

The background is a dark blue gradient with a subtle geometric pattern of overlapping circles and lines. A prominent red line segment is visible in the upper left corner. The main title is in large, bold, white capital letters.

CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

ANNUAL REPORT
2024

A graphic consisting of three overlapping circles with a rainbow color gradient, transitioning from red on the left to blue on the right. The circles are outlined in black.

CONCORDIA

ABOUT THIS DOCUMENT

This report documents the professional scholarly activities during the period of January 1, 2024, to December 31, 2024, of the Centre for the Study of Learning and Performance, with 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 2024.

*This report was written and edited by **David Pickup**, Information Specialist and the CSLP's Database Researcher.*



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CO-DIRECTOR'S MESSAGE

2024 was a year of major changes for the CSLP. Most notably, Vivek Venkatesh, the PI and longtime Director of the Centre, left Concordia to accept a role as Dean of the Faculty of Education at McGill. Vivek contributed substantially to building the Centre, having piloted the successful Regroupement application in 2020 and having helped develop a significant, growing collaboration with our satellite Centre, the CEAP-UQAM. Vivek leaves the Centre with a vibrant membership with new strengths, including some of the most influential anti-radicalization researchers in Canada. Since he continues to be a Centre member from his new post at McGill, we can continue to look forward to contributions from him in the years to come.

A second important development was the successful filing of our mid-term review document with the FRQ. This review exercise required us to compile

lists of all our collaborations and accomplishments since the beginning of the latest funding round, which, given our 53 members, was a substantial task. Our Communications Officer, David Pickup, played a key role in this task, as did Centre Manager Zeina Ismail-Allouche and CEAP-UQAM Director Kathleen Sénéchal. As I compiled the final report over the summer, which mostly consisted of various “top lists” (Top 5 most significant publications, etc.), I felt proud of all the amazing scholarship, collaboration, and public outreach accomplished by our members.

Unsurprisingly, we were successful in this review process, and the FRQ praised our efforts, noting our “belle performance” in obtaining research funding and praising our successful efforts at engaging the public through events such as our journées d'études, invited speakers, and colloquia. The FRQ did offer us some critical feedback as well, however, especially

concerning recruitment outside of Montreal and publication in French. There will be some things to work on as we look forward to renewing the Centre's mandate with FRQ in the next few years.

A key focus of mine this year has been continuity—continuing the strong tradition of public-facing programming that the Centre has developed over the last few years and continuing to grow the Centre's membership in strategic ways. Now, especially with the hiring of new Co-Director Diane Querrien, we are poised to move away from continuity and towards change. The Centre will need to build on its current strengths and develop and recognize new academic collaborations that reflect the focus of some of the new members who have joined over the past few years. For example, the dynamic work of Diane Querrien, Angelica Galante, and Kathleen Sénéchal on plurilingualism is certain to be a key area for the Centre moving forward, and it already resulted in a highly successful conference, Pluri.Ed.J, in June 2024, which I was delighted to attend. There are many other significant accomplishments I could mention (Léa Clermont-Dion's extraordinary efforts to fight sexual violence, Éric Dion's new podcast series, Abdelwahed Mekki-Barada's new partnership grant—just to name a few), and these and more will be described in the report that follows. With a strong staff team bolstering a wonderful complement of researchers, I am confident that we will continue to do interesting things together in the year ahead.



David Waddington
CSLP Co-director

MESSAGE DE LA DIRECTRICE DU CEAP UQAM

Croissance et rayonnement : ainsi pourrions-nous résumer la dernière année du CEAP UQAM. Propulsé·es par l'effervescence que nous avons connue ces dernières années, nous avons amorcé cette année avec l'objectif de poursuivre nos activités en 2024 et d'innover afin d'accroître encore davantage notre rayonnement auprès des chercheur·euses et des professionnel·les du monde de l'éducation. Par l'offre d'une programmation de grande qualité et par le biais d'initiatives de soutien à la recherche en éducation, tant auprès de la relève étudiante qu'auprès de chercheur·euses et de professionnel·les chevronné·es, notre Centre visait, cette année, à poursuivre sa croissance et à étendre son rayonnement. À la lecture de ce rapport, il est clair que ces objectifs sont atteints.

Tout d'abord, le succès de nos activités a encore pris de l'ampleur cette année. En effet, la programmation diversifiée du Centre a su attirer un grand nombre de professionnel·les provenant de centres de services scolaires et d'établissements scolaires privés à travers le Québec ainsi que différent·es acteur·trices du milieu scolaire, de l'éducation préscolaire jusqu'à l'université, et ce, dans de nombreux pays de la francophonie. Ils et elles ont été particulièrement nombreux·ses à participer aux différentes conférences dont le CEAP était l'instigateur ou un collaborateur, à la journée d'étude organisée le 26 avril dernier, au colloque CEAP UQAM tenu au Congrès de l'ACFAS, ou aux Journées sur le plurilinguisme, organisées en collaboration avec le CSLP. La très active page Facebook du Centre est probablement responsable de cet engouement à l'égard de nos activités, puisque tous nos événements y sont partagés. Elle n'est cependant pas la seule responsable de l'assistance importante à nos activités. En effet, la liste de contacts que le Centre s'est construit à travers les

années joue certainement un rôle clé.

L'année 2024 aura aussi vu naître un nouveau partenariat contribuant à faire connaître le Centre encore plus largement, soit avec le Centre de transfert pour la réussite éducative du Québec (CTREQ). En échange d'une mention sur les publicités de nos événements de transfert, le CTREQ a publié un article de vulgarisation à propos de chacun de ceux-ci, en collaboration avec le, la ou les conférencier·ères concerné·es, sur sa plateforme Réseau d'information pour la réussite éducative (RIRE) qui a une très large portée.

Dans le cadre de mon mandat de directrice intérimaire du CEAP UQAM, j'ai été choyée d'être entourée d'une équipe en or, et de collaborateur·trices précieux. D'abord, je tiens à souligner le soutien exceptionnel de l'équipe de coordination du CEAP UQAM, composée de Claudine Sauvageau et de Samuel Leblanc. Votre soutien indéfectible et votre travail de grande qualité sont immensément appréciés, et ont permis une transition douce vers cette année d'intérim. Je tiens également à remercier nos membres et nos partenaires pour leur confiance. C'est un privilège pour l'équipe du Centre de travailler avec vous toutes : l'EREST, la Revue Didactique, l'Association pour la recherche en neuroéducation, le Concours de vulgarisation de la recherche en éducation (CVRE) et les chaires de nos membres.

Le CEAP a démontré encore cette année sa pertinence, son dynamisme et sa grande contribution à la communauté éducative. Souhaitons pour 2025 la poursuite de son développement et de son rayonnement!

Concordia University's Centre for the Study of Learning and Performance (CSLP) is a multi-institutional 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.



Melissa Goulet,
directrice intérimaire
du CEAP UQAM





ABOUT THE CSLP

Concordia University's Centre for the Study of Learning and Performance (CSLP) is a multi-institutional 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.

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. There are three themes grouped under this axis:

- 1.1 Didactique/Curriculum and Pedagogy**
- 1.2 Cognitive and Affective Processes in Learning**
- 1.3 Interdisciplinary Perspectives on Learning**



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. Two themes are grouped under this axis:

- 2.1 Established Learning Platforms for Literacy, Numeracy and Science**
- 2.2 Social Pedagogical Tools to Promote Critical Digital Literacy**

CSLP FULL MEMBERS

Philip C. Abrami

*Department of Education,
Concordia University*

Dr. Abrami's work is centered on research integrations and primary investigations in support of applications of educational technology in distance and higher education, in early literacy, and in the development of higher order thinking skills.



Annabelle Brault

*Department of Art Education,
Concordia University*

Annabelle Brault's research interests include the role of the creative arts therapies in fostering digital well-being in youth, the use of music technology as a creative medium to instill social change, as well as resource-oriented approaches in clinical and educational contexts.



Carla Barroso Da Costa

*Département d'éducation
et pédagogie,
Université du Québec à Montréal*

Dr. Barroso Da Costa's research focuses on how teachers' quality of life and psychological well-being are affected by the COVID-19 pandemic, as well as on evaluation, learning, and engagement in the classroom.



Eva Mary Bures

*School of Education,
Bishop's University*

Dr. Bures' research investigates how to support innovative learning processes through computer-mediated communication, the use of electronic portfolios in higher learning, and how online systems can improve the quality of dialogue amongst university-level students.



Robert Bernard

*Department of Education,
Concordia University*

Dr. Bernard's research is focused on discovering which pedagogical and technological conditions best support effective distance education and online learning, as well as technology integration in the classroom.



Walcir Cardoso

*Department of Education,
Concordia University*

Dr. Cardoso's research focuses on second-language acquisition from an applied linguistics perspective, language teaching and phonetic transcription.



Jonathan Bluteau

*Département d'éducation
et formation spécialisées,
Université du Québec à Montréal*

Dr. Bluteau's research focuses on stress and adaptation, well-being in schools, educational practices in the classroom, the elaboration and evaluation of pedagogical programs, and classroom architecture and layout.



Marie-Ève Carignan

*Département de communication,
Université de Sherbrooke*

Dr. Carignan's research involves performing content analyses of reporting on crises, journalistic ethics and practices.



Juan Carlos Castro

*Department of Art Education,
Concordia University*

Dr. Castro's research focuses on the dynamics and qualities of knowing, learning and teaching art through social and mobile media as understood through complexity thinking, network theory, and mobility studies.



Sandra Chang-Kredl

*Department of Education,
Concordia University*

Dr. Chang-Kredl's research takes place at the intersection of teacher education, curriculum studies, media literacy, children's popular culture, and early childhood education.



