

CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

ANNUAL REPORT
2020-2021



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ABOUT THIS DOCUMENT

This report documents the professional scholarly activities during the period of April 1, 2020 to December 31, 2021 of the Centre for the Study of Learning and Performance. Within you will find details of the academic product of its core research axes and themes, as well as many ongoing projects of CSLP members. For a complete bibliographic listing of the Centre's productivity, please consult Part 2 of the Annual Report 2020-2021.

This report was written and edited by **David Pickup**, Information Specialist and the CSLP's Database Researcher, with the assistance of **Jessica Royea** and **Jonathan Provost**.



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DIRECTOR'S MESSAGE

The years 2020 and 2021 will be remembered by all of us for quite some time, overshadowed by a pandemic that has not only impacted our physical and mental health but also forced abrupt and disruptive adaptations to our personal and professional lives. We have all been impacted to some degree by the COVID-19 pandemic, even as we continue to work towards a return to a “new normal” with several unknown parameters. I want to take this opportunity to acknowledge the serious impacts that we have all faced during this difficult period and I sincerely wish us all a safe and healthy future. When I look back at 2020 and 2021, I am impressed by how the Centre for the Study of Learning and Performance (CSLP) met these new challenges and continued to produce innovative, socially relevant and rigorous research that has impacted both practice and policy. Indeed, as government leaders in Québec, Canada and even the United Nations struggled to meet new challenges created by the pandemic, our CSLP members were among those who were able to provide them with guidance, and we brought to bear our interdisciplinary expertise in fields as diverse as social psychology, psychiatry, prevention of violence and educational technology. CSLP members were also called upon to collaborate with media organizations and interface with the public, with many radio, television and newspaper interviews by members pertaining to COVID-19 related topics. Please see page 12 of this report for some highlights of our COVID-19 research contributions. All told, CSLP members were collectively funded for an estimated total of \$6,864,696 for 2020-2021.

The CSLP recently completed its midterm review with Concordia's Office of the Vice President, Research & Graduate Studies (OVRGS), which proved an opportunity to take stock of where we are as centre, two years after renewing our Regroupement Stratégique funding and launching our new research axes and themes. Despite the

pandemic, we have constantly been consulting with the membership and mapping the rich and diverse work we produce, and I am grateful to all who have participated in these endeavours. When conditions improve, we will be holding a members' retreat focused on fostering greater collaboration between our members, both longstanding stalwarts and newly joined members, and preparing for our midterm assessment by the Fonds de Recherche du Québec. I look forward to joining you all at this retreat and seeing where it takes us.

I would also like to acknowledge and congratulate Cécile Rousseau on being recognized by the Royal College of Physicians and Surgeons of Canada with the Teasdale-Corti Humanitarian Award in recognition of her service and activism in the interests of refugees, asylum seekers and victims of torture. Cécile serves as a great inspiration for the Centre to pursue its humanist missions in the future.

Let us all hope that 2022 proves to be a year of recovery and return to normalcy.

It is with great pride that I present to you, on behalf of the Centre, our Annual Report for 2020-2021 – and please note that as we move towards a newer annual reporting schedule of January to December, this year's report is a “bumper” issue covering the period of April 2020 to December 2021.

—Vivek Venkatesh



ASSOCIATE DIRECTORS' MESSAGES

Au CEAP comme partout ailleurs, l'année 2020-2021 a été pour le moins inusitée. En effet, la pandémie qui avait entraîné l'annulation de nombreux événements scientifiques au printemps 2020 nous a obligé.e.s à nous « réinventer » (mot pandémie à la mode) pour l'année académique 2020-2021... et ceci s'est avéré source de plusieurs succès et accomplissements inespérés pour le CEAP UQAM!

D'abord, sur le plan de la programmation, une réorganisation s'est opérée tant sur le plan des contenus de nos conférences et événements scientifiques que des modalités de diffusion. En effet, alors que les événements à notre programme s'adressaient le plus souvent à un auditoire de chercheur.e.s, il nous est apparu primordial de « sortir » rejoindre les praticien.ne.s des milieux scolaires pour leur offrir des webconférences à caractère formatif pouvant leur permettre d'être mieux outillé.e.s devant les défis de l'enseignement en contexte de pandémie. Aussi, avec l'impossibilité de tenir des événements en personne (ou « présentiel »), une réorientation vers des modalités de diffusion en ligne via des webinaires Zoom s'est imposée. Avec une stratégie de promotion plus agressive misant notamment sur le dynamisme de notre page Facebook, ce réalignement au cours de cette année pour le moins particulière a permis de fracasser tous nos records sur le plan du nombre de participant.e.s! Aussi, la « fibre » scientifique du CEAP n'a pas été en reste avec des événements comme les deux demi-journées d'étude sur le thème des impacts de la Covid-19 sur le milieu de l'éducation, un rendez-vous annuel qui s'impose de plus en plus comme un incontournable dans le domaine au Québec et qui attire l'attention au-delà de nos frontières.

Ensuite, 2020-2021 aura aussi permis d'atteindre d'ambitieux objectifs que le centre s'était fixés sur le plan de la recherche. En effet, en vue d'accroître les occasions de collaboration entre membres et avec des partenaires des milieux, le centre a mis en place deux

projets en partenariat avec l'organisme Alloprof, dont un financé par le CRSH mettant à contribution l'expertise de huit membres chercheur.e.s dans l'évaluation scientifique de jeux éducatifs utilisés par des milliers d'élèves québécois. Le financement de dix projets de recherche via deux programmes de recherche du centre (Initiative spéciale Covid-19 pour chercheur.e.s régulier.ère.s et programme pour membres étudiant.e.s) a aussi permis de fortifier les collaborations existantes et d'en favoriser l'émergence de nouvelles. Ces projets et bien d'autres en cours pavent la voie aux prochaines contributions scientifiques d'un CV collectif déjà foisonnant et visionnaire sur le plan des thématiques de recherche.

En somme, je suis fière de voir combien notre équipe et nos membres ont su ensemble transformer les défis que présentait cette année inusitée en opportunités de recherche et de transfert dans les milieux de pratique, et ainsi contribuer à soutenir celles et ceux qui se sont dévoué.e.s contre vents et marées pour l'apprentissage et le bien-être scolaire des élèves. Ceci s'est fait dans un esprit de collaboration joyeuse entre l'équipe du centre, ses membres et les partenaires de plus en plus nombreux comme l'EREST, la Revue Didactique, l'Association pour la recherche en neuroéducation et le Carrefour technopédagogique de l'UQAM.

—Isabelle Gauvin





In many respects, it has been another difficult year.

