.** (current). Reviewer. *Applied Linguistics; Exceptionality Education International Journal; System; Canadian Modern Language Review; Concordia Working Papers in Applied Linguistics; Journal of Second Language Pronunciation; Language Assessment Quarterly; Encyclopedia of Applied Linguistics; Conference of the Association for Language Awareness; Canadian Association of Applied Linguistics; International Symposium on the Acquisition of Second Language Speech; International Symposium on Bilingualism.*
- King, L.** (current). Member. *Comité de recherche du Cégep André-Laurendeau; Centre de recherche pour l'inclusion scolaire et professionnelle des étudiants en situation de handicap (CRISPESH), un Centre collégial de transfert de technologie dans le domaine des pratiques sociales novatrices (CCTT-PSN).*

- McDonough, K.** (current). External evaluator. *Lei, Y. (2015). Ph.D., Education. Investigating syntactic priming effects in L2 using immediate sentence recall tasks. University of Southern Queensland, Australia.*
- McDonough, K.** (current). Reviewer. *Studies in Second Language Acquisition; Modern Language Journal; TESOL Quarterly; Language Learning; Language Teaching Research; System; Language Teaching; Canadian Modern Language Review; Applied Psycholinguistics; Canadian Journal of Applied Linguistics; Annual Review of Applied Linguistics; Australian Review of Applied Linguistics; rEFLections; Journal of Second Language Writing; Pedagogies; Language Learning and Technology; Journal of Applied Spanish Linguistics; Applied Psycholinguistics, Routledge Publishing; Wiley-Blackwell Publishing; Continuum Publishing; John Benjamins; Taylor & Francis; Language Learning Small Grants program, 2016.*
- McDonough, K.** (current). Organization of international conferences. *American Association for Applied Linguistics annual conference, 2010-2016; Second Language Research Forum annual conference, 2011-2016; European Second Language Acquisition annual conference.*
- Mercier, J.** (2015, August). Symposium organizer. *Educational neuroscience and learning interactions at the Annual Meeting of EARLI (European Association for Research on Learning and Instruction), Cyprus.*
- Poissant, H.** (current). Member. *Réseau de Biomagerie du Québec (RBIQ) depuis 2010; Membre du comité scientifique Colloque International : « La neuropsychologie : États et Perspectives », Université Saad Dahleb-Blida, Algérie; .*
- Poissant, H., & Mendrek, A.** (2015, June). Symposium Co-Organizer. *"Neurocognitive function and Emotion Processing in Psychopathology", Mediterranean Neuroscience Society (MSN), Cagliari, Italie.*
- Potvin, P.** (current). Reviewer. *Research in Science Education; Neuroeducation; Science Education.*
- Rosenfield, S.** (current). Member. *Quebec Association of Mathematics Teachers (QAMT).*
- Savard, A.** (2015, July). Visiting scholar. *Macquarie University, Sydney, Australia, Work with colleague Kate Highfield on robotics education, Work with colleague Joanne Mulligan on statistical and financial literacy, Keynote presentation.*
- Savard, A.** (2015, May-June). Invited Scholar. *Universitatea Ovidius din Constanta, Romania, Work with colleague Daniela Caprioara Teach 2 classes, Mathematics Education, Workshop for the university community and teachers: Professional Teachers Competencies, Keynote presentation at Conference for graduate students.*
- Savard, A.** (current). Reviewer. *Teaching and Teacher Education, Canadian Journal of Education, Learning Landscapes, Formation et Profession, Digital Experience in Mathematics Education, Psychology and Mathematics Education (3 8-page papers), International Congress on Mathematics Education (1 4-pages paper), International Symposium Elementary Mathematics Teaching (3 10-page papers), Psychology and Mathematics Education (3 8-page papers), Social Sciences and Humanities Research Council of Canada (SSHRC).*
- Savard, A.** (current). Member. *Executive committee of Groupe de didactique des mathématiques du Québec; International Symposium Elementary Mathematics Teaching (SEMT) panel; Working group on the creation of an official document on the essential competencies in financial literacy. Autorité des Marchés Financiers du Québec; Association pour la Recherche en Didactique des Mathématiques (ARDM); Centre Interuniversitaire de recherche en analyse des organisations (Cirano); Groupe de Didactique des Mathématiques du Québec (GDM); Canadian Mathematics Education Study Group (CMESG); High Ability and Inquiry Research Group (HAIR); National Council of Teachers of Mathematics (NCTM); .*

- Savard, A.** (current). Consultant specialist in Mathematics Education. World Bank, Washington, D.C., *Training Workshop on Mathematics in Early Grades in République Démocratique de Djibouti (March and May 2016)*; Research Triangle Institute, Washington, D.C., *Training Workshop on EGMA in République Démocratique du Congo (September 2015)*; Consortium International de Développement en Éducation, UNICEF, *Workshop in République Démocratique du Congo 16 Feb-5 March 2015 and 13-21 April 2015*.