Nathalie Chapleau

*Département d'éducation et
formation spécialisées, Université
du Québec à Montréal*

Dr. Chapleau's research is focused on interventions designed to help students experiencing learning difficulties, and on how to effectively teach lexical orthography and derivational morphology.



Owen Chapman

*Department of
Communication Studies,
Concordia University*

Dr. Chapman is interested in the place of sound in everyday life, a subject he explores through producing "soundscapes", as well as in using music to explore issues related to hate speech and the contemporary proliferation of online forms of cyber pressure.



Patrick Charland

*Département de didactique,
Université du Québec à Montréal*

Dr. Charland's research focuses on science education, curriculum development, neuroeducation, and teacher training.



Pierre Chastenay

*Département de didactique, Université
du Québec à Montréal*

Dr. Chastenay is an astronomer and researcher. His work focuses on how to improve science teaching in schools, as well as on how individuals construct their scientific identity.



Mathieu Cook

*Département des sciences humaines
et sociales, Université
du Québec à Chicoutimi*

Dr. Cook's research is centered on the areas of intercultural relations, reconciliation between Indigenous and non-Indigenous persons, and colonialism and decolonization.



Julie Corrigan

*Department of Education,
Concordia University*

Dr. Corrigan conducts research in the fields of technology, literacy, and assessment. She focuses on designing interventions aimed at improving students' ability to evaluate the credibility of online information; and on developing a virtual platform to teach, assess, and research complex workplace communication tasks.



Marie-France Côté

Département de didactique des langues, Université du Québec à Montréal

Dr. Côté's research centers on the cross-linguistic transfer of literacy skills between languages in the early elementary school years.

**André Gagné**

Department of Theological Studies, Concordia University

Dr. Gagné's research focuses on the interpretation and reception of the Bible, political theology, and religion and violence. He also conducts research on evangelical movements in and outside of Quebec.

**Stéphane Cyr**

Département de mathématiques, Université du Québec à Montréal

Dr. Cyr's research examines curricular reforms at the primary, secondary and university levels in several African countries.

**Angelica Galante**

Department of Integrated Studies in Education, McGill University

Dr. Galante's research focuses on pluralism and pluriculturalism, and more specifically on language learning, language teaching, and language factors that either facilitate or hinder plurilingual competence amongst speakers of several languages.

**Éric Dion**

Département d'éducation et formation spécialisées, Université du Québec à Montréal

Dr. Dion specializes in the prevention of learning difficulties in reading in the first cycle of elementary school (grades 1 and 2). He is particularly interested in the development and evaluation of the effectiveness of peer tutoring activities.

**Isabelle Gauvin**

Département de didactique des langues, Université du Québec à Montréal

Dr. Gauvin's research focuses on grammar teaching and learning, teacher training on the subjects of grammar and writing, as well as on how high school aged children use their knowledge of grammar when writing.

**Annie Dubeau**

Département d'éducation et formation spécialisées, Université du Québec à Montréal

Dr. Dubeau's research centers on the well-being of students in professional programs, teacher training, motivation, and vocational training.

**Ghayda Hassan**

Département de psychologie, Université du Québec à Montréal

Dr. Hassan's research centers on the prevention of radicalization and violent extremism, how to effectively train individuals who work with refugees and immigrant families, and the mental health and well-being of refugees.

**Anila Fejzo**

Département de didactique des langues, Université du Québec à Montréal

Dr. Fejzo's work investigates the mechanisms that make word recognition, spelling, vocabulary growth, and reading comprehension possible through the development and implementation of pedagogical interventions.



Sara Kennedy

*Department of Education,
Concordia University*

Dr. Kennedy's research investigates teachers' second-language acquisition beliefs, second language comprehension, and how bias can affect second language learners. She is also interested in the lived experiences of teachers.



Steve Masson

*Département de didactique,
Université du Québec à Montréal*

Dr. Masson's research centers on the brain-based mechanisms related to school learning and teaching, as well as on the effects of science education on the brain and the role of inhibition and neuronal recycling in school learning.



Martin Lalonde

*École des arts visuels et médiatiques,
Université du Québec à Montréal*

Dr. Lalonde is interested in the impact of mobile digital technologies on teaching and learning, the intersection of art education and social work disciplines in the context of intervention with at-risk populations, and amateur practices in visual and media creation among youth.



Bruce Maxwell

*Département d'administration
et fondements de l'éducation,
Université de Montréal*

Dr. Maxwell's research deals with ethical and legal issues in education. His current projects touch on teacher free speech and impartiality, and the relationship between professional identity and ethical competency in teaching. He is also involved in a study that examines homeschooling practices among Montreal's ultraorthodox Jewish communities from a sociological, ethical and legal perspective.



Line Laplante

*Département de didactique des langues,
Université du Québec à Montréal*

Dr. Laplante's research focuses on collaborating with school-based practitioners to develop reading and writing assessment and intervention strategies for teachers and special education teachers.



Kevin McDonough

*Department of Integrated Studies
in Education, McGill University*

Dr. McDonough's research is conducted in the areas of philosophy of education, moral and political philosophy, civic education and inclusive education, and cognitive disability.



Sunny Man Chu Lau NEW!

School of Education, Bishop's University

Dr. Lau holds a Canada Research Chair (Tier 2) in Integrated Plurilingual Teaching and Learning. She specializes in critical literacies, second language and plurilingual education, teaching English as a second language, participative-based research methodologies, and related teacher education.



Kim McDonough

*Department of Education,
Concordia University*

Dr. McDonough's research centers on psycholinguistic approaches to second-language acquisition, second-language writing development, and task-based language teaching through classroom-based research.



Mitchell McLarnon **NEW!**

*Department of Education,
Concordia University*

Dr. McLarnon's community-based research explores the extent to which adult and environmental education can achieve aims of social and environmental justice.



David Morin

*Département de politique appliquée,
Université de Sherbrooke*

Dr. Morin's research is centered on Canadian foreign policy, international relations with Quebec, and on issues of national and international security, especially as they relate to radicalization and terrorism.



Abdelwahed Mekki-Berrada

*Département d'anthropologie, Université
Laval*

Dr. Mekki-Berrada's research interests include the anthropology of well-being and distress; of Islam; of refugees and undocumented persons; as well as on ethnomedical and ethno-psychiatric traditions



Brad Nelson

*Department of Classics, Modern
Languages and Linguistics,
Concordia University*

Dr. Nelson's research seeks to help understand the ways in which science and technology structure our cognitive and artistic relationship with the worlds around us through the exploration of the works of baroque and contemporary authors such as Cervantes and Philip K. Dick.



Florent Michelot **NEW!**

*Department of Education,
Concordia University*

Dr. Michelot's research examines the integration of digital technology in higher education, focusing on developing 21st-century skills such as critical thinking, digital literacy, and media literacy. Currently, Dr. Michelot is studying the role of artificial intelligence in academic settings, examining its influence on teaching practices and student engagement with digital information.



David Pariser

*Department of Art Education,
Concordia University*

Dr. Pariser's research is centred on the evolutionary and biological roots of art; on linking art and our experience of art to biology and neurology; as well on finding effective ways to "deliver" art education in schools.



Diana Miconi

*Département de psychopédagogie et
d'andragogie, Université de Montréal*

Dr. Miconi's research interests are focused on the field of developmental, clinical, and cultural psychology, and share as a common feature the adoption of a resilience and positive youth development approach.



Isabelle Plante

*Département de didactique,
Université du Québec à Montréal*

Dr. Plante's research investigates many different areas related to education, including gender differences in education, the link between parental beliefs and student motivation, and school performance and stress in high school.



Diane Querrien

*Département d'études françaises,
Concordia University*

Dr. Querrien's research centers on the practices and initiatives used by schools to promote allophone students' French language skills, as well as on how French as a second language is taught in higher education.



Richard Schmid

*Department of Education,
Concordia University*

Dr. Schmid's research focuses on the applications of technology to improve pedagogy and training in the workplace and schools, especially as applied to computer-supported collaborative learning and performance.



Holly Recchia

*Department of Education,
Concordia University*

Dr. Recchia's research focuses on children's social and moral development in the context of their close relationships with parents, siblings, and friends, and more particularly on how children make sense of and resolve conflict with others.



Kathleen Sénéchal

*Département de didactique des
langues, Université du Québec
à Montréal*

Dr. Sénéchal's research is based on collaboration with practitioners and currently focuses on the teaching and learning of oral language in elementary school, the link between oral language didactics and classroom management, the articulation of French language skills, and teacher training.



Martin Riopel

*Département de didactique, Université
du Québec à Montréal*

Dr. Riopel's research centers on computer-assisted learning, serious games, learning models and neuroeducation



Balbir K. Singh

*Department of Art History,
Concordia University*

Dr. Singh's interests include Asian and Arab diasporic cultural studies, visual culture and contemporary art. Her work is centred on the racial, gendered, and sexual politics of embodiment, surveillance, and policing.



Cécile Rousseau

*Department of Psychiatry,
McGill University*

Dr. Cécile Rousseau, M.D., is a transcultural psychiatrist who works as a clinician and conducts research on prevention programs in multiethnic schools, the impact of migratory policies, and models of collaborative mental health care.



Pavel Trofimovich

*Department of Education,
Concordia University*

Dr. Trofimovich's research focuses on the cognitive aspects of second-language processing, second-language speech learning, sociolinguistic aspects of second-language acquisition, and the teaching of second-language pronunciation.



David Waddington

*Department of Education,
Concordia University*

Dr. Waddington's research focuses on teacher free speech, video games and citizenship, philosophical questions in science and technology education, and the history and philosophy of progressive education.



Vivek Venkatesh

*Department of Art Education,
Concordia University*

Dr. Venkatesh's research and research-creation projects are numerous and follow a public pedagogy approach, and touch on the topics of hate, hate speech, resilience, radicalization and the prevention of radicalization.



