



Annual Report

2006 - 2007

Centre for the Study of Learning and Performance
Centre d'études sur l'apprentissage et performance

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CSLP/CEAP Annual Report

April 1, 2006 - March 31, 2007

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The CSLP/CEAP's **mission** is to improve core skills in order to meet personal and employment challenges that Canadians face due to rapidly changing technology, and the globalization of knowledge creation/transfer and economic activity. We hope to develop strategies and tools to facilitate students' and employees' acquisition of general competencies that foster communication, literacy, numeracy, and employability skills for creative use in educational and workplace settings.

Our general **goals** are: to increase the theoretical and practical understanding of the factors that promote and hinder the learning and performance of basic to complex skills; to provide training and support to educators and administrators; to provide the educational community with material and intellectual resources regarding new ideas in education; and to train students who have an interest in learning and performance and who are enrolled in graduate studies within the departments with which the centre and its members are affiliated.

A Message from the Director: Philip C. Abrami

An Annual Report is often an opportunity to look backwards. This year, I am going to break with the tradition of selectively highlighting our past year's accomplishments, and talk about the future instead. Of course, the future is built on the past and we have had another strong year of achievements and milestones. But you will see that from the other pages in our Report.

Education is about the future. It is about promise and possibility. It is about creating opportunities for growth and development among generations of children, adolescents, and adults so that they can achieve to their full potential. In doing so, society benefits. This is one of the core beliefs of a democratic society, firmly embedded in our value system.

We are abuzz with the new slogans of the "Information Age" and the "Knowledge Society". These slogans have a lot to do with the rapidity of change in our culture and in the workplace. More than ever, these slogans mean that the future demands that young people have broad and deep sets of skills and abilities to be innovative, creative



and critical thinkers. They need to know how to know and how to be self-regulated in their learning.

At the CSLP/CEAP, we conduct research to understand, to help, and to change. We strive both to generate knowledge and to mobilize it. This coming year promises to be one where our projects and themes reach new heights in both regards. For example, two of our evidence-based educational software tools—ePEARL and ABRACADABRA—will be used and studied across Canada this year and in other parts of the world.

But in looking to the year to come, I would also like to signal a milestone achievement of two senior

CSLP/CEAP scholars and good friends—Mark Aulls and Bruce Shore. In the fall of 2007, Mark and Bruce will realize a major development in their distinguished careers and the culmination of ten years of work – the publication of *Inquiry in Education* (highlighted in a special feature on page 6). In the first of these two companion volumes, Aulls and Shore thoroughly examine why inquiry – the engine for independent thinking, curiosity, and interest-driven life-long learning – ought to be a curricular imperative, and its presence a criterion for excellent education. The second volume focuses on the corollary question of what steps are needed for inquiry to become a universal practice: what barriers stand in the way, and how teachers can overcome them. In dealing with these and other questions, Aulls and Shore have made a compelling case for inquiry as not only a viable, but a vital pedagogical approach.

Want to learn more? Please come hear Drs. Aulls and Shore speak at the biennial CSLP/CEAP Research and Technology Fair this fall.

Message du directeur, Philip C. Abrami

La production d'un rapport annuel procure souvent l'opportunité de regarder en arrière. Cette année, j'ai choisi de rompre avec la tradition; plutôt que de souligner certaines de nos réalisations de l'année qui vient de s'écouler, je souhaite parler de l'avenir. Évidemment, l'avenir se fonde sur le passé et l'année qui se termine fut encore une fois jalonnée de réalisations et d'accomplissements, comme vous pourrez le constater au fil des pages du présent rapport.

L'éducation parle d'avenir. Elle parle de promesses et de possibilités. L'éducation vise à créer des opportunités de croissance et de développement pour des générations d'enfants, d'adolescents et d'adultes afin que ces derniers puissent atteindre leur plein potentiel. De cette manière, la société s'enrichit. C'est l'une des convictions sur laquelle se fondent les sociétés démocratiques comme la nôtre, et cette conviction est fermement ancrée dans notre système de valeurs.

Les termes « ère de l'information » et « société du savoir » sont partout. Ces termes se rapportent beaucoup à la rapidité avec laquelle surviennent les changements dans notre

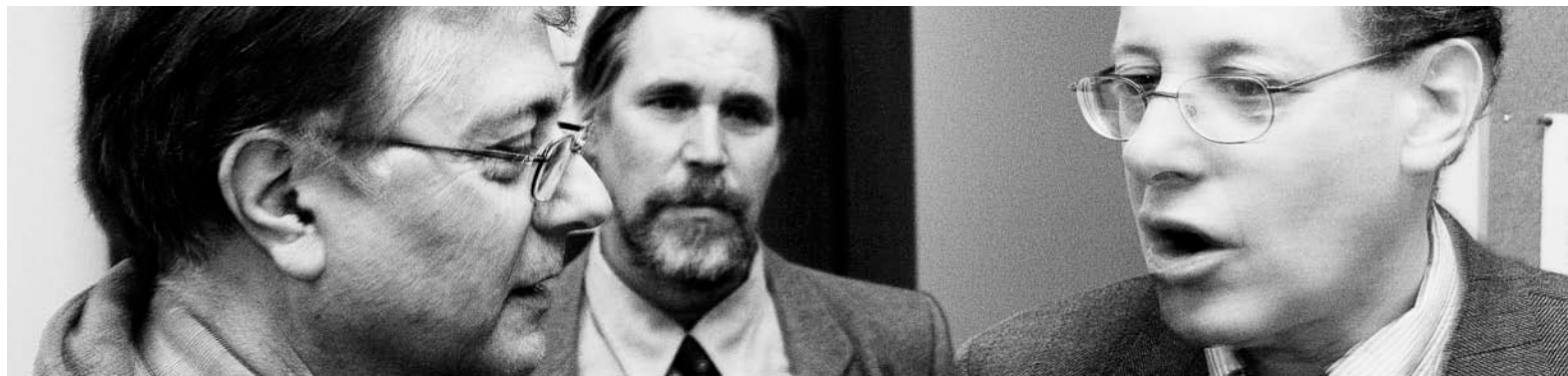
culture et dans notre milieu de travail. Plus que jamais, ces termes signifient que dans l'avenir, les jeunes devront posséder des compétences variées et approfondies ainsi que plusieurs habiletés, notamment la capacité d'innovation, la créativité et un bon esprit critique. Ils doivent savoir comment savoir et comment autoréguler leur apprentissage.

Les recherches du CSLP/CEAP visent à apporter compréhension, aide et changement. Nous nous efforçons à la fois de générer des connaissances et de les mobiliser. À cet égard, l'année qui vient laisse présager que nos projets et nos thématiques de recherche atteindront de nouveaux sommets. Cette année, par exemple, deux de nos logiciels éducatifs fondés sur les faits, PERLE et ABRACADABRA, seront utilisés et étudiés à travers le Canada et ailleurs dans le monde.

Je tiens également à mentionner que l'année qui vient verra aussi deux de nos bons amis et chercheurs principaux du CSLP/CEAP, Mark Aulls et Bruce Shore, réaliser un accomplissement important. À l'automne 2007, Mark et Bruce compléteront un projet significatif pour leur brillante carrière, projet

qui constitue le couronnement de dix années de travail : la publication de *Inquiry in Education* (qui fait l'objet d'une présentation spéciale en page 6). Dans le premier de deux volumes complémentaires, Aulls et Shore examinent en profondeur pourquoi le questionnement – le moteur de la pensée indépendante, de la curiosité et de l'apprentissage motivé par l'intérêt tout au long de la vie – devrait impérativement faire partie du curriculum, et pourquoi sa présence constitue un critère indicateur de l'excellence de l'éducation. Le second volume se concentre sur la question corollaire « Quelles sont les étapes à franchir pour que le questionnement devienne une pratique universelle : quels sont les obstacles et comment les enseignants peuvent-ils les surmonter? » En discutant de ces thèmes et d'autres questions, Aulls et Shore démontrent de manière probante que le questionnement est non seulement une approche pédagogique viable, mais vitale.

Vous voulez en savoir davantage? Venez assister à la présentation de MM. Aulls et Shore au Salon de la recherche et de la technologie bi-annuel du CSLP/CEAP cet automne.



Messages from the Associate Directors

Richard F. Schmid

The evolution of the CSLP/CEAP as an FQRSC Centre of Excellence has enabled our researchers to expand their activities in new directions. As mentioned in the Director's message, present projects are moving forward with increasing impact. As is our custom, we have used this as an opportunity to increase participation for students and partners.

We continue to focus on our responsibility to train the next generation of Québec and Canadian scholars and practitioners. We provide a variety of research and development opportunities in basic and applied research in a variety of fields and disciplines (e.g., educational technology, elementary, secondary and postsecondary education, psychology). For example, basic research projects include applications of cognitive process and how they impact on early literacy. At the same time, our instructional designers and software developers continue working on ways to use technology to help students learn and to promote effective instruction, with new connections in the Québec and Canadian context for literacy and portfolio use. Our projects involve all sectors of society, including schools, industry, government and not-for-profit organizations. We place particular emphasis on mentoring students in community outreach activities that promote the transfer of knowledge into best practices. Finally, our projects increasingly focus on students with special needs.

Norman Segalowitz

In 2006–2007, members of the CSLP/CEAP were more active than ever. Our members collaborated with research groups across Québec, Canada, and the globe.

The CSLP/CEAP is a proud charter member of the Centre de transfert pour la réussite éducative du Québec (CTREQ), a non-profit concerned with reducing the rate of school dropouts in Québec. Originally funded by Valorisation-Recherche Québec and now in part by the Ministry of Education, the CTREQ facilitates the transfer of education-based research to activities aimed at improving school success and school retention. Two other Québec-based groups with whom we are involved are the "New Approaches, New Solutions" (NANS) Evaluation team, and Healthcare access for linguistic minorities (H-CALM). NANS, a multi-million dollar project based at the Université de Montréal, involves researchers from all parts of Québec, and investigates the impact of school reform in Québec. H-CALM is a 4-university research group affiliated with the McGill-based Training and Human Resources Development Project, and involves several CSLP/CEAP members.