- Savard, A.** (current). Scientific reviewer. *French Translation of the two books Open Questions for the Three-Part Lessons by Marian Small*.
- Savard, A.** (current). Co-leader. with Elaine Simmt of the working group: *The Public Discourse about Mathematics and Mathematics Education, Annual Conference of Canadian Mathematics Education Study Group (CMESG), June 2016, Kingston, Ontario*.
- Schmid, R.F.** (current). Board member. *National Consortium for Instruction and Cognition*.
- Schmid, R. F.** (current). Chair. *National Consortium for Instruction and Cognition*.
- Schmid, R. F.** (current). Member. *American Psychological Association; American Educational Research Association; National Consortium for Instruction and Cognition; Association for Media and Technology in Education in Canada*.
- Schmid, R. F.** (current). Editorial board member. *Canadian Journal of Learning and Technology; International Journal of Instructional Media; Journal of Structural Learning; Teaching, Instruction, Cognition and Learning Journal*
- Schmid, R. F.** (current). Editorial reviewer. *Canadian Journal of Educational Communication*.
- Schmid, R. F.** (current). Reviewer. *Educational Technology Research and Development*.
- Trofimovich, P.** (current). Editorial board member. *Journal of Second Language Pronunciation; TESOL Quarterly, Language Learning and Technology*
- Trofimovich, P.** (current). Reviewer. *Bilingualism: Language and Cognition; Canadian Journal of Applied Linguistics; Language Learning; TESOL Quarterly; American Journal of Speech-Language Pathology; Education & Linguistics, SSHRC*
- Trofimovich, P.** (current). Editor. *Language Learning*.
- Turcotte, C.** (2015). Codirection. *Dossier spécial de la Revue Vivre le primaire (printemps 2015) : Les passages sensibles en français et en mathématiques. (Avec Anik Ste-Marie)*.
- Venkatesh, V.** (current). Member. *Standards Council of Canada - Working Group 3, Canadian Advisory Committees for the Joint Technical Committee 1, Sub Committee 34 - Document Description and Processing Languages [WG3, CAC/JTCL/SC34] - International Organization for Standardisation*.
- Venkatesh, V.** (current). e-Learning fellow. *School of Graduate Studies, Concordia University*
- Venkatesh, V.** (current). Founding member & international board member. *International Forum for Certification of Educational Services (IFCES)*.
- Venkatesh, V.** (current). Member. *Review Panel – Social Sciences and Humanities Research Council – Insight Development Grant*
- Venkatesh, V.** (current). Chair. *Review Panel - Social Sciences and Humanities Research Council – Insight Development Grant*
- Venkatesh, V.** (current). Treasurer. *Board of Directors, Association for Canadian Studies*.
- Venkatesh, V.** (current). Member. *American Educational Research Association*
- Venkatesh, V.** (current). Member. *Standards Council of Canada - Canadian Advisory Committee for Technical Committee 232 - Learning Services for Non-Formal Education and Training - International Organization of Standardisation*.

- Venkatesh, V.** (current). Editorial board member. *Revue internationale des technologies en pédagogie universitaire; Revue de recherche en éducation; Contemporary Issues in Technology and Teacher Education - Current Practices; Metacognition & Learning; Instructional Science.*
- Viens, J.** (2015). Organizer. *Sémime 2015, 9th International Conference on Digital Exclusion in the Information and Knowledge Society Colloque international sur les multi-média à l'École Polytechnique de Lisbonne.*
- Viens, J.** (2016). Réingénierie. Site Web CIRT@. 2016 <http://www.cirta.org>.
- Viens, J.** (current). Member. AIPU; l'AFEC, association francophone d'éducation comparée; l'AMSE.