Ilya Zrudlo **NEW!**

*Département d'éducation et pédagogie,
Université du Québec à Montréal*

Dr. Zrudlo is a philosopher of education. He investigates the capacities young people require in order to contribute to the development of their communities and the role of philosophy in teacher education.



COLLABORATING PRACTITIONERS

Sandra Furfaro,
Commission scolaire English-Montreal

Geoffrey Hipps,
Commission scolaire Sir Wilfrid Laurier

Michael Canuel,
Leading English Education and Resource Network (LEARN)



IN MEMORIAM: CATHERINE FICHTEN

We must unfortunately pass on some sad news, to report that Dr. Catherine Fichten died October 31, 2024, after a battle with cancer. Catherine was among the founding members of the CSLP, having joined the centre in 1988 and served on the Executive Committee for many years. She was the co-director of the Adaptech Research Network at Dawson College, which she helped found in 1996, where her research focused on the use of technology to assist students with disabilities.

Catherine received numerous prestigious awards, including the Canadian Psychological Association Award for Distinguished Contributions to Public or Community Service, the Prix Reconnaissance from the Association pour la recherche au collégial

(ARC), the Prix de l'ARC for advancing students' scientific careers, and most recently, the CSUN Assistive Technology Fred Strache Leadership Award for mentoring students and her leadership in disability and assistive technology research. She was also honored with the Prix Denise-Barbeau from the Association francophone pour le savoir (ACFAS) for the excellence, visibility, and impact of her work.



COLLABORATORS

Emilie Auclair,
Solidarité Mercier-Est
[SME]

Élise Bourgeois-Guérin,
Université TÉLUQ

Lorie-Marlène
Brault Foisy,
Université du Québec
à Montréal

Jude Mary Cénat,
University of Ottawa

Elizabeth Charles,
Dawson College

Chi Keung Alan Cheung,
Chinese University,
Hong Kong

Anne-Marie Croteau,
Concordia University

Leen D'Haenens,
Leuven University

Helene Dedic,
Vanier College

Nancy Del Col,
World Vision Canada

Alain Desrochers,
University of Ottawa

Nicole Fournier-
Sylvester,
Global Centre
for Pluralism

Alexandrea Gottardo,
Wilfrid Laurier
University

Pamela Gunning,
Concordia University

Al-Nasir Hamir,
Aga Khan Foundation

Abdelkrim Hasni,
Université de
Sherbrooke

Teresa Hernandez-
Gonzalez,
Concordia University

Talia Isaacs,
University College
London

Denis Liakin,
Concordia University

Nykkie Lugosi-Schimpf,
University of Alberta

Barley Shuk-Yin Mak,
Chinese University,
Hong Kong

Jonathan Marsh,
Aga Khan Academics

Heike Neumann,
Concordia University

Grace Ogada,
Shanzu Teachers
Training College

Garine Papazian-
Zohrabian,
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à Montréal

Jeffry Podoshen,
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College

Maryse Potvin,
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à Montréal

Patrice Potvin,
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Isabelle Pontbriand,
CTREQ

Catherine
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Steven Rosenfield,
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Linda Seigel,
University of British
Columbia

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Rana Tamim,
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Tieja Thomas,
Conference Board
of Canada

Christine Truesdale,
LEARN

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Jason Wallin,
University of Alberta

Eileen Wood,
Wilfrid Laurier
University

EXECUTIVE BOARD

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Kathleen Sénéchal, CEAP Director (on leave), UQAM
Melissa Goulet, CEAP Director (acting), UQAM
*Zeina Ismail-Allouche, CSLP Manager, Concordia
*David Pickup, CSLP research professional, Concordia
*Samuel Leblanc, CEAP Coordinator, UQAM
*Claudine Sauvageau, CEAP Coordinator, UQAM

**Non-voting member*

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Anik De St-Hilaire, Chief Academic Officer at KnowledgeOne
Isabelle Levert-Chiasson, Program Officer at CCUNESCO
Leslie Touré Kapo, Researcher at INRS
Najma Ali, Principal at Kuper Academy Elementary
Pablo Madriaza, General coordinator at CPN-PREV
*David Waddington, CSLP Director – Concordia
*Zeina Ismail-Allouche, CSLP Manager — Concordia

**Non-voting member*

STAFF

ADMINISTRATION

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Denise Marques Leitao, Administrative Assistant
Evelyne Cypriot, Grants Officer
David Pickup, Communications Officer
Tessa MacLean, Postdoctoral student

CEAP UQAM

Melissa Goulet, Directrice intérimaire
Kathleen Sénéchal, Directrice
Samuel Leblanc, Coordonnateur
Claudine Sauvageau, Coordonnatrice

OTHER

Kathryn Urbaniak, Program Manager
Veronica Mockler, Artist-in-Residence
José Cortés, Research Professional
Safia Boufalaas, Research Professional
Dalia El-Sayed, Research Professional

SYSTEMATIC REVIEW TEAM

Eugene Borokhovski, Systematic Review Project Manager
Larysa Lysenko, LTK+ Research Coordinator

STUDENT AFFILIATES

Vitor Atsushi Nozaki Yano	Angus Tarnawsky
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Ewin Truong	Jenna Rose
Lys-Fredericke Evenou	Cesar Teló
Emma Corosky	
Ben Lapierre	
Sophie Ogilvie-Hanson	
Neslihan Sriram-Uzundal	



THEME 1.1: DIDACTIQUE / CURRICULUM AND PEDAGOGY

Philip C. Abrami, Carla Barroso da Costa, Robert Bernard, Jonathan Bluteau, Michael Canuel, Marie-Ève Carignan, Nathalie Chapleau, Patrick Charland, Pierre Chastenay, Stephane Cyr, Marie-France Côté, Éric Dion, Anila Fejzo, Catherine Fichten, Alessandra Furfaro, Angelica Galante, Isabelle Gauvin, Geoffrey Hipps, Line Laplante, Sunny Lau, Bradley Nelson, Steve Masson, Diane Querrien, Martin Riopel, Kathleen Sénéchal, Richard Schmid, David Waddington

Specialists on this theme both analyze 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.

Kathleen Sénéchal (Director of CEAP UQAM) and **Christian Dumais** (Université du Québec à Trois-Rivières) held a session in February where they explored the rising significance of spoken language in social media attributed to advancements like speech-to-text, audio chat, and voice commands.

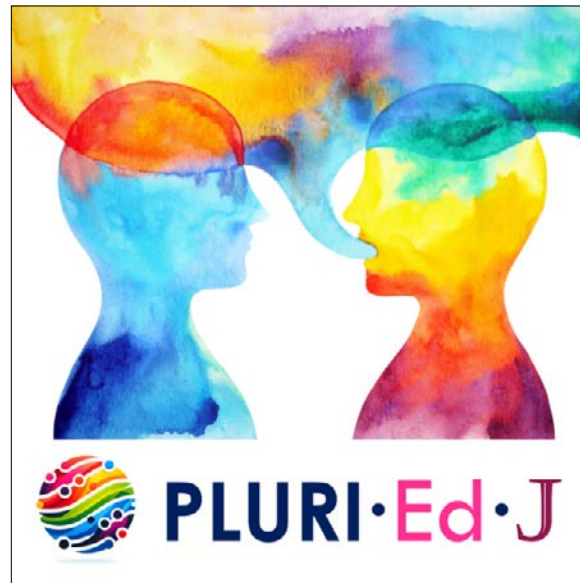
Richard Schmid and **Robert Bernard** obtained a new SSHRC Insight grant (\$98,000) for a project focused on teacher self-efficacy in online learning environments.

Carla Barroso da Costa continued her work investigating teacher preparation and professional development, publishing four journal articles throughout the year.

Numerous CEAP UQAM members, **Patrick Charland, Jonathan Bluteau, Isabelle Plante, Stéphane Cyr, Éric Dion** and **Isabelle Gauvin**, collaborated on a wide-scale study of the impact of

the Covid-19 pandemic on primary and secondary students in Quebec. Quantitative and qualitative results showed that students were resilient and highly adaptable during the school year following the initial lockdown, but two categories of students were particularly vulnerable, especially with respect to mental health and school motivation: students with special educational needs and students in upper-secondary school.

In June, a new collaboration between CSLP members at three different institutions was launched when **Diane Querrien** (Concordia), **Kathleen Sénéchal** (UQAM) and **Angelica Galante** (McGill) obtained a SSHRC Connections grant to host an innovative and well-attended two-day bilingual conference that was livestreamed by Concordia's 4th Space.



Plurilinguisme en éducation : Cultiver l'inclusion et la diversité pour enseigner et apprendre dans un monde pluriel

(Plurilingualism in Education: Cultivating Inclusion and Diversity to Teach and Learn in a Plural World) brought together researchers from Quebec, Canada and France for important discussion on topics ranging

from the integration of students from immigrant backgrounds into schools, the place of linguistic diversity in various educational contexts, mobilizing plurilingual and pluricultural repertoires in the classroom, and training teachers in inclusive, plural and anti-oppressive approaches.



DIANE QUERRIEN OPENS THE PLURI-ED-J CONFERENCE



SUNNY LAU (BISHOP'S UNIVERSITY) AND CATHERINE MENDONÇA DIAS (SORBONNE NOUVELLE UNIVERSITY). LAU WOULD BECOME A MEMBER OF THE CSLP LATER IN THE YEAR.

Angelica Galante's work in plurilingualism also produced several important publications in 2024, with a book chapter in *The Handbook of Plurilingual and Intercultural Language Learning* (Wiley) and three journal articles.