Few of us thought that the pandemic would go on this long, and,

as I write this, we find ourselves in the grip of another COVID

variant. Speaking for myself, I can say that reconciling the demands of family life with the exigencies of conducting research in the pandemic context has been a struggle. While I know that many of you share these feelings, we have all been doing our best under the circumstances, and I'm pleased to say that a great deal of interesting work has been happening at the Centre over the past year.

Looking forward, my major hope for the coming year is to see new collaborations develop amongst our members. Over the past few years, we've added new members with exciting, innovative research profiles, and I think some amazing collaborations can be made possible through this. Once we can sit down together at a centre-wide retreat, I hope some of these possibilities come to the fore; Vivek and I share the goal of supporting our members in developing these kinds of new connections. I'm especially excited about the possibilities for collaboration within our theme on Interdisciplinary Perspectives on Learning since this is where much of my own research is located.

Looking back, this annual report contains a wealth of information about the impressive accomplishments of our members. Reading the report, I'm particularly impressed by our list of COVID-19-related grants and publications. Substantial awards such as Marie-Ève Carignan's \$499,950 grant from IRSC and Cecile Rousseau's \$1.1 million award from the Fondation Familiale Trottier showcase the ability of our members to respond quickly and effectively to emerging research demands.

I also note that there is a nice mix of accomplishments from both our longstanding and newer members; for example, we see an impressive new grant for work on assistive technology from long-time member Catherine Fichten's research team, as well as an influx of funding for relatively new members like Angelica Galante and Isabelle Plante. Meanwhile, the Learning Toolkit team, led by the indefatigable efforts of Phil Abrami and Anne Wade, go from strength to strength, continuing to refine and develop the software tools while acquiring substantial funding from recent major SSHRC and KIX grants.

These projects, and others like them, give us the power to do some good in the world, and with our new emphasis on communicating the accomplishments of our members, I hope we can increase the Centre's public profile even further. I'm confident that in the next year, as we recover from the pandemic, we will have many new accomplishments to share, and I look forward to seeing them emerge.

—David Waddington



ABOUT THE CSLP

Concordia University's Centre for the Study of Learning and Performance (CSLP) is a multi-institutional provincial research centre of excellence. The CSLP's mission is to advance scholarship on teaching and learning processes and develop new pedagogical tools and practices. The Centre's renowned multi- and inter-disciplinary researchers, professional staff, and students work at the intersection of cognitive and motivational science, instructional design, educational technologies, research-creation, and social pedagogy. Research activities revolve around two research axes and five interlocking themes.

OUR OBJECTIVES AND PRIORITIES

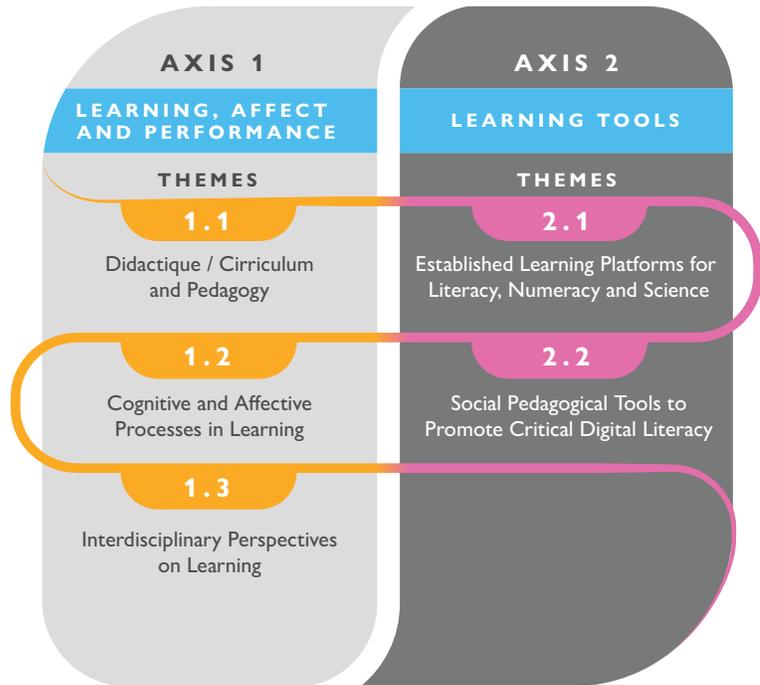
To fulfill its mission, the CSLP has defined seven principal objectives and priorities by which it is dedicated to making a long-term contribution to the quality of instruction and learning, and thereby to the quality of society:

1. **ESTABLISH** collaborative and productive partnerships among researchers, educational practitioners, and policymakers.
2. **CONDUCT** basic and applied research and systematic reviews.
3. **REACH** a range of learner and professional populations, including people with disabilities and people from minority communities, from preschool to postsecondary, all of whom face temporary or long-term barriers to achieving their potential in personal, academic, and professional domains.
4. **DEVELOP and EVALUATE** curricular and technology-enhanced tools consistent with best practices in contemporary educational reform that have meaningful and generalizable effects and important social impact.
5. **ASSEMBLE** an outstanding team of researchers and thinkers, from both within and outside Quebec, involved in a range of basic and applied disciplines devoted to our mission.
6. **TRANSFER** effective and widely applicable strategies promoting basic literacy and numeracy, core academic competencies, additional language learning, language and literacy, and enhanced learning capabilities that complement modern learning environments.
7. **EDUCATE** the next generation of innovators, including practitioners, scholar-researchers, and policymakers, and to promote the blending of these roles wherever possible.

OVERVIEW OF OUR RESEARCH AXES

AXIS 1: LEARNING, AFFECT AND PERFORMANCE

This axis reflects the Centre's theoretical research base, and our researchers working under this axis explore important questions that touch on curriculum, pedagogy, orthodidactique (instructional remediation), neuroscience and educational psychology. Our theories are built in diverse learning contexts (school, extracurricular, online, community, professional training) at the national as well as the international level.



THEME 1.1: DIDACTIQUE / CURRICULUM AND PEDAGOGY?

Philip C. Abrami, Robert Bernard, Monique Brodeur, Michael Canuel, Nathalie Chapleau, Patrick Charland, Patrick Chastenay, Stéphane Cyr, Éric Dion, Anila Fejzo, Alessandra Furfaro, Angelica Galante, Geoffrey Hipps, Line Laplante, Patrice Potvin, Steve Masson, Diane Querrien, Martin Riopel, Richard Schmid

Specialists on this theme analyze both the nature of bodies of knowledge to be mastered by learners as well as the specific techniques that must be employed in the classroom to facilitate learners' mastery of various aspects of said knowledge. Research conducted under this theme helps deepen and widen scientific knowledge about the processes for teaching and learning specific subject matter content.