This year, the CSLP/CEAP has been involved with two pan-Canadian networks, the Canadian Language and Literacy Network (CLLRNET) and the Canadian Council on Learning (CCL). Our on-going partnership with CLLRNET helped us to pursue research on literacy and electronic portfolios. In our new partnership with the CCL, we have begun to work on the compilation of a national eLearning policy document. We also continue our involvement in developing an SSHRC-funded pan-Canadian Strategic Research Cluster network, aimed at promoting links between researchers and users in the field on the theme of "language performance in real time."

At the international level, we are proud that the CSLP/CEAP has been designated part of the International Campbell Collaboration. This prestigious organization promotes standards in the conduct of systematic reviews (meta-analyses). Members of our centre have also been working on joint proposals with our colleagues at the School for Social and Policy Research (Institute of Advanced Studies), Charles Darwin University, to fund future ePEARL and ABRACADABRA projects in Australia. We are in the preliminary stages of a partnership with the Instituto Politécnico de Leiria and school board partners in Portugal, and continue to look for ways to extend our partnerships internationally.

Through these numerous external links, the CSLP/CEAP remains an active educational research force in Québec and Canada, connected to the rest of the world.



Richard F. Schmid

L'évolution du CSLP/CEAP comme Centre d'excellence du FQRSC a permis à nos chercheurs d'étendre leur pratique à de nouveaux champs d'activité. Comme le mentionne le directeur dans son message, les projets actuels progressent et prennent de l'ampleur. Comme à l'habitude, nous avons profité de cette opportunité pour accroître la participation de nos étudiants et de nos partenaires.

Nous continuons à nous concentrer sur notre responsabilité de former la relève québécoise et canadienne de professeurs, chercheurs, enseignants et autres intervenants. Nous offrons une gamme de possibilités de recherche et de développement en recherche fondamentale et appliquée, à travers plusieurs domaines et disciplines (par exemple : technologie pédagogique, enseignement primaire, secondaire et post-secondaire, psychologie). Des projets en recherche fondamentale, par exemple, se penchent sur l'application de processus cognitifs et leur incidence sur l'alphabétisme en bas âge. En même temps, nos concepteurs de matériel pédagogique et de logiciels continuent de développer des technologies qui aideront les élèves dans leur apprentissage et favoriseront un enseignement efficace, afin d'étendre l'utilisation des logiciels de portfolio et d'alphabétisme à un contexte québécois et canadien. Nos projets touchent tous les secteurs de la société : les écoles, l'industrie, le gouvernement et les organismes sans but lucratif. Nous mettons un accent particulier à guider les étudiants lors d'activités en collectivités qui privilégient le transfert des connaissances selon les meilleures pratiques. Enfin, nos projets se concentrent de plus en plus sur les élèves qui présentent des besoins particuliers.

Messages des directeurs adjoints

Norman Segalowitz

En 2006-2007, les membres du CSLP/CEAP ont été plus actifs que jamais. Nos membres ont collaboré avec des groupes de recherche partout au Québec, au Canada et ailleurs dans le monde.

Le CSLP/CEAP est fier d'être membre fondateur du Centre de transfert pour

la réussite éducative du Québec (CTREQ), un organisme sans but lucratif qui travaille à la réduction du décrochage scolaire au Québec. Au départ financé par Valorisation-Recherche Québec et maintenant en partie par le ministère de l'Éducation, le CTREQ facilite le transfert des recherches en éducation vers des activités destinées à favoriser la réussite et la persévérance scolaire. Nous travaillons de concert avec deux autres groupes québécois : l'équipe d'évaluation de la « Stratégie d'Intervention Agir Autrement » (SIAA), et l'équipe de recherche sur la prestation de services de soins de santé aux groupes linguistiques minoritaires (H-CALM). Le projet SIAA, dont le financement s'élève à plusieurs millions de dollars et qui est rattaché à l'Université de Montréal, mais auquel contribuent des chercheurs de partout au Québec, a pour but d'évaluer l'impact de la réforme scolaire au Québec. Le projet H-CALM est un groupe de recherche commun à quatre universités affiliées au Projet de développement et de formation des ressources humaines rattaché à l'Université McGill, et plusieurs membres du CSLP/CEAP en font partie.

Cette année, le CSLP/CEAP s'est impliqué dans deux réseaux pancanadiens, le Réseau canadien de recherche sur le langage et l'alphabétisation (CLLRNET) et le Conseil canadien sur l'apprentissage (CAA). Nos partenariats continus avec le CLLRNET nous ont aidé à poursuivre nos recherches sur l'alphabétisme et les portfolios électroniques. Dans nos partenariats avec le CAA, nous avons commencé à travailler à l'élaboration d'une politique nationale sur l'apprentissage virtuel. Nous continuons également à nous impliquer dans le développement du Réseau stratégique de recherche financé par le CRSHC. Ce réseau pancanadien vise à encourager la création de liens entre les chercheurs et les utilisateurs sur le terrain à partir du thème « Les langues en action ».

Sur le plan international, nous sommes fiers que le CSLP/CEAP fasse partie de la Collaboration internationale Campbell. Cet organisme prestigieux établit des lignes directrices pour la réalisation d'examen systématiques (méta-analyses). Les membres de notre centre ont également travaillé sur des propositions conjointes avec des collègues de l'Université Charles Darwin, School for Social and Policy Research (Institute of Advanced Studies) afin de financer de futurs projets liés à PERLE et ABRACADABRA en Australie. Nous en sommes au stade préliminaire d'un partenariat avec l'Instituto Politécnico de Leiria ainsi que des commissions scolaires partenaires au Portugal, et nous continuons de chercher des moyens d'étendre nos partenariats sur le plan international.

Grâce à ces nombreux liens externes, le CSLP/CEAP demeure une équipe active dans la recherche en éducation au Québec et au Canada, et un centre relié avec le reste du monde.

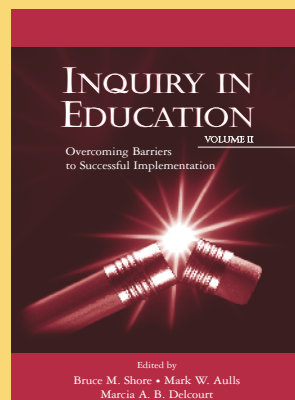
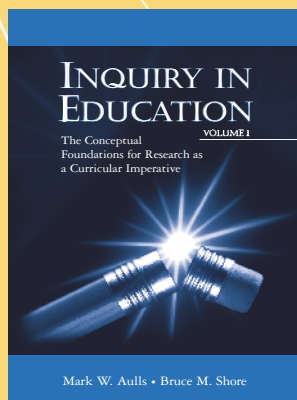
A FANTASTIC ACHIEVEMENT

in the field of INQUIRY-BASED EDUCATION

CSLP/CEAP members Mark Aulls and Bruce Shore are excited to announce the publication of their new book, ***Inquiry in Education***, in late 2007. The two volume set will take an in-depth look at the how and why of inquiry-based learning. “It will be the first book of its scope,” Shore says, describing how the team has gathered thousands of references into a comprehensive overview of this relatively new field.

Inquiry is a teaching model wherein educators not only stimulate learning, encouraging students’ growing engagement with the material, but also adapt to the demands of their students in a dynamic relationship; knowledge is exchanged rather than merely transmitted, through a process of question-asking. In recent years, an increasing amount of pedagogical literature has stressed a need for question-based learning, but because it is a fairly new approach, it has lacked appropriate forms of interpretation and evaluation. Aulls and Shore hope their book will address this problem.

In the book’s first volume, ***The Conceptual Foundations for Research as a Curricular Imperative***, Aulls and Shore draw evidence from four decades of expert opinion and research, as well as a dozen different pedagogical, philosophical, and disciplinary traditions, in order to build a cross-disciplinary case for inquiry in curriculum design. For the first time, they offer a cohesive interpretation of this large body of knowledge from a variety of perspectives, for different educational purposes.



While the first volume shows why inquiry is important, the second volume, ***Overcoming Barriers to Successful Implementation***, takes a step back to acknowledge the practical challenges. Relying on first-person accounts, research studies with added narrative, and reflective thought-pieces, this volume looks at how educators in a range of settings have dealt with obstacles in the past, in the hope of

establishing methods for overcoming such obstacles in the future.

Together, these two volumes aim to show teaching practitioners at all levels – academics, teachers, administrators, policy makers, and students of education – that inquiry is valuable and adaptable to a wide variety of teaching practices. Above all, Aulls

and Shore hope to show how inquiry is fundamental to the best kind of schooling: not just the accumulation of knowledge that has already been conveniently wrapped and put on the shelf for sale and consumption, but the kind of schooling that fosters the creation of new knowledge and understanding.

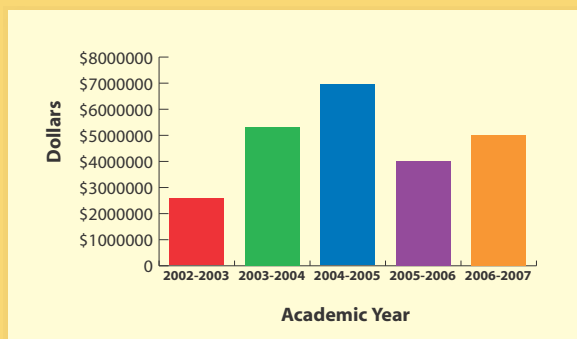
This past year our members collaborated on a variety of basic and applied research and development projects and enthusiastically disseminated our findings to the educational community. We actively published the results of our projects in scholarly and practitioner periodicals, presented at scholarly and practitioner conferences, and conducted workshops in the field.