- Viens, J.** (current). Professional community online group discussion participant. *Collectif pour l'intégration et la recherche sur les technologies pour l'enseignement/apprentissage (CIRT@). Séminaires aux deux semaines durant l'année académique; Consortium Euromimes; International Center for Technologies in Learning Consortium (ICTLC).*
- Viens, J.** (current). Reviewer. *2015 7th Conference on e-Learning Excellence in the Middle East. Dubai. Comité scientifique et évaluation de 4 propositions de communication; 2016 EIAH 2016. Environnements Informatiques pour l'Apprentissage Humain. Comité scientifique et évaluation de 5 communications.*
- Waddington, D.** (current). Reviewer. *Science Education; Studies in Philosophy and Education; Journal of Curriculum Studies; Journal of Philosophy of Education; Environmental Education Research.*
- Waddington, D.** (current). Chair. *Philosophy of Education Society, Committee on Professional Affairs.*
- Waddington, D.** (current). Webmaster. *John Dewey Society.*
- Waddington, D.** (current). Editor in chief. *Paideusis; A Canadian Journal of Philosophy of Education.*
- Waddington, D.** (current). Book review editor. *Paideusis; A Canadian Journal of Philosophy of Education.*
- Waddington, D.** (current). Executive board member. *Technoculture, Art, and Games Centre*
- Wade, A.** (current). Fellow. *GradProSkills.*
- Wade, A.** (current). Associate editor. *Research Synthesis & Methods.*
- Wade, A.** (current). Member. *iSCORE Advisory Board.*
- Wade, A.** (current). Treasurer. *Quebec Library Association/L'Association des bibliothécaires du Québec*
- Wade, A.** (current). Executive member. *Quebec Library Association/L'Association des bibliothécaires du Québec*
- Wade, A.** (current). Reviewer. *Max Bell Foundation.*
- Wade, A.** (current). Board member. *Quebec Library Association/L'Association des bibliothécaires du Québec.*
- Wade, A.** (current). IRMG liaison. *Campbell Collaboration, IRMG liaison.*
- Warwick, E.** (2016, March). Panelist. *Technology in Education Panel at the Concordia University Graduate Symposium Department of Education "21st Century learning: Critical thinking, collaboration, and creativity".*

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- Lafleur, C. (2016, March). Attention aux mirages des neurosciences [J. Mercier quoted]. *Le Devoir - Cahier Thématique: Éducation troubles d'apprentissage*.
- Lambert-Chan, M. (2016, March). 41e congrès de l'Institut des troubles d'apprentissage : Mieux comprendre et soutenir l'apprenant [M. Brodeur mentioned]. *Le Devoir*. Retrieved from <http://www.ledevoir.com/societe/education/465628/41e-congres-de-l-institut-des-troubles-d-apprentissage-mieux-comprendre-et-soutenir-l-apprenant>
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- Otieno, B. (2016, Jan. 28). Innovative project seeks to boost learning at the coast [ABRA]. *The Star [Kenya]*, pp. 30-31.
- Saulnier, P.-A. (2015, December). Une dure année en éducation au Québec [M. Brodeur interviewed], *ici Radio-Canada*. Retrieved from [http://ici.radio-canada.ca/emissions/midi\\_info/2015-2016/archives.asp?date=2015-12-28](http://ici.radio-canada.ca/emissions/midi_info/2015-2016/archives.asp?date=2015-12-28)
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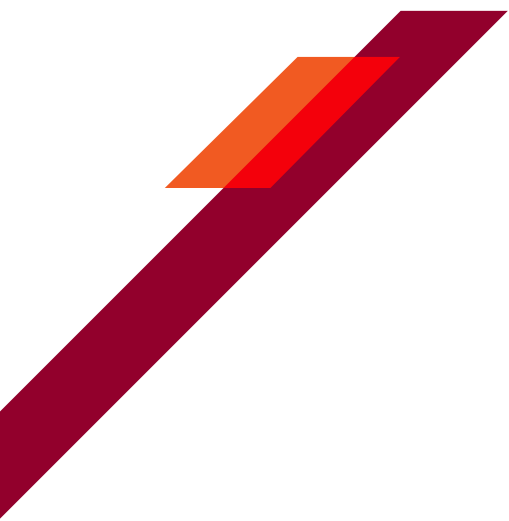
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