Highlights

- **Angelica Galante** continues to examine in-service and pre-service teachers' perceptions of a plurilingual approach to language learning to help teachers navigate and be better prepared in their teaching practice. She also obtained (along with Enrica Piccardo) a \$232,000 grant from SSHRC for a project investigating agency in language instruction.

- **Éric Dion** conducted a series of meetings with pedagogical consultants working with local school boards as part of his meta-analysis project investigating effective early math interventions, along with **Isabelle Plante, Patrick Charland** and **Stéphane Cyr**.

- Also in the domain of language instruction, **Diane Querrien's Project A**, a Montreal-based project focusing on French as a Second Language (FSL) teacher training, is in its third year of using integrative strategies to help train pre-service and in-service teachers in a post-method approach that entails a context embedded vision of meeting students' needs.

- **Richard Schmid, Robert Bernard** and **Phil Abrami** were contracted by the International Development Research Center (IDRC) for \$80,000 to investigate effective online teacher professional development.

- **Nathalie Chapleau**, along with co-editor Marie-Pier Godin, published a new book, *Lecteurs et scripteurs en difficulté: propositions didactiques et orthodidactiques*. **Patrick Charland, Patrick Chastenay** and **Steve Masson** also had an edited book released, *Repères contemporains pour l'éducation aux sciences et à la technologie*.

- Science education continued to be the focus of **Patrice Potvin** and his team, with numerous journal articles published from the maturing project – most notably in *Studies in Science Education* (impact factor 3.417) along with **Patrick Charland, Steve Masson, Martin Riopel** and **Pierre Chastenay**, as well as three student co-authors.



THEME 1.2: COGNITIVE AND AFFECTIVE PROCESSES IN LEARNING

Philip C. Abrami, Robert Bernard, Jonathan Bluteau, Walcir Cardoso, Sandra Chang-Kredl, Patrick Charland, Annie Dubeau, Angelica Galante, Sara Kennedy, Isabelle Plante, Patrice Potvin, Richard Schmid, Pavel Trofimovich

From a cognitive perspective, learning can be described as the process of storing information picked up from the surrounding context using working memory and networking this as new knowledge with existing knowledge in long term memory. Our research under this theme relates to both cognitive aspects of learning, on the one hand, and the affective and motivational aspects of learning, on the other hand.

Highlights

- For her work as the *Chaire de recherche du Canada sur les différences de genre à l'école*, **Isabelle Plante** received a \$600,000 grant. She also led a team (along with **Jonathan Bluteau, Eric Dion, Annie Dubeau**, and others) that secured nearly \$200,000 from the FRQSC for the project *Promouvoir l'égalité des genres à l'école au moyen d'une intervention destinée à des enfants de l'éducation préscolaire*.

- **Sara Kennedy** is collaborating on a project where her focus is on the link between attitudes towards second language (L2) French speech and attitudes towards different minority groups and the understanding of L2 French speech. The research explores the difference in what participants understand based on what they think they are seeing and hearing.

- Using data from a corpus of talk between 450 second language English speaking students at Concordia, **Kim McDonough** is investigating the role of verbal and visual (nonverbal) cues that occur during communication breakdown. Whereas verbal cues are easier to identify, visual cues – such as “holds” – may elude participants in a conversation.

- At the onset of the COVID-19 pandemic, **Diane Querrien** was asked to collaborate on the documentation of the emergency transition from in-person to online learning. This research project is using a triangulated approach to gain multiple perspectives from both teachers and students of Spanish as a second language. The initial publication from this research (Ruiz-Alonso-Bartel et al., 2021), revealed, among other findings, that students and teachers had different impressions on the success of the online classes as compared to in-person. Students tended to judge their progress more negatively.

- **Sandra Chang-Kredl** is working collaboratively on a SSHRC funded project entitled, *A Multi-Site Study on Teacher Conceptualizations of Childhood: Memories, Artefacts, and Cultural Tropes* to investigate how teachers understand childhood. In the first part, the study asked new and prospective teachers in elementary and early childhood education about their own memories of childhood. Childhood artifacts are being explored in the second part.

- **Pavel Trofimovich** has 23 journal articles published or in press for 2020/21, 15 with student first authors.

The poster for the Concordia University CSLP Speaker Series 2021, titled "Interdisciplinary Perspectives on Learning", features six speakers:

Speaker	Title	Date	Time
Daniel Weinstock	Providing Options: A Minimalist Theory of Autonomy and its Educational Implications	February 25, 2021	3:20 - 4:45 PM EST
Jennifer Morton	Moving Up Without Losing Your Way	March 3, 2021	10:50 - 1:45 PM EST
Ashley Taylor	The Moral Significance of Epistemic Agency, Intellectual Disability and Communities of Knowers	March 17, 2021	3:50 - 6:45 PM EDT
Stephen L. Schensul	Cultural Solutions to Collective Problems	April 2, 2021	3:50 - 4:45 PM EDT
Bronya Low	"Oulala": Identities, Language, and Well-Being Inside Youth Recording Studios	April 28, 2021	3:50 - 4:45 PM EDT
Doris Santoro	Demoralized: The Moral and Ethical Sources of Teacher Dissatisfaction	May 5, 2021	3:50 - 4:45 PM EDT

THEME 1.3: INTERDISCIPLINARY PERSPECTIVES ON LEARNING

Marie-Ève Carignan, Juan Carlos Castro, Sandra Chang-Kredl, Owen Chapman, Patrick Charland, André Gagné, Ghayda Hassan, Kevin McDonough, Abdelwahed Mekki-Berrada, David Morin, Bradley Nelson, David Pariser, Patrice Potvin, Cécile Rousseau, Vivek Venkatesh, David Waddington

The perspectives that are regrouped under this theme are diverse, but there are shared characteristics that respectively capture much of the work under this theme:

1. An attention to questions about the purposes of education—what is to be learned and why.
2. A commitment to critique of dominant approaches to learning.
3. An emphasis on the importance of learners' lived experiences (which highlights the importance of qualitative approaches).
4. An openness toward alternative and radical approaches to learning, with an eye to social transformation.

Highlights

- **Ghayda Hassan** continued her work in the area of radicalization, publishing the second in a series of systematic reviews - *A systematic review on the outcomes of primary and secondary prevention programs in the field of violent radicalization*. Hassan also secured numerous new grants, including \$150,000 from Public Safety Canada, \$200,000 from SSHRC, and \$350,000 from the Campbell Collaboration.

- **David Waddington** organized an excellent series of webinars during the spring of 2021 entitled *Interdisciplinary Perspectives on Learning Speaker Series* featuring 6 speakers presenting on diverse topics.