Below is a summary of the grants and contracts awarded to CSLP/CEAP Faculty (Full members) and their value for the period 2006-2007. Also included is the number of publications, workshops and conferences presentations by full members, professional staff and graduate students. The number of students supervised by full members is listed last.

For an itemized list of grants, publications, presentations, training, transfer and professional activities, students, fellowships and awards, please consult the document *CSLP/CEAP Annual Report 2006-2007: Productivity Section* located on our website at:

<http://education.concordia.ca/cslp/CSLP-AnnualReport.php>

External Funding



Grants and Contracts: SSHRC (21); FQRSC (12); Canadian Language and Literacy Research Network (5); NSERC (5); PAREA (5); MELS (4); Canadian Council on Learning (4); Health Canada (2); American Psychological Foundation (1); Canada-Quebec Entente (1); Canadian Foundation for Innovation (1); Canadian Institutes of Health Research (1); Le centre de transfert pour la réussite éducative du Québec (1); Heritage Canada (1); Higher Education Funding Council for England (1); Interagency Educational Research Initiative (1); INUKSHUK (1); Office des personnes handicapées du Québec (1); Québec Ministry of Education (1); Sir Wilfred Laurier School Board (1); Spencer Foundation (1); UN Secretariat for the Convention of Biodiversity (1); U.S. Department of Education (1).

Total number of grants and contracts awarded to full faculty members is 73. Estimated total value held by CSLP/CEAP members only, for the period 2006-2007 (i.e. one year of multi-year grants) is approximately \$5,006,419.

Scholarly Productivity

Publications

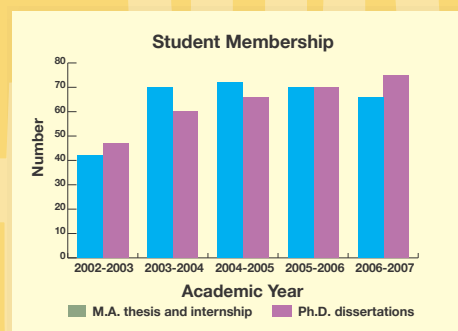
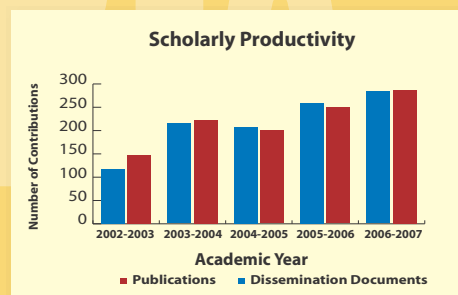
Journal articles & Manuscripts: 234
Books/Chapters/Proceedings: 31
Other: 18
Total Publications: 283

Other Dissemination Activities

Conference presentations: 208
Training and Instruction: 58
Technology-based tools and other transfer activities: 20
Total dissemination: 286

Training of Students

M.A. theses and internships: 66
Ph.D. dissertations: 75
Fellowships: 10
Research Assistants: 98
Total students: 249



SOME EXCITING EVENTS OF THE PAST YEAR

May 3, 2006

Lynn McAlpine was awarded the 2006 Canadian Society for Studies in Higher Education Research Award.

May 5, 2006

CSLP/CEAP member Dr. Emery Hyslop-Margison was awarded a Tier II Canada Research Chair in Education. Dr. Hyslop-Margison also received funding from the Canadian Foundation for Innovation to help develop the Institute for Democratic Learning in Career Education.

Aug. 2, 2006

Bob Bernard received the 2006 NSSLHA Editor's Award for his article co-authored with Dr. Herbert Turner (Campbell Collaboration) entitled "Calculating and synthesizing effect sizes".

Dec. 14, 2006

Members of the CSLP/CEAP, along with a number of partners, celebrated the release of the latest versions of their educational software- ABRACADABRA, ePEARL, Team Alphie and Alphie's Alley.

Feb. 16, 2007

CSLP/CEAP member Emery Hyslop-Margison was selected as an outstanding reviewer for the journal Educational Researcher.

Mar. 19, 2007

An article by CSLP/CEAP members Yiping Lou, Robert M. Bernard and Phil Abrami, published in ETR&D, was rated the most viewed article in the journal over three consecutive months.

Spot Light on the

Design & Development Team

Behind the well-known researchers and professional staff involved in the CSLP/CEAP, the design team converts concepts and research into physical, visual, interactive tools. Their designs become the embodiment of research findings and conceptual vision, creating applications that serve both as research tools and as tools to enhance student learning.

The tools go through a creation cycle of establishing the research goals and vision with the researchers, defining the pedagogical approach, key concepts and functionality with the instructional designers, and then materializing the ideas into a functioning tool with the designers. Each stage involves discussions, exchanges and negotiations between all the contributors of the project, harmonizing the vision with its feasibility while aiming for pedagogical and interactive best practices. Then the tool gets evaluated and tested in the field. From the feedback gathered, the next set of goals to reach are established and the cycle starts over, thereby refining the tool further.

To enable the construction of these tools, the design team comprises of individuals with varied skills, called upon as the need arises. Not only versed in various programming languages, they also draw, animate, photograph, film, manipulate audio, lay out print documents, as well as reveal hidden, unknown talents when the opportunity knocks at the door!

This past year the main team was made up of **Lindsay Bernath, Benoît Danis, Jeong-Jea Hwang, Sébastien Rainville, Vladimir Severgine, Miao Song, Mimi Zhou** and **Catherine LeBel**, who supervises the designers and programmers. We would also like to acknowledge Jennifer Chong, Catherine Rocheleau, and Dehua Zhang who worked diligently on smaller contracts.

Catherine LeBel

If the CSLP/CEAP were a circus, Catherine would be a tightrope walker carrying a pole on which the rest of us are balancing. Not only does Catherine have a major role in our performances, but she is also our liaison to the ringmasters, and a constant source of constructive advice regarding our acrobatic feats. In her free time she teaches book design and dreams of being a helicopter pilot to escape traffic jams.

Lindsay Bernath

Fifteen minutes after being born, Lindsay had already completed his first web application. Officially working as a PHP programmer and occasional interface designer, Lindsay has become the unofficial technical liaison to ePEARL's server administrators, and is frequently used as a reference textbook for all things web. Now and again he dabbles in Java network programming, voice acting, sound production, and public transit evangelism.

Benoit Danis

No matter what time you get to work in the morning, Ben is already there. Ben codes, illustrates, and animates for ABRA, Team Alphie, and Biodiversity, and he bends our voices to match our digital characters. When he isn't doing that, he's adjusting the background music of the office and keeping us up to date with the latest in popular entertainment. You need a Flash banner or slick website template? Ask Ben. You missed last night's episode of Heroes? Ask Ben.

Sébastien Rainville

Sebs' desk is clean, and if you ask him a question he will give a complete answer. Give Seb a task and he will do it thoroughly. Give Seb a cookie and he will eat all of it. Seb codes, designs, and handles sound and video for ABRA, Biodiversity, ePEARL, and all things Alphie. He is avid goldfish-thusiast and, for someone whose French is so eloquent, it is surprising how much he knows about the unwritten pseudo-grammatical rules of la langue québécoise.



(Top) Catherine LeBel; (back) Benoit Danis, Lindsay Bernath, Sébastien Rainville; (front) Miao Song, Vladimir Severgine, Jeong-Jea Hwang, Mimi Zhou

Miao Song

Miao pretends to be a simple programmer, but she has a secret. During the day she tunes and supports Team Alphie, but when the sun goes down she becomes a mad computer scientist. Secret-Miao is a doctoral student working on a dissertation about elastic objects in the field of computer graphics. She thinks we don't know - but we know.

Mimi Zhou

Mimi has promised us that she will photograph our weddings for free in exchange for unrestricted access to the sushi bar - and she's proven her skills by making us look cool in this report. When her camera is out, we feel safe. When her camera is away Mimi designs our logos and print materials, programs in ActionScript and Lingo, performs on stage, and braves the uncharted waters of Team Alphie technical support.

Vladimir Severgine

Vlad is well dressed - as every sharp-minded designer should be. You will never see Vlad wearing white socks with black shoes or placing orange text on a dark blue background. If you suggest that he try either, he will say "No", silencing you. It just works that way. Vlad designs ePEARL's themes, hand picks ePEARL's image library, maintains ePEARL's promotional material and has a giggly fondness for Niagara Falls.

Jeong-Jea "JJ" Hwang

When JJ was younger, he studied Tae Kwon Do. JJ works with the guts of Team Alphie as a Lingo/PHP programmer. When Team Alphie misbehaves, JJ need only give it the evil eye and it will reprogram itself. He has the concentration of a monk, the smile of a Good Samaritan, and he always knows where to get good deals on electronics.

Members:

Catherine Fichten (Theme Leader), Rhonda Amsel, Phil Abrami, Richard Schmid, Sylvia d'Apollonia, Maria Barile, Jennison Asuncion, Alice Havel, Shirley Jorgensen, Rajesh Malik

Accessibility and Students with Disabilities

L'accessibilité et les élèves handicapés

Afin de faciliter l'apprentissage des élèves handicapés, notre projet présente une analyse des facteurs obstacles et des facteurs facilitateurs, détermine les bonnes pratiques et aborde le problème de l'universalité des stratégies de mise en forme dans le domaine de l'éducation. Ensuite, nous divulguons les résultats de notre recherche aux utilisateurs finaux : éducateurs, élèves, dispensateurs de service aux élèves handicapés des campus, décisionnaires politiques, facultés, et autres. Une grande part de notre engagement consiste à faire savoir que les élèves handicapés peuvent obtenir le même taux de réussite que leurs pairs non handicapés dans leurs études postsecondaires, et qu'ils peuvent utiliser les ordinateurs et les nouvelles technologies de l'information de manière efficace. Nous croyons que ces technologies permettent de mettre en place des conditions d'apprentissage plus équitables pour tous les élèves, qu'ils aient ou non un handicap.