Nathalie Chapleau continued her work with **Projet LIAM** (Lecture Interactive Avec Moi), presenting results from a study that looked at the impact of an interactive reading intervention during the summer vacation period on the abilities of students at the 9e Congrès Mondial de Linguistique Française, held at the Université de Lausanne.

Éric Dion and his collaborators (**Patrick Charland, Stéphane Cyr, Isabelle Plante, Eugene Borokhovski**) continued their meta-analytic work investigating the effectiveness of math education at the elementary level, which aims to address questions emanating from a consultation with Quebec pedagogical agents. **Dion** and **Borokhovski** held regular meetings with students employed to code studies throughout the year as they now prepare to extend their research into the secondary level of education.

In June, **Catherine Fichten's** Adaptech Research Network held a series of talks on the theme of Accessibility Through Technology at the 2024 edition of the SALTISE conference.

Findings from an investigation into the use of assistive technologies and accessibility features by students participating in internships in clinical settings were presented, and team members also showcased a series of instructional videos prepared by Adaptech.



THE VIDEOS PREPARED BY ADAPTECH SHOWCASED A SERIES OF INSTRUCTIONAL VIDEOS TO TRAIN FACULTY HOW TO MAKE USE OF THE ACCESSIBILITY FEATURES OF SEVERAL COMMON APPLICATIONS (WORD, POWERPOINT, TEAMS, ETC.).

A third presentation reported the results of a scoping review of the impact of marginalization and intersectional factors on post-secondary students with disabilities use of assistive technologies that was conducted in collaboration with the CSLP's Systematic Review Team (**Robert Bernard, Richard Schmid, Eugene Borokhovski and David Pickup**).

THEME 1.2: COGNITIVE AND AFFECTIVE PROCESSES IN LEARNING

Philip C. Abrami, Carla Barroso da Costa, Robert Bernard, Jonathan Bluteau, Walcir Cardoso, Sandra Chang-Kredl, Patrick Charland, Pierre Chastenay, Marie-France Côté, Éric Dion, Annie Dubeau, Catherine Fichten, Angelica Galante, Isabelle Gauvin, Sara Kennedy, Steve Masson, Martin Lalonde, Sunny Lau, Florent Michelot, Isabelle Plante, Diane Querrien, Holly Recchia, Martin Riopel, Cécile Rousseau, 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.



In January, **Angelica Galante's** Plurilingual Lab at McGill University welcomed Lourdes Ortega of Georgetown University to speak on the topic of social justice in plurilingual and multilingual education as part of its Speaker Series co-sponsored by the CSLP.

CEAP UQAM's diversified program attracted a large number of professionals from school service centers and private schools across Quebec, as well as various players in the educational world, from pre-school to university, and from many countries in the French-speaking world. Many of them took part in the various conferences CEAP instigated or collaborated on, such as the study day organized on April 26, the CEAP UQAM colloquium held at the ACFAS Congress, or the Journées sur le plurilinguisme, organized in collaboration with CSLP.

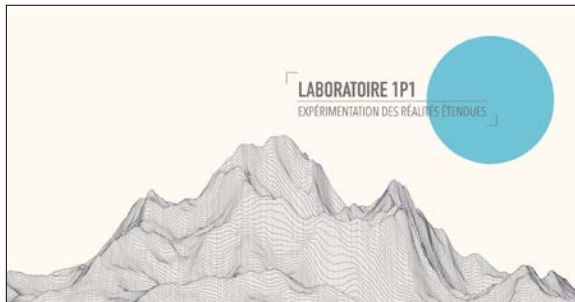
Isabelle Gauvin visited Cameroon in February for an international seminar on the school to college transition. The *Séminaire internationale de recherche en éducation sur la thématique de la transition école/collège* (International seminar for research in education on the topic of the school/college transition) in Yaoundé was organized by APPRENDRE to present recent research and discuss avenues for improvement.



In February, the ongoing work of **Sandra Chang-Kredl**, **Vivek Venkatesh** and former postdoc **Dan Mamlok** was featured by Concordia News following their publication of a new article on “dark play” and children’s constructions of self identity and sense of the ‘other’ in the *American Journal of Play*.

Chang-Kredl was also successful in obtaining a SSHRC Insight grant (\$99,716), *Expanding play scholarship in Kindergarten education: Integrating play in a teacher’s identity*.

Martin Lalonde launched his interdisciplinary lab on extended realities (XR), **Laboratoire 1P1**, with an inaugural speed colloquium in June. The 1P1 Lab is a support infrastructure for research-creation and research on and with XR in the arts, education, and digital aesthetics.



The spring of 2024 saw the official launch of the **Probantes en pratique** podcast series by a team of CSLP researchers - **Éric Dion**, his UQAM colleagues **Patrick Charland**, **Stéphane Cyr** and **Isabelle Plante**, as well as **Diane Querrien** (Concordia), who were assisted by the CSLP’s Systematic Review Team project manager **Eugene Borokhosvki**. Each of the eight episodes describes, in about ten minutes, a teaching or classroom management practice that has been shown to be effective in a rigorous study. Accompanying fact sheets enable teachers to use these practices in the classroom.



The Applied Linguistics Lab team at Concordia, directed by **Kim McDonough** and **Pavel Trofimovich** had an impressive year of publications, with 18 articles by them and/or their students published in top-tier journals. **Trofimovich** also obtained two new SSHRC grants – an Insight Development grant (\$70,500), *Exploring the benefits of social touch and weak social ties for international students’ wellbeing*; and an Insight grant (\$88,000), *Not seeing ourselves as others see us: Exploring the role of metaperception in lingua franca communication*.

October 31, the Plurilingual Lab hosted a panel of speakers on the theme of **Critical Teacher Education for Equitable Learning in Multilingual Classrooms**. **Angelica Galante** and **John Wayne N. dela Cruz** presented their paper *The Fall of Bilingualism*.

Holly Recchia had a strong publication year, with two book chapters and two journal articles, as well as securing a \$63,000 SSHRC Insight Development grant for her project, *Collaborative dialogue on contestable issues as a context for the development of intellectual humility in childhood*, with **David Waddington** and **Bruce Maxwell** as co-investigators.

THEME 1.3: INTERDISCIPLINARY PERSPECTIVES ON LEARNING

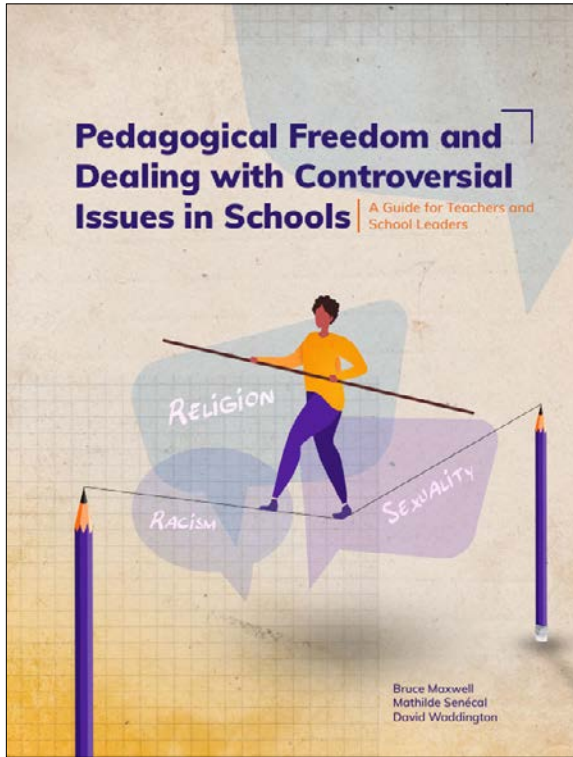
Annabelle Brault, Marie-Ève Carignan, Juan Carlos Castro, Sandra Chang-Kredl, Owen Chapman, Patrick Charland, Mathieu Cook, Catherine Fichten, André Gagné, Ghayda Hassan, Sara Kennedy, Bruce Maxwell, Kevin McDonough, Mitchell McLarnon, Abdelwahed Mekki-Berrada, Diana Miconi, David Morin, Bradley Nelson, David Pariser, Isabelle Plante, Diane Querrien, Cécile Rousseau, Vivek Venkatesh, David Waddington, Ilya Zrudlo

The perspectives that are regrouper 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.

On February 23, **Owen Chapman** worked with **Angus Tarnawsky** (Communication Studies PhD student at Concordia University), **Nik Forrest** (PhD candidate in the Interdisciplinary Humanities program at Concordia University), **Thea Chapman** (BA student in Communication Studies at Concordia University), **Warsame Isse** (MA in Media Studies student at Concordia University), and other Canadian artists to form the **Very Low Frequency Dub Collective** (VLFDC) for a special sound intervention entitled Unheard Freqs, which explored the space of Rirkrit Tiravanija's untitled 1996 (rehearsal studio no. 6) (2023) for very low frequency (VLF) radio signals

Bruce Maxwell and **David Waddington**, along with co-author **Mathilde Senécal**, published a new guide for dealing with sensitive issues within the classroom, *Pedagogical Freedom and Dealing with Controversial Issues in Schools: A Guide for Teachers and School Leaders*. The guide aims to equip educators and school administrators with evidence-based insights to assist them in making informed decisions when addressing politically and socially contentious topics in the classroom.

Mitchell McLarnon secured a funding from Quebec's Ministère de l'Éducation to develop a toolkit for teachers to assist them in developing environmental education plans. The project, *Co-creating a toolkit for teachers about environmental education*, climate change action and for addressing eco-anxiety among young people, has received \$100,000 for two years and features collaboration between multiple institutions (UQO, Université de Montréal, Université du Québec en Outaouais, Bishop's, Université de Sherbrooke, Université du Québec à Rimouski, and Université du Québec à Montréal).