- After publishing his book, *Ces évangéliques derrière Trump : Hégémonie, démonologie et fin du monde*, **André Gagné** was very active in media interviews, with 93 appearances in print and visual media.

- **David Morin** released a new edited book entitled *Le nouvel âge des extrêmes? Les démocraties occidentales, la radicalisation et l'extrémisme violent*. He is also part of a team led by **Cécile Rousseau**, and also including **Ghayda Hassan, Abdelwahed Mekki-Berrada** and **Vivek Venkatesh**, which obtained \$240,000 from CIHR's *COVID-19 Research Gaps and Priorities* program.

- **Cécile Rousseau** co-authored a book, *Working with refugee families: Trauma and exile in family relationships*, for Cambridge University Press.

Rousseau also published timely scholarly articles on mental health during the COVID-19 pandemic, as well as conducting over 10 media interviews on mental health issues and radicalized behaviour linked to the pandemic. Her team also secured new funding to continue these investigations, notably \$1,160,000 from *Fondation familiale Trottier* for a project entitled *COVID-19 Communications in partnership with marginalized and most affected communities*.

- **Vivek Venkatesh** led a team featuring **Owen Chapman, Juan Carlos Castro, Martin Lalonde, David Morin** and other CSLP members in securing a \$780,000 grant from Employment and Social Development Canada for the project *Innovative social pedagogy to empower indigenous communities & reduce gender, racial biases*.

- **Brad Nelson** continued his research into misinformation, elaborating on discursive and analytical tools for the cultivation of fictional awareness and reality literacy through the study of the relationship between science and aesthetics, what he calls Baroque Science Fiction. This includes the study of reception as it relates to the conscious and unconscious influence of social identities.

- **David Pariser** has been exploring the evolution of the Israeli art education curriculum and how it has come to integrate a diverse population.

- The *MonCoin* project will continue to grow and mature thanks to a \$185,000 Insight grant from SSHRC obtained by **Juan Carlos Castro, David Pariser** and their co-applicants.

AXIS 2: LEARNING TOOLS

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

numeracy, literacy, information literacy, language learning, civic education, and media literacy, and they benefit from insights generated across our three themes in Axis 1.

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

Philip C. Abrami, Robert Bernard, Monique Brodeur, Eva Bures, Michael Canuel, Walcir Cardoso, Nathalie Chapleau, Patrick Charland, Catherine Fichten, Alessandra Furfaro, Geoffrey Hipps, Line Laplante, Patrice Potvin, Martin Riopel, Richard Schmid, Vivek Venkatesh

The task of developing new theories occupies much of the attention in academic discourse around education, to such an extent that the equally critical task of developing effective learning tools is sometimes overshadowed. Researchers at the CSLP have always prided themselves on maintaining an equal emphasis on this second aspect and have worked for decades to translate theoretical insights into practical applications. The tools designed by the Centre's researchers reveal novel and rigorously tested environments for learning and performance, supporting peer learning, facilitating interactions with and among teachers, and providing learning resources to important stakeholders.

Highlights

- The Adaptech team led by **Catherine Fichten** received several new grants to continue their work on assistive technology, notably \$329,000 from FRQSC. The team also completed a project funded by Le Pôle montréalais d'enseignement supérieur en intelligence artificielle (PIA) investigating the use of AI-based applications by college students with

disabilities, which included a scoping review conducted by the Systematic Review Team led by **Richard Schmid** and **Robert Bernard**.

- **Julie Corrigan** has developed an online scenario-based platform in which participants are asked to engage with fictional stakeholders from global businesses. The goal is that participants will learn how to adopt discursive practices and rhetorical moves that reflect the particular company culture and corporate policies presented throughout the interactive modules in order to achieve a nuanced level of communication.

- The LTK+ team led by **Philip Abrami** continued to work on their global projects in conjunction with local hubs established at the Aga Khan Academies in Mombasa and Dhaka, World Vision Kenya in Nairobi and World Vision Rwanda in Kigali. Some highlights of the team's activities for this past year include:

1. As part of the GPE-KIX grant entitled *Using Technology to Improve Literacy in the Global South*, the team conducted a study that compared three models of teacher professional development (F2F, blended and online) with 160 Kenyan teachers. Once schools re-opened in Rwanda and working with the World Vision Rwanda national office, the team began implementation of a pilot project with 10 schools in the WV Area Programme region of Barunga.



ABRACADABRA STUDY (PHOTO: CSLP)

2. The team was pleased to receive high marks on their mid-term review under their seven-year SSHRC Partnership grant entitled *Using Educational Technology to Develop Essential Educational Competencies In Sub-Saharan Africa*. Some activities that unfolded under this grant this past year included strengthening implementation of the LTK's numeracy software (ELM) in Mombasa schools; collaborating with The Action Foundation on a pilot project working with students with disabilities in vulnerable areas; implementing a pilot project with pre-service teachers at the University of Nairobi; and planning an ABRACADABRA study in Hong Kong.
3. Other highlights include: the provision of access to the LTK's literacy tools on the Kenyan Education Cloud, participation in a webinar entitled *Laureates of the UNESCO International Literacy Prizes* on International Literacy Day and presentations at international conferences. Closer to home, the LTK trainer continued her training of teachers at the Kativik School Board.



THEME 2.2: SOCIAL PEDAGOGICAL TOOLS TO PROMOTE CRITICAL DIGITAL LITERACY

Juan Carlos Castro, Sandra Chang-Kredl, Owen Chapman, Patrick Charland, André Gagné, Ghayda Hassan, Martin Lalonde, David Morin, Bradley Nelson, Cécile Rousseau, Vivek Venkatesh, David Waddington.

Social pedagogy refers to the reflexive, communal and inclusive adoption of curricular tools – both in online and offline spaces – to promote digital literacy, prosocial behaviours, and moral engagement. Centre researchers have been at the forefront of adopting principles of social pedagogy to create curricular and public pedagogical interventions that promote increased critical thinking, opportunities to engage in pluralistic dialogues, and increased sensibilities to the importance of media literacy in present-day society.

Highlights

- In collaboration with **Juan Carlos Castro**, **David Pariser**'s research on the digital visual learning networks (DVLN) project aimed to transcend the negative reputation digital technologies in the classroom sometimes receive. The project investigates how youth use mobile media and social networks to create art and how these practices can become facilitating mechanisms in art classes.
 - Funded by the FRQ-SC Action Concertée grant, Promoting Digital Literacies for Secondary Students: A Collaborative Action Research Project led by

Julie Corrigan is an intervention in online modules that promote digital literacy. Working with Quebec teachers and students, the project addresses the issues of misinformation and disinformation, which have led to what some call an infodemic.