Computer and information technologies have the potential to greatly enhance the experience of students with disabilities. Considering the increasingly large percentage of postsecondary students who are affected by some form of disability (such as visual, hearing, neurological, mobility, psychiatric, learning or health impairment), we believe it is crucial to examine obstacles and facilitators, determine good practices, and raise the issue of universal instructional design. A large part of our undertaking is to communicate the fact that students with disabilities can succeed

Shirley Jorgensen, Fichten and Alice Havel were awarded a 2006-2007 PAREA grant for their project, "A comparison of the academic performance of graduates with disabilities who registered to receive disability related services, graduates with disabilities who did not register for services and non-disabled graduates: an archival study".

Catherine Fichten was awarded the "2007 Canadian Psychological Association Award for Distinguished Contributions to Public or Community Service".

in postsecondary education at the same rate as their non-disabled peers and can effectively use computers and new information technologies. We believe such technologies make more equitable learning conditions possible. We also believe that greater attention to accessibility and to educational materials and practices will improve education for all learners, whether they have a disability or not.

Using bilingual questionnaires, archival and qualitative methods, structured interviews, and focus groups, researchers in this theme develop appropriate testing instruments for collecting and analysing user data. We then disseminate the research findings to end-users: educators, students, campus disability service providers, policy-makers, faculty, and others. The particular focus of our theme on college and university learner accessibility offers clear collaborative connections with the Postsecondary Education theme, which we aim to develop further in the future.

The past year saw intensive research and progress on four main projects. The first – a study funded by PAREA – explored the standardized college exit grades of graduates with and without disabilities and examined the relationship between exit grades and perceived academic obstacles and facilitators. A second study has the team working on several projects about the accessibility of eLearning and on

A large part of our undertaking is to communicate the fact that students with disabilities can succeed in post-secondary education at the same rate as their non-disabled peers.

adaptive and assistive technologies for post-secondary learners with disabilities, funded by the SSHRC. Participants include members of the following postsecondary communities: students with disabilities, disability service providers,

professors, eLearning specialists, and e-publishers. In a third project, funded by Heritage Canada, members of the team worked within the context of the CulturAll Network (based at University of Toronto) to develop technologies to aid in the accessible delivery of bilingual cultural content. The fourth area of investigation, funded by the Canadian Council on Learning (CCL), involves studying the accessibility of campus-based software and hardware; over 1000 Canadian college and university students are participating in this investigation.

Ensuring that CSLP/CEAP researchers are sensitive to the abilities of learners with disabilities, and aware of the tools and accommodations that can assist them, continues to be a vital part of our theme's mandate. To better fulfil this role, our members have participated in CSLP/CEAP meetings, Research Fair activities, and retreats, and have presented at meetings of other themes, such as Second Language Proficiency. In these ways, we strive to alert our colleagues to the importance of representing accessibility issues in their research efforts, and the importance of including participants with disabilities in their research, both as assistants and participants.

Our Adaptech Research Network

updated and redesigned their library of free and inexpensive adaptive and “adaptable” software titles. They added new titles and attempted to make searching for software more user-friendly.

Basic Processes

Members:

Michael von Grünau (Theme Leader), Phil Abrami, Denis Cousineau, Roberto de Almeida, Zohra Mimouni, Norman Segalowitz



Les processus de base

Notre projet de recherche sur les processus de base vise à offrir une compréhension accrue de la manière dont le cerveau humain procède pour acquérir et utiliser des connaissances. Nous avons étudié certaines questions selon l'approche de la science cognitive, notamment la façon dont les personnes traitent les données sensorielles et la manière dont elles apprennent des tâches et les exécutent. Notre recherche pourrait servir de fondation pour de futurs projets de recherche appliquée portant sur l'évaluation, l'enseignement et l'évaluation des tâches et des habiletés cognitives. Nous croyons que notre recherche profite particulièrement aux milieux éducatifs en aidant au développement d'outils et de technologies qui aideront à diagnostiquer et à traiter les difficultés et les troubles d'apprentissage.

In the Basic Processes research theme, we aim to offer an improved understanding of how the human brain functions to acquire and employ knowledge.

Using cognitive science, we study such problems as how people process perceptual information, and how they then learn and perform tasks. Specifically, we look at different kinds of brain mechanisms, from the low-level processes responsible for the recognition of attributes, to the attentional and automatic processes involved in visual and linguistic tasks, to the processes involved in the learning and performing of complex tasks. Our research can then provide a basis for more applied research into the assessment, teaching and evaluation of cognitive tasks and abilities. We believe our research particularly stands to benefit the educational community by aiding

in the development of tools and technologies that will help detect and address learning problems and disorders.



De Almeida was awarded a 2006-2009 SSHRC grant for his project, "Linguistic structural complexity and the nature of conceptual representation".

“Our research particularly stands to benefit the educational community by aiding in the development of tools and technologies that will help detect and address learning problems and disorders.”

Over the past several years, the Basic Processes theme group has conducted research related to a major project, originally funded by IERI, entitled “Development and evaluation of a technology-enhanced adaptation of the Success for All reading program.” Under the leadership of post-doctoral researcher **Guy Lacroix**, a team including group members **Michael von Grünau**, **Roberto de Almeida**, **Norman Segalowitz**, **Denis Cousineau**, and **Rick Gurnsey** investigated the disputed diagnostic and predictive abilities of cognitive and perceptual tests (naming fluency, motion coherence, and the attentional blink) in relation to facility in learning to read and reader fluency. Even though our work on this particular project has ended, related research on new perceptual tests is ongoing. Members of

the theme group are studying many other basic perceptual and cognitive processes related to reading at different levels, such as perception of motion, texture and luminance, selective attention and visual search, working memory, and visual task performance during locomotion, among others.

The varied membership of the Basic Processes Team provides an opportunity for fruitful collaboration across different areas of expertise. Specifically, an ongoing collaboration between the psycholinguistics lab of **de Almeida** and the visual perception lab of **von Grünau** has taken shape, studying the interaction between visual information processing and the processing of linguistic representations (different verb classes, object presence or disappearance), as indicated by eye movement behaviour. Recently, we have started to extend this research with MEG and fMRI technology. **Cousineau**, **Lacroix**, and **Segalowitz** (and their graduate students) have explored connectionist models of categorization. **Segalowitz** and **Lacroix** are working on the semantic attentional blink in bilinguals and on the underlying characteristics of the RAN task. **Segalowitz** and **Elizabeth Gatbonton** (of the Second Language Proficiency theme) collaborate on the development of language teaching skills. Further collaborations exist with **Natalie Phillips** (Concordia University, Psychology), **Philip Cohen** (Concordia University, Leonardo Project), and CSLP/CEAP theme members **Helen Osana** and **Laura Collins**. For the future, we would like to work on increasing these types of collaborations, and especially on establishing more contacts and collaborations between our members and those of different themes.

Cousineau was awarded a 2007-2011 NSERC grant for his project, “Training and transfer in simple skills”.

Von Grünau and **de Almeida** were awarded an NSERC RTI grant, funds which will be used to purchase an EyeLink II Head-free Eye-tracking System, supplied by SR Research Ltd.

Members:

Robert Savage (Theme Leader), Phil Abrami, Anne Wade, Henri Cohen, Denis Cousineau, Roberto de Almeida, Helena Osana, Richard Schmid, Norman Segalowitz, Michael von Grünau

Coordinator:

Erin Comaskey

Early Literacy

L'alphabétisme en bas âge

Des membres de notre équipe développent et testent des logiciels et des outils qui aident de jeunes enfants partout au Canada – et dans un nombre croissant de pays à travers le monde – à apprendre à lire et à écrire. Pour ce faire, nous nous efforçons de développer des systèmes informatiques fondés sur des données probantes qui sont facilement échelonnables et disponibles. Nos deux projets principaux sont ABRACADABRA, notre logiciel d'alphabétisme en ligne, flexible et hautement interactif conçu pour les élèves du primaire, et Alphie's Alley, notre didacticiel de tutorat en alphabétisme. À la suite de notre évaluation positive de l'efficacité d'ABRACADABRA, nous prévoyons implanter le projet pour la totalité d'un niveau scolaire dans plusieurs provinces canadiennes, et peut-être même à l'étranger. Notre projet Alphie's Alley a pris de l'importance et nous développons actuellement une version pilote axée sur le travail d'équipe qui sera mise à l'essai dans certaines écoles canadiennes et américaines.



Research conducted in Canada and across the world shows that those students who do not learn to read fluently by grade three have a decreased chance of future academic success and employment, and that national literacy levels are closely tied to the GDP. Members of our theme develop and test software and tools to help young children across Canada – and, increasingly, internationally – learn to read and write. To this end, we strive to develop readily available, scalable and evidence-based technology systems.



This year, the ABRACADABRA project (ABRA) – a highly interactive, flexible, web-based literacy resource for the elementary classroom – was further developed under the supervision of **Erin Comaskey** and **Robert Savage**, with additional support

Phil Abrami, Savage, Anne Wade, Geoffrey Hipps, Denise Silverstone, Catherine LeBel, Thomas Stenzel, Vladimir Severgine, Benoit Danis, Sébastien Rainville, Ane Jorgensen and Kelly Morris were awarded a 2006-2007 grant from the Québec Ministère de l'Éducation for their project, "Soutien des écoles utilisant l'e-portfolio et ABRACADABRA/Supporting Schools Using e-portfolio and ABRACADABRA", and a CTREQ grant for "ABRACADABRA: Un système Web équilibré d'intervention en lecture à l'échelle du mot et du texte."

from new staff members **Gia Deleveaux** and **Vanitha Pillay**. Subjected to careful evaluation, the project showed significant effects on reading skills such as comprehension, fluency, decoding, and letter knowledge, as well as closely related skills such as phonological awareness. We were excited to find that the effects of the program were still evident some six months after the intervention had finished, and a one-year follow-up of this finding is currently underway. To date, results have been disseminated at international conferences (Australia, UK, and Czech Republic) as well as nationally. Research papers based on this work are in an advanced state of preparation. In addition, a complete re-design of the interface was completed for release in September 2007.