GUIDELINES WERE GROUNDED IN BOTH RESEARCH AND LEGAL PRECEDENT TO AID EDUCATORS AND SCHOOL LEADERS IN NAVIGATING DECISION-MAKING

With an important election looming in the United States, **André Gagné** was in high demand for media interviews, thanks to his recent book, *American Evangelicals for Trump: Dominion, Spiritual Warfare, and the End Times* (Routledge). Throughout 2024 he conducted nearly 70 interviews across media in Canada, the United States and Europe.

The CSLP's Speaker Series on *Interdisciplinary Perspectives in Education* continued in 2024, with several well attended events that have also been posted to the centre's [YouTube channel](#). The series, launched by **David Waddington** and **Kevin McDonough** in 2021, has continued to attract substantial online audiences from around the world, as well as significant in-person audiences.

- Taiaiake Alfred, *It's All About the Land*
- Maya Goldenberg, *Myth-Busting or Meaning-Making? Public Science and the Infodemic*
- Dan Mamlok, *Education for Tolerance in Highly Polarized Times*
- Quentin Wheeler-Bell, *The Politics of Democratic Mourning and the Moral Narratives Behind the Anti-CRT Debate*
- Sarah Stitzlein, *Emphasizing Truth and Honesty: Educating Citizens in a Populist Context*

In March, the Fonds de recherche du Québec – Société et culture (FRQSC) recognized and featured the ongoing work of **Mathieu Cook** (Université du Québec à Chicoutimi), the UNESCO Chair in the Transmission of First Peoples' Culture to Foster Well-Being and Empowerment. Cook aims to find concrete ways of building ties between Indigenous culture and educational practices to foster school retention and educational success among Indigenous students.

In May, **Brad Nelson** participated in a workshop hosted by Concordia's 4th Space that explored modern concepts of authorship, intellectual property and copyright. *Multi-layered Authorship: On Authors, Artists, Patrons, and Apocrypha in the Western Tradition* offered a nuanced discussion of how authorship is often the result of several layers of negotiation among artists, audiences/readers, and forms of power.

Mitch McLarnon hosted a workshop on institutional ethnography at the CSLP on August 12, where participants explored the ongoing role of institutional ethnography (IE) as a method of inquiry to investigate complex and urgent social issues.



THE MEETING PROVIDED MANY OPPORTUNITIES FOR PARTICIPANTS TO BREAK OUT INTO SMALL GROUP DISCUSSIONS OF IMPORTANT ISSUES.

In June, **Ghayda Hassan** took to the pages of *University Affairs* to offer advice on handling the Israel-Palestine conflict in the classroom. Hassan was among the researchers invited to offer expertise on how to help create a safe and respectful learning space where the controversy of the conflict between Israel and Hamas can be discussed in university classrooms. **Hassan** and her Canadian Practitioners Network for the Prevention of Extremist Violence (CPN-PREV) offered a variety of workshops, briefings, interviews, and other events throughout the year, culminating with December's first in-person meeting of the Transatlantic Network Against Extremism (TransNex).

December 11-13, 2024, the CSLP hosted the first in-person meeting of TransNex, that brought together international researchers into violent extremism from around the world (Canada, Germany, United States, Australia and New Zealand) to share and reflect on best practices in the prevention of social polarization, and to brainstorm the next steps needed to move toward an international community for practitioners working to support schools as spaces of belonging within communities.



GHAYDA HASSAN ADDRESSES THE TRANSNEX MEETING.

October 4-6, 2024, McGill University's Learning Commons played host to a special Fall Institute organized by CSLP members **Kevin McDonough** (McGill University, Department of Integrated Studies in Education) and **David Waddington** (Concordia University, Department of Education). The conference brought together a diverse group of speakers to address urgent theoretical and practical questions and solutions about the role of education in politically polarized societies.



ON THE FINAL DAY, MANY MEMBERS OF THE CSLP JOINED PARTICIPANTS FOR A ROUNDTABLE DISCUSSION.

For two days, participants thought together about how creative practical solutions may be shaped and informed by existing and emerging theoretical frameworks. The Institute provided opportunities for in-depth engagement among legal scholars in education, school officials, teachers, and students. Recordings of the sessions are now available through the [CSLP's YouTube channel](#).

Abdelwahed Mekki-Berrada (Université Laval) is spearheading an ambitious international research project entitled *Voix de la colère et de l'espoir*:

Stratégies narratives numériques et ethnographiques de gestion de la colère et de l'espoir par les jeunes musulmanes et musulmans au Canada, en Europe et au Maghreb [Voices of Anger and Hope: Digital and Ethnographic Narrative Strategies for Managing Anger and Hope by Muslim Youth in Canada, Europe and the Maghreb], which is funded by a newly awarded \$2.5 million Partnership Grant from the Social Sciences and Humanities Research Council of Canada. The partnership team also features **Diana Miconi** (Université de Montréal), **Cécile Rousseau** (McGill) and **Vivek Venkatesh** (McGill), among others.

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

Philip C. Abrami, Robert Bernard, Jonathan Bluteau, Eva Bures, Michael Canuel, Walcir Cardoso, Nathalie Chapleau, Patrick Charland, Julie Corrigan, Marie-France Côté, Catherine Fichten, Alessandra Furfaro, Geoffrey Hipps, Martin Lalonde, Line Laplante, Steve Masson, Martin Riopel, Richard Schmid, David Waddington, 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.

For the second year in a row, the CSLP was pleased to host the **Pedagogical Innovation Awards** in May, with Linda Touchette winning in the category of

Curricular Innovation, and Emma Huebner winning in the Technological Innovation category, each receiving \$1,000. Five Honorable mentions (\$250 each) were also awarded. The Pedagogical Innovation Awards look to acknowledge and reward teachers who implement creative practices in their classrooms by offering them a prize and the opportunity to promote their innovation and discuss it with peers and researchers.



ANY TEACHER (FULL-TIME OR PART-TIME) IN A GOVERNMENT-RECOGNIZED PUBLIC OR PRIVATE ELEMENTARY OR SECONDARY SCHOOL IN QUEBEC IS ELIGIBLE FOR NOMINATION. THE NEXT INSTALLMENT WILL TAKE PLACE IN MAY 2025.

June 3, 2024, colleagues from **Catherine Fichten's Adaptech Research Network**, held a series of talks on the theme of *Accessibility Through Technology*

at the 2024 edition of the SALTISE conference. The team discussed findings from a project that investigated the use of assistive technologies and accessibility features by students participating in internships in clinical settings. They next showcased a series of instructional videos prepared by Adaptech to train faculty how to make use of the accessibility features of several common applications (Word, PowerPoint, Teams, etc.). Their third presentation was offered by **David Pickup**, who reported on the CSLP's Systematic Review Team's collaboration with Adaptech on a scoping review of the literature on the impact of privilege, marginalization, and intersectionality on assistive technology (AT) use among post-secondary students with disabilities.

In July, **Julie Corrigan** demonstrate an artificial intelligence powered writing evaluation tool at the AI & Education conference hosted by Concordia. **Corrigan's** nationally funded research investigates how AI can be used to support writing instruction in business contexts. More specifically, she is interested in the positive and negative, intended and unintended consequences of the use and interpretation of AI-generated feedback.

Led by **Phil Abrami**, the **Learning Toolkit (LTK+)** continued their research and development of the world-renown software suite and accompanying teacher professional development and support materials. With funding under a SSHRC Partnership grant, the team began a second study of their early math software ELM in 2023 across 21 grade-one classes in primary public schools in the Coastal region of Kenya, which continued into 2024, transforming it into a longitudinal study. This extension provided grade-two teachers and their students with additional time to implement ELM instruction, while affording researchers a longer window to examine the teaching and learning of mathematics over another year of schooling. In January 2024, new teachers and students joined the existing participants, resulting in a total of

34 classes evenly divided into 17 experimental classes (891 students), where ELM has been integrated into math instruction, and 17 control classes (965 students) featuring the traditional way of teaching mathematics. The analyses of student data indicated important growth for all students in ELM classes. Overall, in comparison with control students, ELM students from both cohorts significantly improved their mathematical ability in both basic and complex skills. The most noticeable improvements were on the word-problem tasks.



THE STUDENTS AT CHAANI PRIMARY LISTEN TO TEACHER EXPLAINING AN ELM ACTIVITY

Under the SSHRC Partnership, the LTK+ team are also implementing a pilot literacy project in Kathmandu, Nepal in collaboration with Tribhuvan and Open universities.



PHIL ABRAMI, ANNE WADE AND JONATHON MARSH PRESENTING AT UNESCO

The team looks forward to starting a new IDRC-KIX Furthering Impact grant in the Coastal region of Kenya in 2025.

From November 11 to 15, 2024, a training course held in Yaoundé, Cameroon, brought together key players in the education sector to strengthen their skills in the administration and management of education systems. Organized by the **Agence**

Universitaire de la Francophonie (AUF)

through their **APPRENDRE** program, this initiative mobilized the expertise of educational researchers, including **Patrick Charland** (Département de didactique, UQAM), to explore central themes such as curriculum engineering, quality steering, and the use of performance indicators for informed decision-making.

THEME 2.2: SOCIAL PEDAGOGICAL TOOLS TO PROMOTE CRITICAL DIGITAL LITERACY

Annabelle Brault, Marie-Ève Carignan, Juan Carlos Castro, Sandra Chang-Kredl, Owen Chapman, Patrick Charland, Mathieu Cook, Julie Corrigan, André Gagné, Ghayda Hassan, Martin Lalonde, Diana Miconi, Abdelwahed Mekki-Berrada, Florent Michelot, David Morin, Bradley Nelson, David Pariser, 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.