- **Owen Chapman**, along with **Sandra Chang-Kredl, Annabelle Brault, Martin Lalonde and Vivek Venkatesh**, secured just over \$200,000 in funding from FRQSC for a Landscape of Hope project that will use sampling and remixing as tools to build resilience to cyber pressure.

- **Martin Lalonde** obtained a \$221,000 grant from the FRQSC for a new project entitled Le développement de la compétence numérique par la littératie médiatique multimodale chez des élèves du secondaire.

- In the summer of 2020, under the direction of **Vivek Venkatesh**, Project Someone released PROFILE, a toolkit that serves as a springboard for both individuals and groups to learn, empathize, reflect and explore possible solutions to the problem of racial and social profiling.

- Though the pandemic made it impossible to proceed with many Landscape of Hope performances, a few were able to go on. For example, a residency took place at Concordia's 4th Space in October 2020 that featured a curation of workshops and performances by the research-creation collective.



4TH SPACE (PHOTO:CSLP)



LANDSCAPE OF HOPE
(PHOTO: NAKITTA HANNAH)

THE CSLP CONFRONTS COVID-19

The COVID pandemic certainly overshadowed the last year and upturned and complicated many ongoing projects. However, for many of our members it proved an opportunity to bring their expertise to the forefront, both in terms of launching timely new research projects and helping to inform the research community and public of emerging issues. Here are some highlights (for a full listing see Part 2 of this report).

GRANTS

Carignan, M.-È. (2020-2022). *The role of communication strategies and media discourse in shaping psychological and behavioral response to the COVID-19 outbreak: a comparative analysis between Canada and two Asian countries/regions* (Operating: \$499,950). Instituts de Recherche en Santé du Canada (IRSC).

Charland, P., Arvisais, O., Bluteau, J., Cyr, S., Dion, E., Gadais, T., Gauvin, I., Plante, I., & Arseneau, R. (2020-2021). *Soutien au ministère de l'Éducation et de l'Enseignement supérieur du Québec (MEES) pour évaluer les impacts de la COVID-19 sur le milieu scolaire* (Operating: \$24,871). Social Sciences and Humanities Research Council. Partnership Engage Grant.

Fichten, C., Havel, A., Libman, E., Amsel, R., Legault, A., Asuncion, J., Wileman, S., & AQEIPS. (2020-2021). *Facilitators and barriers of technologies in accessing NEWLY online courses by post-secondary students with and without disabilities: The COVID-19 experience* (Operating: \$25,000). Social Sciences and Humanities Research Council (SSHRC). Engage Grant.

*Miconi, D., **Rousseau, C.**, Perry, B., McCoy, J., **Hassan, G.**, *Frounfelker, R., Levinsson, A., **Morin, D., & Venkatesh, V.** (2021-2022). *Social polarization during the COVID-19 infodemic: A multi-province two-wave longitudinal study to counter online disinformation and violent radicalization among young Canadians* (Operating: \$92,000). Department of Canadian Heritage. Digital Citizen Contribution Program.

Rousseau, C., de Pokomandy, A., & Gallagher, S. (2020-2021). *COVID-19 Communications in partnership with marginalized and most affected communities project* (Operating: \$1,160,000). Fondation familiale Trottier.

Rousseau, C., McCoy, S., Perry, B., **Hassan, G.**, *Miconi, D., d'Haenens, L., El-Hage, H., Ellis, H., **Mekki-Berrada, A., Morin, D., & Venkatesh, V.** (2021-2022). *Social polarization and behavioral intentions during the COVID-19 pandemic: A multi-site study of risk and protective factors in Canadian youth* (Operating: \$240,975). Canadian Institutes of Health Research. Operating Grant: COVID-19 Research Gaps and Priorities.

SCHOLARLY ARTICLES

*Chaffee, K. E., **Plante, I.**, Olivier, E., Ratelle, C., Véronneau, M.-H., Dubeau, A., Arvisais, O., & **Charland, P.** (Submitted). Adolescents' school and emotional adjustment in time of covid-19: The role of parents. *Journal for Research on Adolescence*.

Fichten, C., Havel, A., Wileman, S., *Jorgensen, M., Arcuri, R., & *Vo, C. (Submitted). Digital tools faculty expect students to use during the COVID-19 pandemic in 2021. *Journal of Education and Training Studies*.

Fichten, C., *Jorgensen, M., Havel, A., Legault, A., & *Budd, J. (In press). Academic performance and mobile technology use during the COVID-19 pandemic: A comparative study. *Journal of Post-Secondary Education and Disability*.

*Frounfelker, R. L., Santavicca, T., Li, Z. Y., *Miconi, D., **Venkatesh, V.**, & **Rousseau, C.** (2021). COVID-19 experiences and social distancing: Insights from the theory of planned behavior. *American Journal of Health Promotion, Advance online publication*. <https://doi.org/10.1177/08901171211020997>

Lacroix, C., & **Carignan, M.-È.** (2020). Pandémie de COVID-19 : de nouvelles contraintes journalistiques qui

menacent le droit à l'information. *Enjeux et société*, 7(2), 271-296. <https://doi.org/10.7202/1073368ar>

Levinsson, A., *Miconi, D., Li, Z., *Frounfelker, R. L., & **Rousseau, C.** (2021). Conspiracy theories, psychological distress, and sympathy for violent radicalization in young adults during the covid-19 pandemic: A cross-sectional study. *International Journal of Environmental Research and Public Health*, 18(15), 7846. <https://doi.org/10.3390/ijerph18157846>

*Miconi, D., Li, Z. Y., *Frounfelker, R. L., **Venkatesh, V.**, & **Rousseau, C.** (2021). Socio-cultural correlates of self-reported experiences of discrimination related to COVID-19 in a culturally diverse sample of Canadian adults [Article of the month]. *International Journal of Intercultural Relations*, 81, 176-192. <https://doi.org/10.1016/j.ijintrel.2021.01.013>

Rousseau, C., & *Miconi, D. (2020). Protecting youth mental health during the COVID-19 pandemic: A challenging engagement and learning process. *Journal of the American Academy of Child & Adolescent Psychiatry*, 59(11), 1203-1207. <https://doi.org/10.1016/j.jaac.2020.08.007>

MEDIA & POPULAR PRESS

Argentino, M.-A., & **Gagné, A.** (2020, April 10). Les prêcheurs au temps de la COVID-19: Complots, combat spirituel et remèdes miracles. *La Conversation Canada* [Op-Ed]. <https://theconversation.com/les-precheurs-au-temps-de-la-covid-19-complots-combat-spirituel-et-remedes-miracles-135482>