We also explored the extent to which classroom teachers rather than trained researchers can use ABRA, and the data we collected should provide the basis for a project to implement the program at a whole class level in several Canadian provinces. We would like to further extend the project to include other parts of the English-speaking world. At the international level, we are in discussions about introducing the program into schools in the UK and Australia, the latter a reflection of our continued link with Darwin University, with whom we plan to explore the use of ABRA in indigenous communities in the Australian interior. As part of this overall process of field implementation, we have linked ABRA to our electronic portfolio tool, ePEARL. As well, we have

undertaken detailed discussion with colleagues and professionals outside the CSLP/CEAP to develop a French language version of ABRA.

Our second major research effort, in collaboration with the Interagency Educational Research Initiative (IERI) and the Success For All Foundation, was on our Alphie's Alley literacy tutoring software. Formal experimentation with Alphie's Alley in a host of North American primary schools showed that high-implementation classes doubled the gains of existing Success For All programs. This year, we began developing a team-based version of Alphie's Alley, the beta version of which was piloted in some local and US schools.

We continue to enjoy intense collaborations among members and with our many partners in the field.

Moreover, we have found clear opportunities to work with other CSLP/CEAP themes, and look forward to future collaboration in the development of two large-scale grant application planned for next year.

“We were excited to find that the effects of the ABRACADABRA program were still evident some six months after the intervention had finished.”



Savage was awarded two “best paper of 2006” awards, from the Canadian Pediatric Association and the Canadian Association of Speech Language Pathologists and Audiologists (CASLPA).

We gained two critical new members, **Comaskey** and **Pillay**, both of whom had formerly worked on the ABRACADABRA project as graduate students.

Members:

Richard Schmid (Theme Leader), Phil Abrami, Robert Bernard, Eva Bures, Saul Carliner, Catherine LeBel and Anne Wade

Research Coordinator/Trainer:

Vanitha Pillay

Information & Communication Technology Integration

Des renseignements sur l'intégration des technologies de la communication

Notre équipe s'efforce d'aider les éducateurs et les formateurs à utiliser les technologies pour améliorer leur efficacité au moyen de trois méthodologies générales. La première consiste à faire la synthèse des études empiriques portant sur l'intégration des technologies dernier cri. La deuxième comprend la réalisation de projets de recherche primaire pour examiner le rôle des technologies informatiques dans le processus d'apprentissage au moyen d'une panoplie de plans d'expérience. La troisième réside dans le développement de modèles pour une intégration réussie et concluante de ces technologies. Nos activités de recherche et développement explorent les différentes façons dont ces technologies peuvent être utilisées pour l'apprentissage dans le cadre de l'enseignement institutionnel. Notre travail apporte également une contribution dans les domaines de l'apprentissage axé sur le travail d'équipe et du rendement d'un milieu de travail.



Can technology affect a genuine transformation in how people learn and perform? When educators and trainers make use of technology, are they really increasing their effectiveness, or merely supporting existing structures and ways of doing things? To resolve these and related questions, our theme engages three, broadly defined methodologies. One is

Abrami, Bernard and **Anne Wade** were awarded a 2006-2009 CCL Research and Knowledge Mobilization Award to implement the first stage of their project "Do electronic portfolios help students learn?"

Saul Carliner, Mohamed Ally, Naxin Zhao, Les Bairstow, Sam Khoury and **Lynn Johnston** published "A review of the state of the field of workplace learning: what we know and what we need to know about competencies, diversity, eLearning, and human performance improvement" with the Canadian Society for Training and Development.

Andrew Feenberg, Abrami and **Bures** were awarded an SSHRC grant for their project "Arranging the virtual chairs: Do structured features help students engage in quality online discussions?".

to look at integration of state-of-the-art technologies, conducting research syntheses of empirical literature (in collaboration with the Systematic Review theme). A second is to conduct primary research to examine the role that computer technology plays in the learning process in a variety of formal and informal educational environments, using the full range of research designs from experimental to ethnographic. A third is to develop empirically validated models of successful practice in technology integration that can be implemented within professional development frameworks, a process we further research and evaluate.

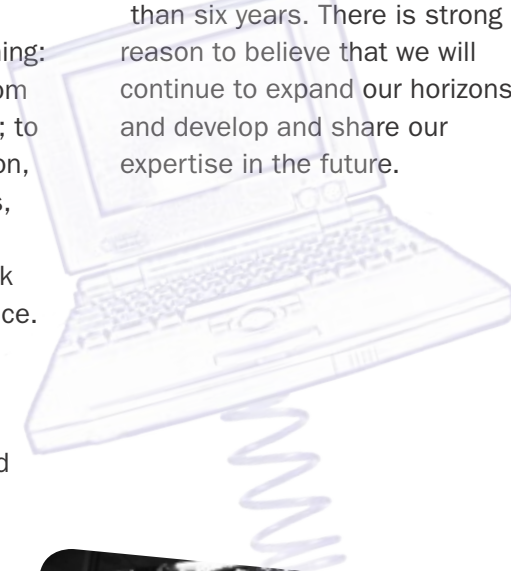
We hope to promote change through evidence-based development and refinement of tools, techniques, and understanding that promote effective practice. Within the context of formal education, our research and development explores a number of related ways that technology can be used for learning: to bring exciting curricula based on real-world problems into the classroom (physical and virtual); to provide scaffolds and tools to enhance learning; to provide students and teachers more opportunities for feedback, reflection, and revision; to build local and global communities that include teachers, administrators, students, parents, practising scientists, and other interested people; and to expand opportunities for teacher-learning. Our work also contributes to team-based learning and performance in the workplace.

This past year, members of our theme presented two papers at the annual AERA meeting in San Francisco: **Richard Schmid, Brad Tucker, Ane Jorgensen, Phil Abrami, Guy Lacroix** and **Iolie Nicolaidou** presented “Implementation Fidelity of Computer-Assisted Tutoring in Success for All” (related to Alphie’s Alley), and **Rana Tamim, Schmid, Robert Bernard, Gretchen Lowerison** and **Abrami** presented “Computer use and perceived course effectiveness in postsecondary science courses” (related to PedTech). Our previous work on PedTech has led to two new initiatives for the coming year: to complete a new round of PedTech data gathering and publish (in association with **Christina Dehler**) comparative data using a sample from California. Our work on eLearning and distance education has led to frequent opportunities for

Our work on eLearning & distance education has led to frequent opportunities for collaboration with other themes.

collaboration with other themes, particularly Systematic Review, Accessibility, and Postsecondary Education. For instance, **Schmid, Abrami and Bernard** have just begun a meta-analysis of technology in post-secondary environments, entitled “Technology: the educational tsunami – A designed and scaled empirical examination of what works, and more importantly, why.”

Our theme group is coherent, collaborative, and productive, and our core members have worked together for more than six years. There is strong reason to believe that we will continue to expand our horizons and develop and share our expertise in the future.



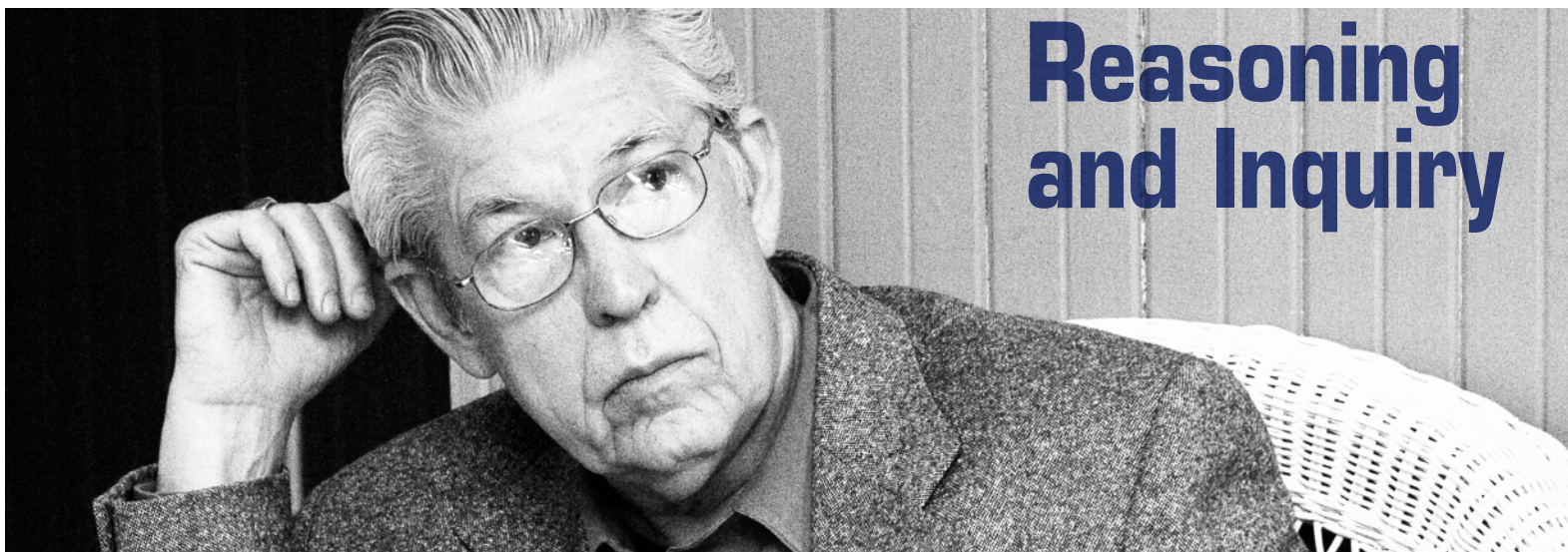
Abrami, Wade, Catherine LeBel, Einat Idan, Vanitha Pillay, Eva Bures, Ofra Aslin, and Caitlin Bentley along with our partners at LEARN, implemented ePEARL version 2.0 in schools across the province. Partnerships were established with Manitoba Education, and the Foothills, Palliser, Lethbridge, and Prairie Rose school districts in Alberta.