On January 23, **Ghayda Hassan** and **Vivek Venkatesh** (UNESCO co-chairs on the Prevention

of Radicalization and Violent Extremism) and **Cécile Rousseau**, Director of Recherche et **Action sur les Polarisation Sociales (RAPS)** joined other panelists at a special round table discussion convened by Québec's Ministère de l'Enseignement supérieur. The panel, *Gestion de crise dans les établissements d'enseignement supérieur en contexte de conflit à l'étranger* [Crisis management in higher education institutions in the context of conflict abroad], discussed how to best promote safety and pursue best practices in crisis management.

Project Someone and **La Ruelle Films** released the short film, *Attacked: Hate in the Digital Age*, in January. The film follows up with **Noor Fadel**, a young woman who was attacked in 2017 aboard a Vancouver train, years after the attack and showcases how she was able to find resilience in the face of adversity, meet hate with grace, and reclaim her voice. The film was directed by **Léa Clermont-Dion, GianLuca Della Montagna** and **Guyline Maroist**.



Along with the release of the film, **Cécile Rousseau's** RAPS group financed the development of a workshop. Created by students **Lamiae Aidi** (PhD, Concordia University) and **Kaida Kobylka** (MA, Art Education at Concordia University), the workshop uses *Attacked : hate in the digital age* as a launching point for discussions of online islamophobia and misogyny and how teachers can assist students facing these challenges.

The third **Policy Brief** from the *Innovative Social Pedagogy* (ISP) project spearheaded by **Vivek Venkatesh** was released in May, in the form of an interactive series of blog postings about the role of community coordinators in building social resilience via the arts in marginalized communities. ISP is an initiative of **Project SOMEONE** that aims to promote critical digital literacy, empower marginalized communities, and reduce gender and racial biases through evidence-based principles in social pedagogy.



In March, the media launch of the *On s'écoute* campaign took place at Concordia's 4th Space. This campaign seeks to raise awareness and prevent sexual violence in Quebec's higher education institutions. The project is spearheaded by filmmaker and postdoctoral research associate **Léa Clermont-Dion**, who is working alongside **Vivek Venkatesh** to fund and support the initiative.

The project will mobilize the student community as well as the staff members on the issues of sexual violence in higher education throughout Quebec in order to promote a culture of respect and of prevention.



Wednesday, April 24, 2024, **Vivek Venkatesh** and **Bradley Nelson** visited the Center for Information Integrity (CII) at the University of Buffalo for a discussion in the CII's ongoing workshop series, *Cultivating Informational Resilience in the Age of AI*. The pair shared their experiences organizing and implementing public programming that addresses issues in social media, online radicalization, and extremism, as well as how these intersect with social considerations around generative AI.

Nelson focused his research efforts in 2024 significantly on the issue of disinformation. He co-edited a volume of *Hispanic Issues Online*, on the theme of Anti-Disinformation Pedagogy: Tackling the Power of Manipulative Media, and in April, he organized a two-day conference at Concordia, *Disinformation: Creation, Dissemination and Pedagogical Responses*.

The conference brought together several other members of the CSLP (**André Gagné, Marie-Ève Carignan, David Morin, Vivek Venkatesh, and Julie Corrigan**) with colleagues from around Canada to discuss this hot button issue. In addition to a series of panel discussions and workshops that featured both educators and journalists, the conference also sought to come at the issue of disinformation through additional creative means, via a film screening and dance workshop.

The **Explore Your Echo** team at **Project Someone** successfully launched the *Explore Your Echo*

workshop series in the Spring. The workshops aim to empower young minds with the knowledge and tools to navigate the digital realm safely. Designed to engage students in conversations about cyberviolence, online safety, and well-being, the team visited three primary schools and three secondary schools, reaching over 600 students.



In 2024, **Vivek Venkatesh** and his musical collaborators in the band/project, **BANAL** continued to bring their work to new audiences. February 22, 2024, a multimedia performance by the BANAL collective at the Musée d'art contemporain de Montréal (MAC) featured CSLP members **Venkatesh** and **Annabelle Brault**, alongside students **José Cortés** and **Léah Snider**, and CSLP Artist-in-Residence **Veronica Mockler**. In June, they offered a one-day residency through Concordia's 4th Space, and then in August they visited Mexico City on their Dark Diplomacy tour. During an artist residency at Mexico City's Centro de Cultura Digital, BANAL



conducted a workshop with local artists with whom it activated its street data collection methodology. They then performed at the Doña Pancha Fest in the Museo de Arte de Zapopan (MAZ) in Guadalajara City.

A new book by **Diana Miconi** and co-editors Nora Wiium, Denisse Manrique-Millones and Delia Stefanen, was released in June, and explores a Positive Youth Development approach to social justice education and the promotion of equity. The book, *Addressing Social Justice: A Positive Youth Development Approach*, features nine chapters that explore the theme in diverse contexts from across the globe (Croatia, Peru, Nigeria, etc.).

In September, the Canadian Practitioners Network for the Prevention of Extremist Violence (CPN-PREV), under the leadership of **Ghayda Hassan** (Département de psychologie, Université du Québec à Montréal), launched its first ever podcast series to build on their work in the prevention of violent radicalization.



November 28, 2024, the CSLP and its satellite CEAP UQAM office co-hosted a conference on the discourse around toxic masculinity and its reception by young people. *Ressacs : comprendre les discours masculinistes après le mouvement #MeToo* featured a presentation by award-winning filmmaker, founder of **On S'écoute**, and CSLP Research Associate, **Léa Clermont-Dion**, with **Bruce Maxwell** (Associate Professor in the Department of Administration and Foundations of Education at Université de Montréal) acting as respondent.



THE CSLP OPENS ITS DOORS

The Centre is fortunate to be housed in one of Concordia's most striking and appealing buildings, and this year more than ever we used our available spaces to welcome other groups and to facilitate knowledge transfer.

In June, we welcomed a pre-conference as part of the Canadian Society for the Study of Education (CSSE) annual conference taking place in Montreal at McGill University (June 12-17). Organized by the Canadian Philosophy of Education Society (CPES), the pre-conference was organized around the theme of educational responses to the climate crisis. *Philosophy of Education and the Demands of the Climate Crisis: Timely and Timeless Conversations*, featured a series of speakers, with the keynote address ("Tracing Environmental Justice") by **Mitchell McLarnon**.

McLarnon was also key to bringing in the Canadian Association for the Study of Adult Education (CASAE) / Association canadienne pour l'étude de l'éducation des adultes (ACÉÉA). As Chair for their conference at Concordia in July, he also arranged a pre-conference held at the CSLP. The theme of the 2024 sessions was 'redefining adult education'; with the organizers hoping to foster dialogue to create and renew understandings of the practices of adult educators.

The relationship between the CSLP and **Ghayda Hassan's** Canadian Practitioners Network for the Prevention of Extremist Violence (CPN-PREV) deepened in 2024, with our spaces used for several of their functions and meetings.



In the Fall, the CSLP was pleased to host a new series organized by **Casey Burkholder** (Canada Research Chair in Social Justice and Child Studies, Associate Professor in Concordia's Department of Education). *The Works in Progress Sessions (WIPS x Concordia)* offered a collegial and informal space where Department of Education faculty and graduate students could present their research works in progress, and/or lead discussions of questions that were currently on their minds as researchers.

UNVEILING EQUITY

In 2024 the CSLP held a series of workshops and discussion sessions under the title of *Unveiling Equity*, which were supported by the Canadian Heritage Community Support, Multiculturalism, and Anti-Racism Initiatives program. This series aimed to support communities in addressing racism and discrimination, promote and engage in discussions on multiculturalism, and strengthen research and evidence to develop an understanding of the disparities.

The sessions got underway on February 7, with **Tackling Structural Racism**, a workshop held at Concordia's 4th Space, with separate English and French workshops in the morning and afternoon. Participants unpacked the impact of structural racism in Canadian society and discussed recommendations to tackle these structural forms of racism for policy makers in education, mental health, social service, public safety and other fields. Speakers in the English workshop were **Nykkie Lugosi-Schimpf** (University of Alberta), **Celina Yellowbird** (University of Alberta), and **Vivek Venkatesh**, with facilitation by **Kathryn Urbaniak**. The French session featured **Paul Gareau** (University of Alberta), **Celina Yellowbird** and **Vivek Venkatesh**, with facilitation by **Rawda Harb**.



On February 8, a session was organized by **Dalia Elsayed**, Concordia University 2024 Public Scholar, where she was joined by **Leena Albdelrahim** (University of Toronto) and **Marlihan Lopez** (Harambec) for a discussion that aimed to identify and implement effective and sustainable routes or strategies that lead to the liberation of marginalized groups from systemic oppression, fostering a more inclusive and equitable society.

The focus of the next session was allyship, with a workshop offered separately in English and French on March 18. **Allyship: From tokenism to activism (L'allieship : de la symbolique à l'activisme)**, aimed to offer ways to complement/challenge approaches that focus on racial profiling. The workshop created an inviting and safe space for sharing and learning, enabling participants to unpack their privileges and enhance their ability to act as ethical allies. The English session featured **Catherine Richardson** (Director of First Peoples Studies at Concordia University), **kimura byol-nathalie lemoine** (multimedia artist and feminist curator), and **Lisa Ndejuru** (independent researcher, psychotherapist and mental health consultant), with

facilitation by **Zeina Ismail-Allouche** and **Safia Boufalaas**. The French session included Richardson, **Amandine Gay** (Director, producer, author, and activist), and **Samantha Lopez Uri** (anti-racism consultant and student at St-Paul University), with facilitation again by **Ismail-Allouche** and **Boufalaas**.