Fletcher, R. (2021, March 2). COVID-19 conspiracy theories: Psychological distress can lead to radicalization. *Global News* [**C. Rousseau** interviewed]. <https://globalnews.ca/news/7672531/covid-19-conspiracy-theories-radicalization-risk/>

Marandola, S. (2021, May 12). Quebecers who face COVID-19 related discrimination more likely to have poor mental health according to new study. *Let's Go with Sabrina Marandola* [*D. Miconi & *R. Frounfelker

interviewed]. <https://www.cbc.ca/listen/live-radio/1-383/clip/15842778>

Montpetit, J. (2020, September 25). How Far Right Extremists, Libertarians and Evangelicals Built Quebec's Movement Against COVID-19 Restrictions. *CBC Montreal* [**A. Gagné** interviewed]. <https://www.cbc.ca/news/canada/montreal/quebec-anti-mask-movement-qanon-covid-19-1.5737040>

Venkatesh, V., **Rousseau, C.**, **Morin, D.**, & **Hassan, G.** (2021, June 9). Violence familiale et sociale : les victimes indirectes de la COVID-19. *Métro* [Editorial, originally published in *The Conversation*]. <https://journalmetro.com/actualites/national/2648258/violence-familiale-sociale-victimes-indirectes-covid-19/>



STUDENT SPOTLIGHTS

ASHLEY S. MONTGOMERY

Ashley S. Montgomery is a doctoral student in Education at Concordia University. Her research interests explore secondary and tertiary preventative frameworks of violent, radical ideologies within education institutions, the evaluation of youth prevention programs, and critical pedagogies for resilience, redemption, and reintegration. Her work with *Project Someone* extends to her role as project evaluator and ground coordinator for *Landscape of Hope's* digital resilience project within racialized communities of Montreal funded by Canadian

Heritage's Anti-Racism Action Plan. She also serves as the Student Representative to the CSLP Executive Board to support, guide, and oversee graduate students' research needs as student members. Currently, Montgomery invests her time in local community organizations and programs, providing support and tools of evaluation.



DALIA ELSAYED

Dalia Elsayed is a PhD student in the Department of Education at Concordia University. Her research explores race, identity, intersectionality, and feminist epistemology. Focusing on Black graduate students in Canadian institutions, Dalia's research seeks to highlight the global articulations of blackness via understanding the narratives contributing to the construction of identity. She joined *Project Someone* in 2021 as an evaluation specialist for the *Innovative Social Pedagogy* (ISP) project. Her role focuses on developing and maintaining evaluation frameworks across three project locations (Montreal, Chicoutimi, and Edmonton).



MELISSA GRANOVSKY

Melissa Granovsky is a Ph.D. student in Arts Education and holds a Masters of Adult Education and Bachelor of Arts and Education. She strives to be a scholar of belonging and is passionate in finding ways to empower her students through art and critical reflection. Melissa had the opportunity to work with the *From Hate to Hope* in two capacities. First, she collaborated with the team to develop revisions to the MOOC (Massive Online Open Course). Second, when the course was offered in November and December 2021, she was one of

two TAs that supported the teaching team and participants by answering questions, monitoring the chat in the Live Sessions, and providing weekly e-mails to synthesize course content and inform participants of important due dates and summaries of what was to come in the following week. Melissa believes that it is critical to find strategies to look within and challenge our biases to create space for pluralistic dialogue that builds connection, mutual understanding, and resilience to hate.



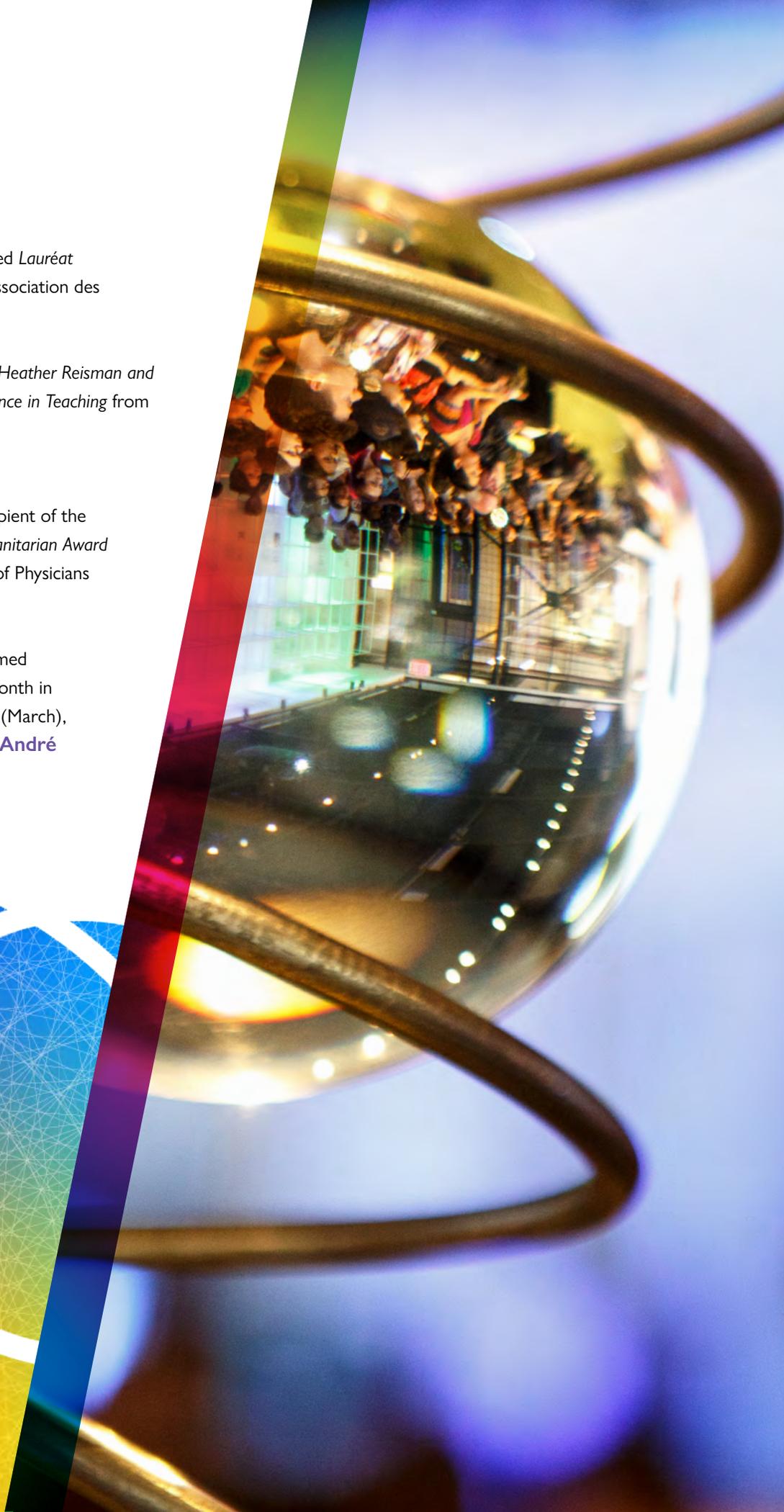
AWARDS

Pierre Chastenay was awarded *Lauréat 2020 du prix Thérèse-Patry* by l'Association des communicateurs scientifiques.