Schmid, Nathalie Di Francesco, and Nancy Miodrag published “The tutor/student/computer triangle: using an electronic performance support system to promote the acquisition of early literacy skills” with the Canadian Society for the Study of Education.

Members:

Mark Aulls (Theme Leader), Helena Dedic,
Sylvia d'Apollonia, Helena Osana, Steven Rosenfield,
Bruce Shore, Johannes Strobel

Numeracy, Scientific Reasoning and Inquiry



L'initiation à l'arithmétique et au raisonnement et questionnement scientifique

Notre équipe s'efforce d'aider les éducateurs et les formateurs à utiliser les technologies pour améliorer leur efficacité au moyen de trois méthodologies générales. La première consiste à faire la synthèse des études empiriques portant sur l'intégration des technologies dernier cri. La deuxième comprend la réalisation de projets de recherche primaire pour examiner le rôle des technologies informatiques dans le processus d'apprentissage au moyen d'une panoplie de plans d'expérience. La troisième réside dans le développement de modèles pour une intégration réussie et concluante de ces technologies. Nos activités de recherche et développement explorent les différentes façons dont ces technologies peuvent être utilisées pour l'apprentissage dans le cadre de l'enseignement institutionnel. Notre travail apporte également une contribution dans les domaines de l'apprentissage axé sur le travail d'équipe et du rendement d'un milieu de travail.

The Numeracy, Scientific Reasoning and Inquiry theme comprises two complementary areas

of investigation: we look at science and mathematics instruction in secondary and postsecondary schooling, and research the processes and conditions associated with inquiry-oriented learning at all levels of formal education. Our current efforts in the area of science and mathematics focus on coordinating curricula between secondary schools and CEGEPs, in order to improve student retention

Aulls and **Shore** completed work on their two-volume overview of the theory and practical application of inquiry-based teaching and learning, to be published later in 2007 (see page 6).

D'Apollonia was awarded a 2006-2009 MELS grant for her project proposal "Alignment of Mathematics and Science Curricula".

Johannes Strobel was awarded a 2006-2009 FQRSC grant for his project, "The influence of blogging, a social computing activity, on the conceptual development and epistemological beliefs of students in and outside of university environments."

at the university level; to which end, **Sylvia d'Apollonia** is deeply engaged in the second year of a significant project. We are also working to apply the results of past investigations to enhance the professional development of CEGEP teachers. In the area of inquiry, we have used the results from previous studies to develop valid and reliable instruments to evaluate both experienced and pre-service teachers' theoretical knowledge of inquiry-based pedagogy, as well as how they plan, enact and reflect upon inquiry-based instruction.

With the High Ability and Inquiry Research (HAIR) lab at McGill, **Bruce Shore, Lindsay Borovay and Lisa French** have continued their research project on gifted student learning (entitled "Motivation, learning preferences, and inquiry with gifted students"). Eschewing the approach taken by previous research, which focused on mastery of course material, this project attempts to discover what motivates gifted students to be engaged and curious learners. More particularly, the project looks at what motivates these students to want to work independently or in groups. The researchers hope that their findings will provide insight into teaching practices that can optimize student learning.

In terms of dissemination of our findings, theme members have been busy presenting research papers before a range of professional conferences and educational groups. For example, **Steven Rosenfield** and **Helena Dedic** were invited to present their findings - based on three years of research into CEGEP mathematics and science education - at the Interactive Educational Technology Fair at Dawson College in Montreal, the conference for ARC/ACFAS,

the Entre l'Engagement et l'Institution conference hosted by CAPRES, and AERA conferences in San Francisco and Chicago. A number of other theme members and doctoral students associated with the theme were also invited to present important findings at AERA conferences. Doctoral student **Yuan-jin Hoa** presented a paper, co-authored by **Mark Aulls**, at the International Conference on ELT in China and the First Applied Linguistics Congress of China, in Beijing.

Our current efforts in the area of science and mathematics focus on coordinating curricula between secondary schools and CEGEPs, in order to improve student retention at the university level.

Above all, the past year has been very productive for our theme in terms of publication. Members of the theme have contributed many research studies to peer-reviewed journals this past year, with a total of fourteen articles either published or accepted for publication. Theme members have also had chapters and reviews published in a number of reference texts (see "Highlights" below).

Our work has been aided in large part by the CSLP/CEAP's unique confluence of pedagogical and technological expertise. We are excited to be able to collaborate with themes such as Postsecondary Education, and are working on ways to increase our level of collaboration in the coming year.



Shore and his doctoral students contributed reviews to the *Handbook of giftedness* (Springer Science), *The Routledge international companion to gifted education* (Routledge), and *Curriculum development and teaching strategies for gifted learners* (Pro-Ed).

Phil Abrami, Rosenfield and **Dedic** updated their chapter - an authoritative review of measures of student course ratings - in the *Higher Education Handbook of Theory and Research* (Springer Science).

Members:

Lynn McAlpine (Theme Leader), Phil Abrami, Mark Aulls, Robert Bernard, Sylvia d'Apollonia, Helena Dedic, Steven Rosenfield, Richard Schmid, Cynthia Weston, Laura Winer

Postsecondary Education

L'enseignement postsecondaire

Notre projet étudie la vaste série de facteurs qui font en sorte qu'un environnement d'apprentissage postsecondaire est efficace et ce, dans le but de favoriser la réussite académique. Pour ce faire, la constitution de notre équipe reflète une approche multidisciplinaire qui met à profit les connaissances et l'expertise de chercheurs en psychologie, en mathématiques, en sciences et en pédagogie. L'éventail de nos spécialités fournit une riche représentation de l'expérience postsecondaire. Dans le cadre de notre recherche, nous visons non seulement à utiliser les résultats de nos études pour améliorer la pratique, notamment par l'intégration de nos découvertes aux ateliers et aux ressources en enseignement et en apprentissage, mais nous nous intéressons également à l'étude des activités développementales elles-mêmes.



By contributing to the overall success of individuals, postsecondary education has a positive role to play in shaping society, enhancing economic growth, and improving global competitiveness. The goal of this theme is to examine the broad range of factors that shape effective postsecondary learning environments, in order to foster academic success. To this end, the Postsecondary Education theme membership reflects a multidisciplinary approach that draws on the insights and expertise of researchers in psychology, mathematics, science, and pedagogy. The scope of our focus provides a rich representation of the postsecondary experience. We are unique in Quebec (and likely in Canada) in encompassing studies of learning and teaching from CEGEP through undergraduate to doctoral education.

McAlpine, Pare, Starke-Meyerring, and **Amundsen** were awarded a 2006-2009 SSHRC Standard Research grant for their project, "Reframing social sciences and humanities doctoral programs: A learning perspective".

Parrila, Deacon, Savage, John Kirby, and **Nicole Conrad** were awarded an SSHRC grant for their project "University Students with Specific Reading Disabilities."

This year, **Lynn McAlpine**, **Anthony Paré**, **Doreen Starke-Meyerring**, and **Cheryl Amundsen** embarked on a project to address high attrition rates among doctoral students – particularly in the humanities and social sciences – entitled “Reframing social sciences and humanities doctoral programs: A learning perspective.” This project will analyse the learning experience of doctoral students within and across two distinctly different disciplines, namely English – a mainstream humanity - and Education – a multi-disciplinary applied social science. Analysis will be conducted at McGill and Simon Fraser, a medical-doctoral university and a comprehensive university, respectively. Members of the project will then document and support institutional efforts to enhance the learning experience of doctoral students, and develop the pedagogical and policy implications of their findings.

This project is illustrative of the way we attempt to integrate a strong developmental approach into our work. Not only do we draw on the findings of our studies to inform practice – building findings

into workshops and resources for teaching and learning – but we also study the developmental activities themselves. For example, one goal of **McAlpine et al**’s project will be to document how participants in the analysis use the findings to bring about change. We are interested in documenting real programs in real time, implementing longitudinal investigational methods

that look at both individuals and institutions, so that we can develop strategies that will have long-lasting positive effects.

We continue to benefit through our practice of meeting with members of other theme groups (particularly Numeracy, Scientific Reasoning, and Inquiry). This practice strengthens collaborative relationships both within and across institutions, with a number of notable examples in the past year. **McAlpine**

et al drew on the expertise of collaborators like **Amundsen** (Simon Fraser University) and **Chris M. Golde** (Stanford). **Robert Savage** worked with **Rauno Parrila** (University of Alberta) and **Helene Deacon** (Dalhousie University), on a project entitled “University Students with Specific Reading Disabilities.” **Marcia Delcourt** (Western Connecticut University) worked on the project “Classroom conditions, student participation and discourse, and inquiry instruction in higher education,” with Numeracy, Scientific Reasoning, and Inquiry theme members **Mark Aulls** and **Bruce Shore**. Most recently, we held a meeting with **Alejandro Gonzalez-Martin** (Université de Montréal) to explore future collaboration. We feel that collaborations of this kind can only enhance our effectiveness and relevancy, and look forward to more such opportunities.

The CSLP Postsecondary Education theme is unique in Quebec (and likely in Canada) in encompassing studies of learning and teaching from CEGEP through undergraduate to doctoral education.



Johannes Strobel's article, “Focus on Learning”, was published in the Bulletin of the Canadian Association of University Teachers Association (CAUT/ACPPU), September 2006.