The first round of *Unveiling Equity* workshops concluded with online experiment in representation on March 28. The interactive webinar **<dis> representation: an experiment and workshop addressing pluralism in the art**, organized by **Veronica Mockler** (CSLP Artist-in-Residence) and **José Cortés** (PhD student, Art Education) featured research-creator **Kathleen Vaughan**, curator and educator **Daniel Fiset**, socially engaged artist **Florencia Sosa Rey**, as well as Galerie's co-director **Sophie Latouche**. The online webinar delved into the intricacy of plural representation of socially engaged art online.

Although originally intended to only cover one year, the *Unveiling Equity* series was such a success that another round of workshops and sessions was organized, with the second round kicking off in October 2024 and continuing into 2025. The workshops are now co-sponsored by the Canadian Practitioners Network for the Prevention of Extremist Violence (CPN-PREV) and the Indigenous Healing Knowledges Concordia Research Chair.

October 29, 2024, Concordia's 4th Space hosted *It is the violence not pathology that is the problem! A conversation with Catherine Richardson and Ghayda Hassan on dignity in violence prevention*. The event united **Catherine kineweskwêw Richardson** (Indigenous Healing Knowledges Chair, Concordia) and **Ghayda Hassan** (Director, CPN-PREV) to discuss the role and importance of dignity in violence prevention. The conversation was adeptly moderated by CSLP manager **Zeina Ismail-Allouche**.



GHAYDA HASSAN, ZEINA ISMAIL-ALLOUCHE AND CATHERINE RICHARDSON ENGAGED IN A THOUGHTFUL CONVERSATION AT THE 4TH SPACE, WHICH WAS STREAMED LIVE ON YOUTUBE.



DALIA ELSAYED, LEENA ABDELRAHIM AND MARLIHAN LOPEZ CONVERSE AT THE "DECENTRALIZING THE MARGINS: ROUTES FOR LIBERATION" SESSION OF THE UNVEILING EQUITY SERIES.

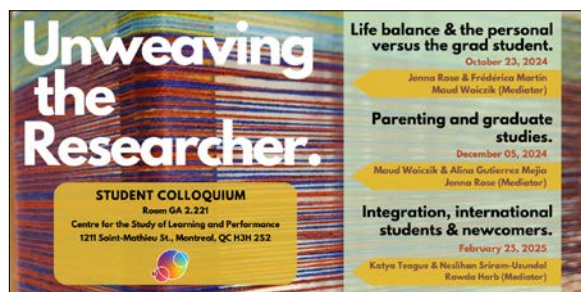
STUDENT SPOTLIGHT

On January 18, the **Plurilingual Lab** at McGill kicked off its *Grad Talk* series, with speaker **Nimasha Malalasekera** from the Université de Montréal presenting a session entitled *The Vedda language of indigenous Adivasi of Dambana in Sri Lanka: A creole or something else?*

At the CSLP, the *EmpowerGrad* workshop series organized by graduate students for their fellow students that was launched in 2023 continued into 2024. The *EmpowerGrad* workshops covered a variety of topics of interest to graduate students, with the final two sessions covering **Working in the field of education in Quebec** (January 29) and a general wrap-up sharing session *Meeting the Neighbours* (March 25).

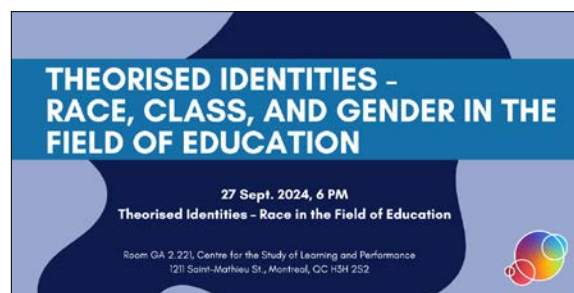
With the *EmpowerGrad* series completed, the CSLP engaged students to create two new student-led workshop series.

Unweaving the Researcher from the Research is a series organized by **Rawda Harb** (PhD student, Concordia University) that aims to provide an opportunity for graduate students to discuss their experiences conducting research, and how their roles as students and researchers impacts their lives and identity.



Theorised Identities – Race, Class and Gender in the Field of Education is a roundtable discussion series organized by **Neslihan Sriram-Uzundal** (PhD student, Concordia University) featuring **Keenan Daniel Manning** (PhD student, University of British Columbia), **Ian Klaus-Springer** (PhD candidate,

Concordia University), and **Samira Karim** (PhD student, Concordia University) as participants and mediated by **Sriram-Uzundal**



November 21, 2024, the CSLP sponsored a presentation by graduate student **Adèle Aubin** (PhD candidate, Education, supervised by **David Waddington**) on the topic of *Artificial Intelligence and its Impact on Education Research*. Aubin was awarded a Doctoral Training Scholarship valued at \$58,334 (2024-2026) from the Fonds de recherche du Québec – Société et culture (FRQSC) for her project « *Exploration des réussites et défis en matière de formation éthique offerte par les programmes techniques en intelligence artificielle dans les universités québécoises* ». Her research explores ways to rethink and improve ethical training in technical AI programs.



The CSLP is pleased to congratulate all graduate students who were successful in their SSHRC and FRQSC grant proposals this year. Many students supervised by our members had great success in their applications for funding:

Adèle Aubin (PhD candidate, Education, supervised by **David Waddington**) was awarded a Doctoral Training Scholarship valued at \$58,334 (2024-2026) from the Fonds de recherche du Québec



– Société et culture (FRQSC) for her project « Exploration des réussites et défis en matière de formation éthique offerte par les programmes techniques en intelligence artificielle dans les universités québécoises ». Aubin's research explores ways to rethink and improve ethical training in technical AI programs. She is particularly interested in a pedagogy based on the ethics of care, notably through the inclusion of service learning and a redefinition of the relationship with technology.

Élisabeth Bélanger has been awarded a Canada Graduate Scholarship – Doctoral program (CGS D) from the Social Sciences and Humanities Research Council (SSHRC). Her project is entitled « Effets d'interventions pédagogiques sur les fonctions exécutives et la réussite d'apprentissages scolaires fondamentaux ». Bélanger is directed by CEAP UQAM member **Lorie-Marlène Brault-Fois** and co-directed by **Steve Masson**. She is also the winner of the Prix Denise-Véronneau, a prestigious prize awarded to the author of the best master's thesis in 2023-2024 for her thesis entitled « Effets de la familiarité des conceptions intuitives et de la complexité des concepts scientifiques sur la mobilisation du contrôle inhibiteur : une étude en amorçage négatif chez les élèves du primaire ».



Floriane Binette-Laporte (PhD candidate, Education, supervised by **Mélissa Goulet** and **Isabelle Plante**) was awarded a Doctoral research Scholarship valued at 83 334 (2024-2028) from the Fonds de recherche du Québec – Société et culture (FRQSC) for her project « Le rôle de l'environnement socioéducatif dans l'anxiété évaluative d'élèves du troisième cycle du primaire ».



Her research interests revolve around these themes, particularly test anxiety. Ultimately, she hopes that the outcomes of her work will contribute to fostering a healthier school environment that allows students, as well as school staff members, to thrive positively.

Zackari Bourgeois received a doctoral fellowship valued at \$100,000 (2024-2029) from the FRQSC. Bourgeois is a doctoral student in Concordia's Individualized Program, where **André Gagné** serves as his main supervisor. His research focuses upon critiquing Christian Nationalism, as well as the way academics and reporters have discussed this phenomenon in recent years, through the lens of the doctrine of participation. Previously, Bourgeois completed his MA in the Department of Theological Studies, researching online Christian communities as alternative sites of Christian praxis. During his time in the MA, Zackari has received the Split Merit Award scholarship, presented in several academic conferences, and has been a Teacher's Assistant every semester. He is currently the Department of Theological Studies' Graduate Student Representative.



Meredith Lachance (doctoral student in Education, under the supervision of **Anila Fejzo** and **Line Laplante**) has been awarded an \$83,334 doctoral research grant (2024-2028) from the FRQSC for her project « Effets d'un programme d'intervention portant sur le développement d'habiletés prosodiques sur la fluidité en lecture d'élèves de 2e et 3e années du primaire au Québec ». Ranked No. 1 in the applications submitted, this achievement follows the Prix Denise-Véronneau en éducation (2022-2023) for the best master's thesis from the UQAM foundation, and the prize for the best master's thesis in Canada (2022) - francophone section - awarded by the Association of Canadian Language and Literacy Researchers (ACCLL). Her thesis project is a continuation of the research and development put forward in her master's thesis, which gave rise to the “Les mots de Momot” teaching sequence available from Fino Éducation. This innovative sequence enables young students to work on their prosodic skills to improve their reading fluency.



Thao Nguyen Nina Lee (PhD candidate, Education, supervised by Pavel Trofimovich) has received a \$120,000 Canada Graduate Scholarship from SSHRC. Her thesis is tentatively titled “Examining Sociocultural Aspects of Adolescents’ Heritage Language Maintenance”. Immigration boosts Canada's economy by adding diverse skills and enhancing the workforce's ethnic and linguistic variety. However, many immigrants lose their heritage language (HL) and cultural knowledge within a generation, which diminishes Canada's cultural richness. Le's research aims to explore these social and psychological factors to better understand the challenges faced by adolescent speakers of underrepresented languages in maintaining their HL, thereby contributing to more effective HL maintenance programs and supporting Canada's broader multicultural objectives.



Matthew “Zack” a.k.a. MAZA Mullone (Master's student in Education, supervised by **Mitchell McLarnon**) has been awarded a \$17,000 grant from SSHRC for his project “Community, Identity, Belonging and Jazz: An Exploration of Montreal's Jazz Scene” (working title). His work aims to describe and understand the cultural implications of jazz music in Montreal, asking the following question: How can an auto-ethnographic interpretation approach to music education explicitly focus on jazz music that is essential to preserve the history/identity of the Black anglophone community in Montreal? This auto-ethnographic tale will show how music is an instrument that allows individuals to form identities, create social groups, engage emotionally with others, and spread transnational ideas.