Angelica Galante received the *Heather Reisman and Gerald Schwartz Award for Excellence in Teaching* from the McGill University Faculty of Education.

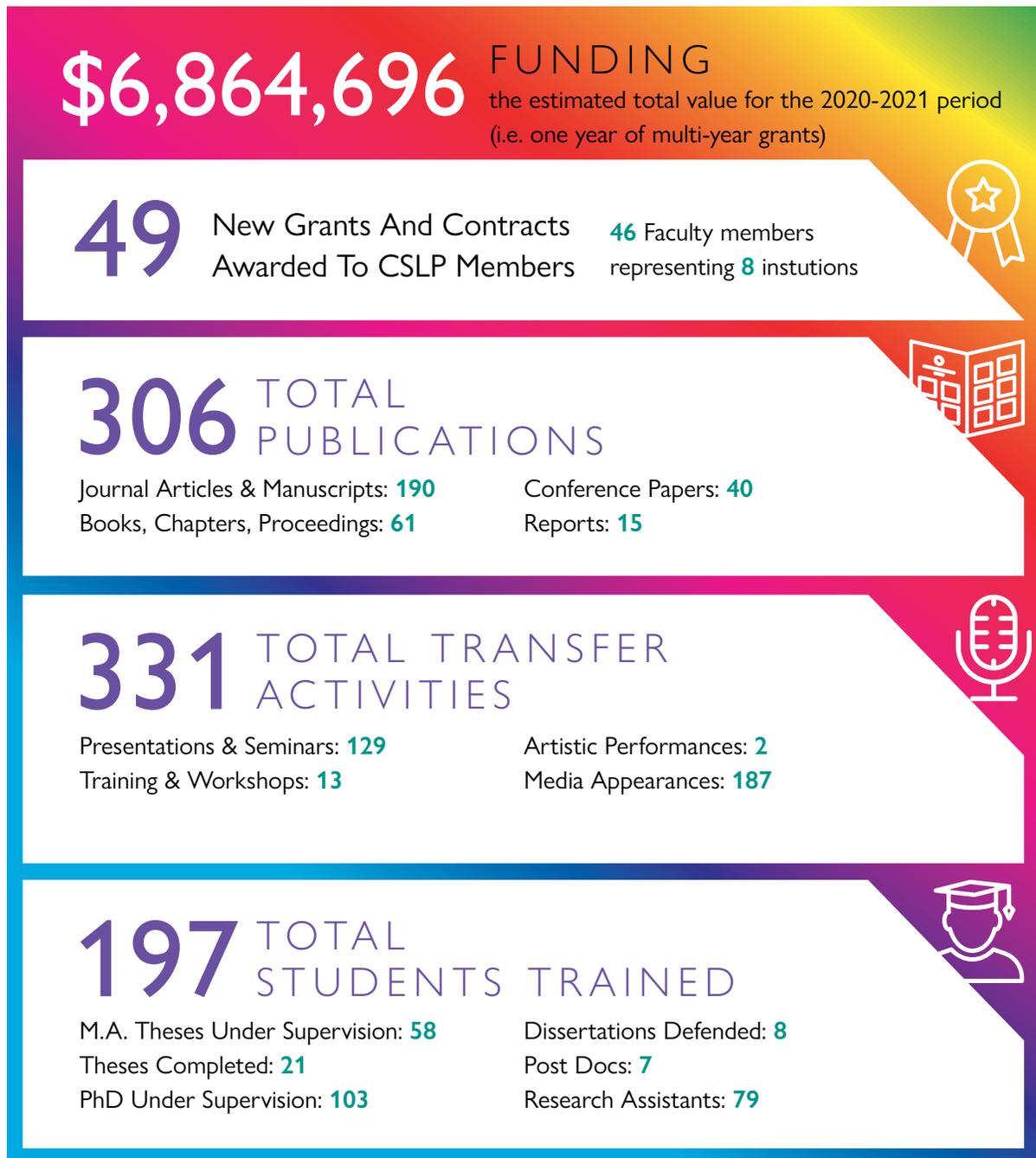
Cécile Rousseau was the recipient of the *Royal College Teasdale-Corti Humanitarian Award* presented by the Royal College of Physicians and Surgeons of Canada.

Several CSLP members were named Concordia Newsmaker of the Month in 2021 – **Sandra Chang-Kredl** (March), **Vivek Venkatesh** (June), and **André Gagné** (October).



PRODUCTIVITY

For the period April 1, 2020, to December 31, 2021, the CSLP has the following productivity:



Please refer to the *CSLP/CEAP Annual Report 2020-2021, Part 2* for the complete productivity listing.

MEMBERS, COLLABORATORS, STAFF & FUNDERS

FULL MEMBERS

(Names in **bold and purple** are new members, updated as of January 2022)

Philip C. Abrami, Concordia University
Carla Barroso da Costa, Université du Québec à Montréal
Robert M. Bernard, Concordia University
Jonathan Bluteau, Université du Québec à Montréal
Annabelle Brault, Concordia University
Monique Brodeur, Université du Québec à Montréal
Eva Mary Bures, Bishop's University
Walcir Cardoso, Concordia University
Marie-Ève Carignan, Université de Sherbrooke
Juan Carlos Castro, Concordia University
Sandra Chang-Kredl, Concordia University
Nathalie Chapleau, Université du Québec à Montréal
Owen Chapman, Concordia University
Patrick Charland, Université du Québec à Montréal
Pierre Chastenay, Université du Québec à Montréal
Mathieu Cook, Université du Québec à Chicoutimi
Julie Corrigan, Concordia University
Marie-France Côté, Université du Québec à Montréal
Stéphane Cyr, Université du Québec à Montréal
Éric Dion, Université du Québec à Montréal
Annie Dubeau, Université du Québec à Montréal
Anila Fejzo, Université du Québec à Montréal
Catherine Fichten, McGill University & Dawson College
André Gagné, Concordia University
Angelica Galante, McGill University
Isabelle Gauvin, Université du Québec à Montréal
Ghayda Hassan, Université du Québec à Montréal
Sara Kennedy, Concordia University