Second Language Proficiency

Les compétences en langue seconde

Nous visons à améliorer les processus d'acquisition d'une langue seconde ainsi que les compétences dans cette langue en étudiant la manière dont les personnes apprennent une langue seconde et ce, afin de déterminer les meilleures pratiques d'enseignement en nous basant sur les fondements théoriques et les preuves empiriques. Notre travail implique le développement de matériel didactique d'appui et d'instruments d'évaluation qui pourront être utilisés dans plusieurs contextes, y compris dans le cadre d'un milieu de travail ou d'enseignement. Certains de nos membres participent également à l'élaboration de politiques institutionnelles liées à l'enseignement des langues secondes.

Members:

Laura Collins (Theme Leader), Walcir Cardoso, Tom Cobb, Roberto de Almeida, Elizabeth Gatbonton, Marlise Horst, Joanna (London) White, Roy Lyster, Zohra Mimouni, Norman Segalowitz, Pavel Trofimovich

Research Associate:

Randall Halter



Learning new languages opens new vistas of possibility, both personal and professional. As societies become increasingly complex, those individuals who can communicate in more than one language have greater potential for active participation. The Second Language Proficiency theme group aims to enhance the acquisition of new languages. We do so by looking at how people of different ages and abilities acquire additional languages

and determining the best instructional practices based on theory and empirical evidence. Our work involves developing supportive instructional materials and testing instruments that will work in a range of contexts, including workplace and educational settings. We also have members involved in the elaboration of institutional policies related to second language instruction.

Collins, Trofimovich, Horst, White and Cardoso were awarded a 2006-2010 FQRSC Soutien aux équipes de recherche grant for their project, "L'efficacité dans l'apprentissage des langues secondes en salle de classe : comment l'expliquer et l'accroître/ Explaining and enhancing efficiency in classroom second language learning".

De Almeida was awarded a 2006-2009 SSHRC grant for his project, "Linguistic structural complexity and the nature of conceptual representation".

White and Horst were awarded a 2006-2009 SSHRC grant for their project, "Bridging the space between first and second languages at school".

In the past year, we engaged in a number of different projects. These include **Marlise Horst** and **Tom Cobb**'s look at on-line concordancing and instructional activities and their role in vocabulary acquisition, **Walcir Cardoso**'s project on phonological and sociolinguistic processes in a second language acquisition, and **Pavel Trofimovich** and **Elizabeth Gatlinton**'s work on different linguistic models of second language phonological development. We also engaged in research fostering collaboration between first and second language teachers in both the French (**Joanna White** and **Horst** and English (**Roy Lyster** and **Laura Collins**) school system. **Collins**, **Trofimovich**, **Horst**, **White**, and **Cardoso** conducted multidimensional analyses of language spoken by teachers to students, with a view to improving the quality of language input available to classroom learners.

Norman Segalowitz, **Antonia Arnaert**, **Henrietta Cedergren**, **Gatlinton**, **Eva Kehayia**, **Patricia Lamarre**, **Michel Laurier**, **Trofimovich**, and **Carolyn Turner** researched healthcare communication in a second language and how it relates to ethnic affiliation and identity. This team is now examining healthcare access for linguistic minorities and language training for health professionals, a project involving the four universities in Montreal, partially funded by Health Canada.

Our theme collaborates with researchers from other themes (particularly Basic Processes and Numeracy, Scientific Reasoning and Inquiry) and also with research partners ranging from Tyndale-St-George's Community Centre in Montreal, to academic institutions in western Canada, the US, the UK, Spain, and Brazil. In addition to presenting our findings at well-respected international venues, we have also participated in a number of knowledge-transfer activities in the local community. For instance, this past year, several members gave workshops on language teacher

practices at various institutions within Québec. Members also travelled to Québec City to deliver 'teacher-friendly' research presentations at SPEAQ, the annual conference for English language teaching professionals in Québec.

Our work involves developing supportive instructional materials and testing instruments that will work in a range of contexts, including workplace and educational settings.

We have several new projects in the works for the coming year. For example, **Collins**, **Trofimovich**, **Horst**, **White**, and **Cardoso** will be conducting research in the area of efficiency and second language classroom learning. **Segalowitz**, **Gatlinton**, and **Roberto de Almeida** will look at the perceptual and cognitive factors underlying the acquisition of reading in first and second languages. In all of our research, we are committed to contributing to the improvement of second language learning and performance by children, adolescents and adults.



Cardoso was awarded a 2006-2009 SSHRC grant for his project entitled "The variable phonology of interlanguage: A theoretical and sociolinguistic approach".



Lyster and **Collins** were awarded a 2006-2008 SSHRC RDI Grant for their project "Learning each other's language: The missing link in second language research".

Members:

Robert Bernard (Theme leader), Phil Abrami, Anne Wade, Richard Schmid

Systematic Review

La réalisation d'un examen systématique et d'une méta-analyse

La réalisation d'un examen systématique nécessite l'élaboration d'une question clairement formulée qui présente des méthodes systématiques et explicites d'identification, ainsi qu'une sélection et une évaluation critique des études pertinentes, et finalement, l'extraction, la collecte et l'analyse des données provenant de ces études. Une méta-analyse est un type d'examen systématique qui utilise des méthodes statistiques pour faire la synthèse des résultats provenant de plusieurs études; l'utilisation de ce genre d'analyse est donc limitée aux questions de recherche qui fournissent des résultats sous forme de données quantitatives. Au cours de la dernière année, les membres du projet de recherche ont réalisé des activités en lien avec la réalisation d'examens systématiques et, plus précisément, d'une méta-analyse, en s'impliquant sur trois plans : la production d'examens, le développement de méthodologies et la formation.

and Meta-Analysis



There is a tradition in the social sciences of periodically synthesizing the results of individual studies. This promotes the development of theory and suggests to practitioners and policy makers how to make practical decisions about important questions. Our position, however, is that this is only useful when a systematic approach is used, by which we mean an approach that is objective, repeatable, transparent, systematic, comprehensive, and integrative. A systematic review, then, involves developing a clearly formulated question that uses systematic and explicit methods to identify, select and critically appraise relevant research studies, and then extract, collect and analyse data from these studies.

Abrami, Bernard, Claude Girard, Michel Janosz, Schmid and **Wade** were awarded a 2007-2008 FQRSC grant for their project "Recensement méthodique des programmes de prévention du décrochage scolaire au Québec et au Canada."

Abrami, Bernard, Hyslop-Margison and **Wade** were awarded a 2007-2010 SSHRC grant for their project "Improving students' critical thinking skills and dispositions."

A meta-analysis is a systematic review that employs statistical methods to synthesize the results of many studies; it is therefore limited to research questions that contain quantitative outcome data.

Usually, the unit of analysis in a meta-analysis is an effect size, or the standardized difference between group means (often an experimental and a control group). The CSLP/CEAP has a long history of conducting and publishing meta-analyses in the area of Education. Over the past few years, members of this theme area have been involved in three levels of activity regarding systematic reviews and, more specifically, meta-analysis: producing reviews, developing methodologies, and training.

There are other forms of systematic review. Some examples include narrative reviews, qualitative reviews, vote counts, and meta-syntheses. Recently, our team has been developing a type of systematic review methodology for what we call an Argument Catalogue (**Phil Abrami, Robert Bernard, Anne Wade, Richard Schmid, Evgueni Borokhovski, Rana Tamim, Mike Surkes, Gretchen Lowerison, Dai Zhang, Iolie Nicolaidou, Sherry Newman, Lori Wozney, and Anna Peretiatkowicz**). An Argument Catalogue covers the literatures of print media outlets, practitioners, policy makers, primary researchers and reviewers, in order to examine how

The CSLP has a long history of conducting and publishing meta-analyses in the area of Education.

these perspectives are similar or different.

This year, we have been involved in several major projects, and we have more in development. We are completing a meta-analysis of distance education literature

(**Bernard, Abrami, Borokhovski, Wade, Tamim, Surkes, and Edward Bethel**) that employs a unique approach to answering questions about "What works in distance education." Instead of comparing instructional applications in DE to traditional instruction (the most common comparison), we are pitting instructional treatments against each other, all within a DE context. The results should give us a clearer impression of the conditions under which distance education excels. We are beginning a new SSHRC grant (**Abrami, Bernard and Emery Hyslop-Margison**) in which we seek to determine which instruction implementations promote people to learn to think critically. We also are working on a limited review of technology integration (**Schmid, Abrami, Bernard and Lowerison**) in post-secondary education in hopes of isolating the best practices, approaches and strategies.

Our training activities this year (**Abrami, Bernard, Wade, Borokhovski and Tamim**) took place in a number of venues, including the CLRRnet conference, the Campbell Collaboration's Annual Colloquium, and the CSLP/CEAP community at large. We hope to be involved in additional training through the Campbell Collaboration.



Abrami, Schmid, Bernard, Wade, Borokhovski, Surkes, Lowerison, Bethel, Manon Lamontagne and Tamim were awarded a 2007 CCL grant for their "State of learning: E-learning report (2007)".

Dagenais, Janosz, Abrami and Bernard were awarded a CCL grant for 2006-2007, for their project "Intégrer les données probantes dans les pratiques éducatives des intervenants scolaires: Vers un modèle de transfert de connaissances adapté au milieu de l'éducation."

Partnerships & Transfer Activities

The CSLP/CEAP continues to serve as an intellectual and support centre for a multi-disciplinary group of researchers, collaborators, associates, and partners. We are uniquely advantaged by the scope of our network. Our Québec-based partnerships include: the Ministry of Education, Sport & Recreation (Anglophone Services), the Leading English and Education Resource Network (LEARN); the National RECIT; Société pour la promotion de l'enseignement de l'anglais (langue seconde) au Québec; Tyndale-St. Georges Community Centre; all of the English language school boards, and many of the French school boards. We are very pleased about our newly established partnerships with a number of school districts in Alberta (Foothills, Palliser, Lethbridge, and Prairie Rose), Ontario (Waterloo), with Manitoba Education, and with a school board in Portugal.