Charles Sénécal (Master's student, Département de didactique des langues, UQAM) has been awarded a Master's research grant valued at \$40,000 (2024-2026) from the FRQSC. His project is entitled « L'utilisation d'outils technologiques pour soutenir l'auto-évaluation de la compétence à communiquer oralement en contexte d'interactions spontanées au secondaire » [The use of technological tools to support self-assessment of oral communication competence in the context of spontaneous interactions in secondary school.]. His supervisor is **Kathleen Sénéchal** (Département de didactique des langues, UQAM). His research focuses on high school students' self-assessment of their spontaneous oral interactions, using a criterion-referenced self-assessment grid and an autoscapy, which consists of a critical vision of one's own practice.



Chaoqun Zheng (PhD candidate, Education, supervised by **Pavel Trofimovich**) was awarded a Doctoral Training Scholarship valued at \$83,334 (2024-2028) from the FRQSC for her project « Comparing Teacher Preparedness in Fast-Track and Traditional Teacher Training Programs ». To address the severe shortage of qualified public-school teachers, the Québec Government proposed fast-track teacher training programs to expedite teacher training and accreditation. In this FRQSC project focusing on Québec's university TESL programs, Chaoqun aims to compare the effectiveness of traditional and fast-track TESL teacher education programs in shaping teachers' knowledge and beliefs related to the teaching of communication skills.



Lana F. Zeaiter and **John Wayne N. dela Cruz**, supervised by Angelica Galante, received Doctoral Dissertation Grants (DDG) awarded annually by the International Research Foundation for English Language Education (TIRF).



AWARDS & DISTINCTIONS

Angelica Galante was awarded the President's Prize for Outstanding Emerging Researchers by McGill University.

Pierre Chastenay was appointed to the Order of Canada by the Governor General of Canada, her Excellency the Right Honourable Mary Simon, for his being "a fixture in science communication in Quebec." Vivek Venkatesh was named a James McGill Professor (JMP) by McGill University.

Angelica Galante was named a William Dawson Scholar McGill University.

Isabelle Plante was named a Fellow of the Royal Society of Canada's College of New Scholars.

Léa Clermont-Dion shortlisted for Governor General's Literary Award for her book, *Porter plainte*. Vivek Venkatesh was named to the FRQSC's Scientific Committee.

Aisha Barise, PhD Candidate in Educational Studies (Language Acquisition Program at McGill University), supervised by **Angelica Galante**, was the winner of the 2024 Graduate Student Award (GSA) from the American Association for Applied Linguistics (AAAL)

Guillaume Jabbour was a finalist in the 2024 Social Sciences and Humanities Research Council (SSHRC) Storytellers Challenge.

PRODUCTIVITY

For the period January 1, 2024, to December 31, 2024, the CSLP has the following productivity:



**Total of all grants/contracts featuring at least one CSLP member.*

Please refer to the **CSLP/CEAP Annual Report 2024, Part 2** for the complete productivity listing.

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.

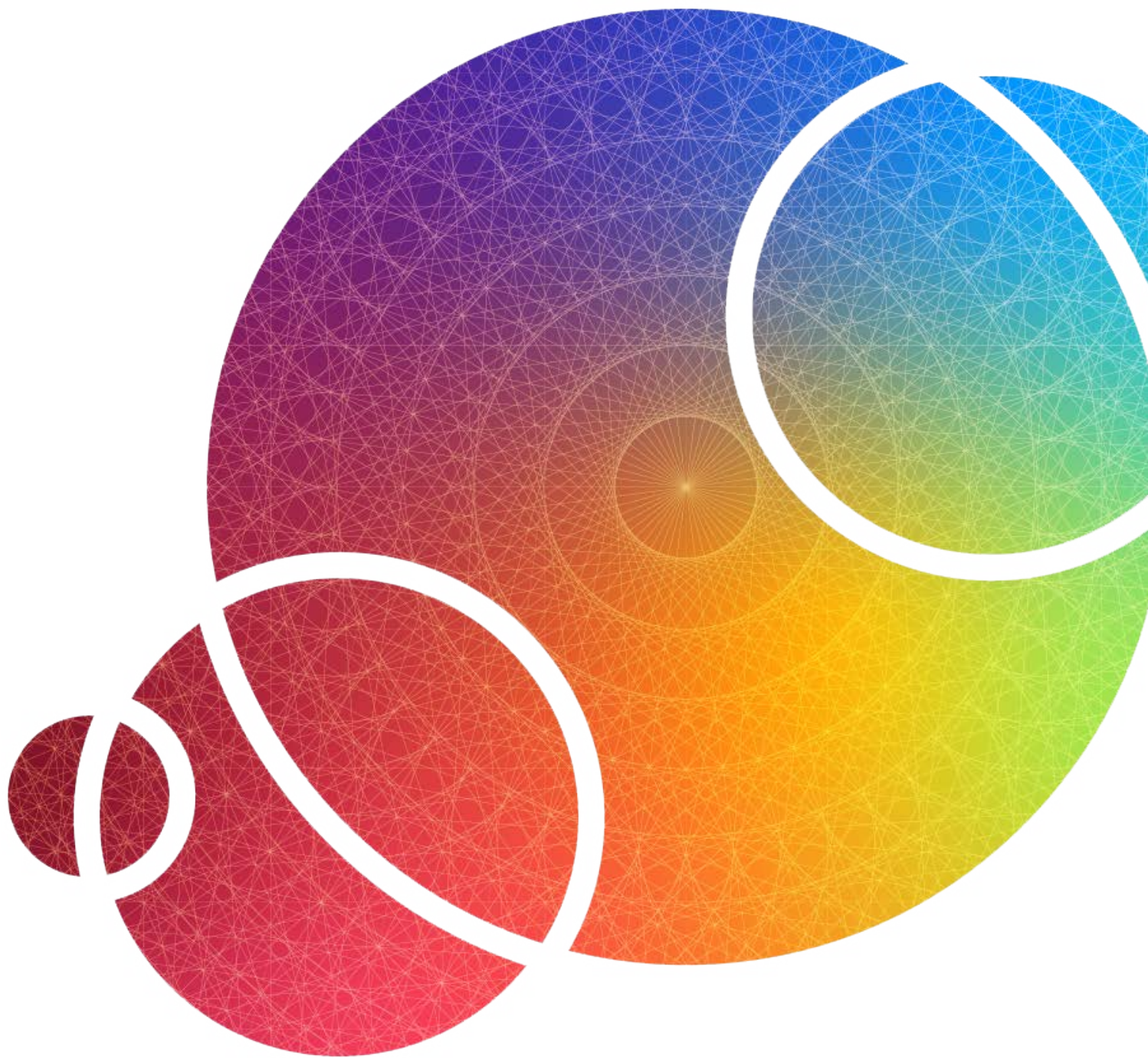
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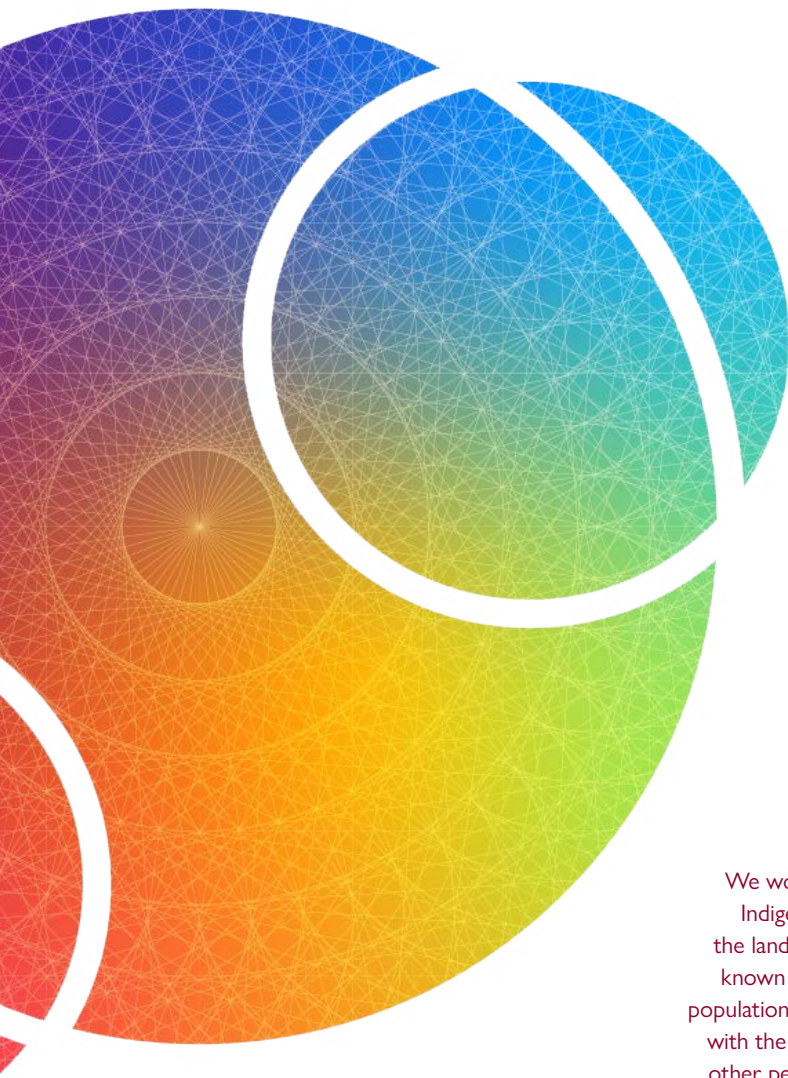
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Tiohtià:ke / Montreal, QC, H3G 1M8, Canada

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

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