Martin Lalonde, Université du Québec à Montréal
Line Laplante, Université du Québec à Montréal
Steven Masson, Université du Québec à Montréal
Kevin McDonough, McGill University
Kim McDonough, Concordia University
Abdelwahed Mekki-Berrada, Université Laval
David Morin, Université de Sherbrooke
Bradley Nelson, Concordia University
David Pariser, Concordia University
Isabelle Plante, Université du Québec à Montréal
Patrice Potvin, Université du Québec à Montréal
Diane Querrien, Concordia University
Martin Riopel, Université du Québec à Montréal
Cécile Rousseau, McGill University
Richard F. Schmid, Concordia University
Pavel Trofimovich, Concordia University
Vivek Venkatesh, Concordia University
David Waddington, Concordia University



COLLABORATING PRACTITIONERS

Sandra Furfaro, Commission scolaire English-Montreal
Geoffrey Hipps, Commission scolaire Sir Wilfrid Laurier
Michael Canuel, Leading English Education and Resource
Network (LEARN)

COLLABORATORS

Rhonda Amsel, McGill University
Jennison Asuncion, Dawson College (Adaptech Research Network)
Emilie Auclair, Solidarité Mercier-Est [SME]
Robert Cassidy, Concordia University
Elizabeth Charles, Dawson College
Chi Keung Alan Cheung, Chinese University, Hong Kong
Anne-Marie Croteau, Concordia University
Helene Dedic, Vanier College
Nancy Del Col, World Vision Canada
Alain Desrochers, University of Ottawa
Nicole Fournier-Sylvester, The Global Centre for Pluralism
Alexandrea Gottardo, Wilfrid Laurier University
Pamela Gunning, Concordia University
Al-Nasir Hamir, Aga Khan Foundation
Abdelkrim Hasni, Université de Sherbrooke
Alice Havel, Dawson College
Teresa Hernandez-Gonzalez, Concordia University
Talia Isaacs, University College London
Shirley Jorgensen, Dawson College (Adaptech Research Network)
Laura King, Cégep André-Laurendeau
Denis Liakin, Concordia University
Eva Libman, Jewish General Hospital
Barley Shuk-Yin Mak, Chinese University, Hong Kong
Jonathan Marsh, Aga Khan Academics
Heike Neumann, Concordia University
Grace Ogada, Shanzu Teachers Training College
Jeffry Podoshen, Franklin & Marshall College
Isabelle Pontbriand, Centre de transfert pour la réussite éducative du Québec
Steven Rosenfield, Vanier College
Ryan Scrivens, Michigan State University
Linda Seigel, University of British Columbia
Rana Tamim, Zayed University
Tieja Thomas, Conference Board of Canada
Christine Truesdale, Leading English Education and Resources Network
Jason Wallin, University of Alberta
Eileen Wood, Wilfrid Laurier University

STAFF

ADMINISTRATION

Zeina Ismail-Allouche, Manager
Denise Marques Leitao, Administrative Assistant
Rosianne Arseneau, Administrative Assistant (CEAP)
Evelyne Cypihot, Grants Officer
David Pickup, Database Researcher
Anna Saint-Martin, Communications Officer

LTK+ ADMINISTRATION

Anne Wade, LTK+ Global Manager
Robin Morrison, Administrative Assistant

LTK+ DESIGN & DEVELOPMENT

Jonathan Cardone, Developer-Associate
Jeong-Jea Hwang, Developer
Steven Kanellopoulos, Head-Development
Wednesday Laplante, Illustrator/Animator
Louis Wilfried Mbog, Developer
Constanza Roman, Head-Design
Jean-Charles Verdier, Designer/Developer

LTK+ PROFESSIONALS

Jacqueline Biddle, LTK+ Trainer
& Knowledge Mobilization
Cliff Ghaa, Ambassador (Kenya)
Jennifer Head, Lead Instructional Designer
Rose Iminza, Professional Development
Coordinator (Kenya)
Enos Kiforo, Coordinator (Kenya)
Larysa Lysenko, Research Coordinator



PROJECT SOMEONE

Kathryn Urbaniak, Program Manager
Rawda Harb, Coordinator
Wynnpaul Varela, Coordinator
Anna Saint-Martin, Communications Officer

SYSTEMATIC REVIEW TEAM

Eugene Borokhovski, Project Manager
David Pickup, Information Specialist

FUNDING AGENCIES

The work of the Centre for the Study of Learning and Performance could not be achieved without the support of many people and organizations. On behalf of our various members and their research partners, we are pleased to thank the following groups for the support received this past year.

Alloprof	Ministère de la Sécurité publique
Campbell Collaboration	Ministère de l'Immigration, de la Francisation et de l'Intégration
Canadian Institutes of Health Research (CIHR)	Ministère des Relations internationales et de la Francophonie
Chaires de recherche du Canada Canada Research Chairs Program	Ministère des Transports du Québec
Commonwealth of Learning	McGill Interdisciplinary Initiative in Infection and Immunity (MI4)
Department of Canadian Heritage	Montréal Centre for Higher Learning in Artificial Intelligence (PIA)
Employment and Social Development Canada	Natural Sciences and Engineering Research Council of Canada (NSERC)
Fondation de la Famille Pathy	Office des personnes handicapées du Québec (OPHQ)
Fondation Familiale Trottier	PROMPT-Québec
Fondation Echo	National Bank
Fondation Michaëlle Jean Foundation	Public Safety Canada
Fonds de développement de l'enseignement à distance du réseau de l'Université du Québec	Réseau de bio-imagerie du Québec (RBIQ)
Fonds de recherche du Québec – Société et culture (FRQSC)	Social Sciences and Humanities Research Council of Canada (SSHRC)
Gouvernement du Québec	TD Bank Group
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International Development Research Centre (IDRC)	
IVADO Institut de valorisation des données	
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Ministère de l'Éducation et de l'enseignement supérieur	





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We would like to acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community. (Concordia Indigenous Directions)

The main office of the CSLP is located in the Grey Nuns Annex, at 1211 St. Mathieu Street. Built in 1869 by the architect Victor Bourgeau, the two beautiful and historic buildings—la Maison mère des Sœurs-Grises-de-Montréal (Grey Nuns) and la Maison des Hommes (Grey Nuns Annex)—are now owned by Concordia University. Tucked away in a lane, the Annex may be accessed from Guy or St. Mathieu Streets, or from the Faubourg. Come visit us any time!

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