The CSLP/CEAP has also spent the last year establishing new and/or stronger ties with a variety of national and international organizations. We were especially pleased to have our partnership with the Campbell Collaboration formalized this past year (see <http://www.campbellcollaboration.org/partnerships.asp>).

The CSLP/CEAP continues to rely on the expertise and wisdom of the members of our Quebec-based Advisory Board who meet annually. The mandate of this board is to guide our research and development projects, primarily in the K-11 sector. Additionally, all of our major projects draw upon pan-Canadian steering committees populated by the key stakeholders. The mandate of these committees is more targeted as guidance is geared to a specific project and often focuses on design-related questions, and recommendations related to the research measures to be used. This past year, we combined the ABRA Steering Committee and the ePEARL Research Advisory Board given the overlap with these two projects. A very successful and informative full day meeting was held in the spring with representatives from our partner organizations from across the country.

We also communicate with our partners via in-service workshops, academic and *Knowledge Link* publications, and our website. Yet, one of our most effective and unique methods of transferring research evidence to the educational community is via our educational software tools which are offered to the community at no charge. On the following pages are quotes from some of our new and long-standing partners addressing the impact of these initiatives.....



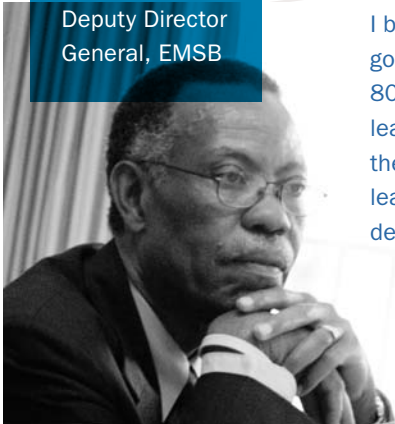
I was one of the founding members of the CSLP and the CSCP its predecessor, so I have been there since the beginning. I remember the first office on the third floor of an old townhouse on Mackay. The development of Alphie's Alley, a computer-assisted tutoring program, and its evaluation in several randomized studies has significantly improved the reading achievement of struggling readers in many Success for All schools. We have expanded this wonderful tutoring tool to create Team Alphie, a small-group tutoring model. We are evaluating it this year in a large-scale cluster randomized trial and expect it will be even more effective and efficient in helping bring struggling readers up to grade-level.



Bette Chambers,
Director, Early
Learning, Success
For All Foundation,
Baltimore

Don Reid,

Deputy Director
General, EMSB



I believe that the partnership [with the CSLP] goes back to the days of the PSBGM in the late 80's when that board embarked on co-operative learning. CSLP was given the mandate to study the effectiveness of that approach to teaching/ learning. Over the years the partnership has developed into real collaboration at all levels of a project. Our projects have been well received by the schools because they are relevant and bring exciting challenges for students.



Julie Hobbs, Assistant Director General, RSB

Our project, Literacy with Information and Communication Technology Across the Curriculum (LwICT) has partnered with CSLP for just over a year now. During the 2006-07 school year, we piloted ePEARL in almost every school division in Manitoba. We wanted to see how ePEARL could support assessment and communication of student literacy with ICT (see http://www.edu.gov.mb.ca/k12/tech/lict/let_me_try/assess.html). As a result of our pilot, and the improvements to ePEARL over the past year, many Manitoba school divisions are now choosing ePEARL as their electronic portfolio. We have found that, in conjunction with observations and conversations, ePEARL provides a pedagogically sound way to collect, select, reflect on, and celebrate evidence of student learning.



Cheryl Prokopanko,

Coordinator, Distance Learning and Information Technologies Unit (DLITU), Instruction, Curriculum and Assessment Branch, Manitoba Education, Citizenship and Youth

Riverside has had a long relationship with CSLP, through a variety of projects, going back to 1997 when we jointly ran a summer technology institute for Riverside administrators and teachers. Much of the e-portfolio work now underway began as a project by professionals from Riverside who partnered with CSLP. Now Riverside schools are involved in ePEARL and we hope to have more and more of our schools exploring this educational tool. It has been very exciting for the students and teachers who are involved from our schools to participate in the e-portfolio process. Student engagement in their own learning and evaluation has clearly been very positive. For teachers, tracking and managing the information required to make judgments on student learning, through e-portfolios, has been invaluable in the assessment process.



Bev White, Director, LEARN

Over the last 10 years LEARN and its predecessors have developed partnerships with the CSLP that have extended far beyond the basics of tools we sought to deliver to the community. We struggled and learned together as we shaped pedagogy and created resources benefiting the

educational community at large. ePEARL is an outstanding example of a collaborative professional development. From ePEARL and metacognitive strategies to Info literacy and early literacy with ABRA, our collaboration has benefited not only our Quebec anglophone community but set our banner on the world stage.



Teresa Mª Santos,
Teacher and ICT
Coordinator, CCEMS,
Portugal

I first contacted CSLP in June 2006 to learn about the possibility of obtaining access to the ePEARL software as I needed to motivate my class, who kept failing in English. The answer I received from Anne Wade was beyond my expectations: I could use the eportfolio software for free! In January 2007, after looking for a server to install ePEARL here in Portugal without success, the CSLP team offered their server to my class. During January to June 2007, Anne encouraged me all the way: I was working alone with ePEARL here in Portugal, but I was and felt well supported by CSLP team. The impact of this project within my students was very positive and somehow better than I expected: First: all students became motivated as they started a completely different way of learning/evaluation process. Then, I got to know

my students much better, as I was "inside" their own learning process, and I could follow their steps. After having ePEARL as a tool in that class last school year, I started 2007-08 with motivated students in the English class, despite their many and still remaining difficulties. I wish to extend the experience to different classes because I'm sure they'll love ePEARL, as it will help them to understand their own learning process. As for myself, as a teacher, ePEARL helps me to become a better teacher: If I don't give my students very clear goals and tasks, it will show up immediately in my students' portfolios. Next school year another teacher in my school is willing to start experimenting with ePEARL and I'm sure many other teachers are going to use it here in Portugal.

Gerry Robillard, Assistant
Director, Educational
Services, SWLSB

The Sir Wilfrid Laurier School Board has been partnered with the CSLP for many years. During that time, our schools have taken part in pilots for both the e-portfolio project as well as ABRACADABRA. Our board has contributed to the development of the new electronic portfolio, ePEARL, through piloting and encouraging its use in our schools. Both ABRA and ePEARL have had a very positive impact on student learning in the SWLSB. ABRA is a reading tool that has shown to have had a significant impact on the reading development of both our Kindergarten and Cycle 1 students. ePEARL has allowed students to become directly involved in their own learning through the portfolio process.



Winnie Grady,
Tyndale St-George
Community Centre

Our research connection to the CSLP dates back a long way—graduate students completing their thesis with CSLP members have conducted research at our centre since its inception. The research connection to Concordia, and to the CSLP in particular, has meant that learners in the ESL program at Tyndale, mostly recent immigrants to Canada, benefit from the latest in language teaching techniques. We like being connected to a university and many have enjoyed reading the simplified materials provided by the reading project.





Tess Lea, Co-Director, School for Social and Policy Research, Charles Darwin University

I first learnt of the CSLP as part of the research I undertook to identify research centres in North America which were focused on user-applications but committed to high quality research processes. This drew me into communication with Phil Abrami, who kindly hosted a visit in

early 2006 where I learnt about ABRACADABRA and other projects the Centre was undertaking. My research centre hosted a visit from Dr. Abrami to the Northern Territory in late July/August of the same year, where he toured some of our remote communities and attended the Garma Festival in Arnhem Land. These explorations led to a commitment to seek funding to pilot ABRA in OZ. We have been successful in attracting two-thirds of the money sought, through the generosity of the Telstra Foundation, and are confident of reaching the full amount through further fund raising efforts. This will enable us to source CSLP's expertise as project developers, research leaders and experts in the field of learning acquisition. In this sense, CSLP is helping grow the capacity of an applied research centre which operates out of a regional university servicing the most disadvantaged people in Australia: Indigenous Territorians. It is a little early to say at this stage [what impact ABRA has had], as we are at the beginnings, but our hope is that we will be assisted in building resident capacity for applied research trials conducted to the highest quality and more importantly, that at the same time, the students we are working with receive the supplemental foundations they need to thrive in their later schooling.



Marina Schoon, Principal, Spitzee Elementary School, Alberta

This is our second year in this exciting partnership that has brought ePEARL to our school. Many of our students are also enjoying ABRACADABRA! It was clear from the very first time our students were introduced to ePEARL that this was the beginning of an exciting adventure.

I am not sure who was more excited - the students or the teachers as they were given a technology tool that has as its primary purpose to facilitate learning ... self-regulated learning. Both years students have been so excited that many were even "working on the work" at home the very first evening after they were introduced to ePEARL.



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER SIR WILFRID LAURIER SCHOOL BOARD

For the last four years, I have watched the evolution of ABRACADABRA grow from a simple program to an effective interactive learning program for students. The partnership with CSLP has provided teachers with support and understanding about effective teaching practices. CSLP educators modeled research based practices as a means for further development of the program. The project greatly assisted in the reading skill development of students. Furthermore, the project supported teachers in their understanding of computer based learning in the teaching process. The project is a statement to the school community that educational practice must have a research base and that the universities and schools ought to join forces in the development of effective practices.

- **Doug Clarke**, Principal, Hillcrest, SWLSB

We share in the excitement as we continue to explore ways to improve student learning in active collaboration with the educational community. For further information about our centre, please visit our website:

<http://education.concordia.ca/cslp>



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