



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

ANNUAL REPORT  
**2025**



CONCORDIA

## ABOUT THIS DOCUMENT

This report documents the professional scholarly activities during the period of January 1, 2025, to December 31, 2025, 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 2025.

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



## Centre for the Study of Learning and Performance

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## DIRECTORS' MESSAGE

It has been another excellent year for the Centre for the Study of Learning and Performance. In this brief message, we will highlight some of the most important things we have accomplished, as well as offer a look forward towards what is coming next.

One important event for the Centre in 2025 was our successful midterm review from the Fonds de Recherche du Québec (FRQ), our main funding body. The FRQ lauded our outstanding successes in scholarship and public outreach while also, predictably, giving us some critical feedback—they want to see more members in regions, as well as more publication in French. These are key priorities for us moving forward, and we have already taken some critical steps towards addressing these critiques.

In 2025, we also welcomed a new Co-Director to our team—Diane Querrien officially became part of our leadership in February. Diane brings a strong background as a language learning researcher, an

excellent academic network in Quebec and elsewhere in the world, and tremendous organizational and people skills. Diane's decision to join our team has strengthened our leadership capacity and made our vision for the future more robust.

An additional success has been our CSLP Team Development Incentive program, which provided targeted incentives for researchers willing to lead labor-intensive team grants such as FRQ's soutien aux équipes. The program provides researchers with guaranteed funding, even in the event that the grant application itself is unsuccessful. This program resulted in two new FRQ team grants being submitted, as well as a SSHRC Partnership and a SSHRC Insight grant submission. We are buoyed by the success of this program and intend to undertake similar efforts in the future, and we are eagerly anticipating some possible team grant successes in 2026.



**David Waddington**  
CSLP Co-director



**Diane Querrien**  
CSLP Co-director

There have been many successful high-profile events in 2025 as well. The CEAP-UQAM continues to attract huge crowds to its online events, with over 300 attendees present at Elisabeth Bélanger's recent talk, 'Démystifier les fonctions exécutives pour réfléchir à ses pratiques pédagogiques.' We also had very strong attendance for events such as the visit of Dr. Dewey Cornell, a world-renowned expert on how to assess and address threats of violence from students, as well as Lauren Bialystok's AI-critical talk, 'Transparency is the New Originality.' Finally, our Research Coordinator, Zeina Ismail-Allouche, continued her successful speaker series, 'Unveiling Equity,' in which speakers addressed topics such as 'Women as Peace Builders' and 'Laughter as Resistance.' Notably, many of these talks are available on YouTube and can be consulted by the general public.

We would be remiss not to also mention our excellent calendar of student events. Since 2024, we have taken a bottom-up approach to student

event development, in which we sponsor and mentor our student affiliates who show interest in organizing event series. This has resulted in terrific event series on Paulo Freire, migration, research methods, and language exchange. Events like this help make our Centre a living, vibrant space in which emerging researchers can come together and try out their ideas.

For 2026, our key project is renewing the funding mandate from FRQ. This is an extensive project, which will require careful consideration of the Centre's structure and research priorities going forward. We have already put a strong writing team together, and we are working to build on our past successes as we envision what our future looks like.

# MESSAGE DE LA DIRECTRICE DU CEAP UQAM

L'année qui vient de s'écouler aura été particulièrement dynamique pour l'antenne du regroupement qu'est le CEAP UQAM. Après avoir assuré la direction du Centre pendant trois mois, j'ai entamé mon congé de maternité en confiant la direction intérimaire à Mélissa Goulet, qui a rempli ce mandat avec efficacité. Notre rapport témoigne d'ailleurs de la vitalité du Centre, notamment en ce qui concerne ses activités scientifiques et de transfert. Au cours de l'année, huit conférences Scientifiquement scolaire ont été offertes, rejoignant de nombreux·ses professionnel·les provenant de centres de services scolaires de l'ensemble du Québec ainsi que de milieux scolaires privés. D'autres activités scientifiques, dont celles organisées en collaboration avec l'EREST et le colloque annuel du Centre à l'Acfas, ont également contribué au rayonnement du CEAP et à la poursuite de sa mission.

Une attention particulière a également été portée aux membres étudiants, à qui ont été proposés plusieurs ateliers, deux retraites de rédaction ainsi qu'un programme de soutien financier comportant différents volets.

L'année aura aussi été marquée par le renforcement des collaborations interuniversitaires, en particulier entre l'UQAM et Concordia. Ces collaborations, qui se multiplient, se consolident et se poursuivent actuellement, contribuent au développement de projets communs et à l'enrichissement des activités scientifiques du Centre.

Je tiens à remercier chaleureusement les membres et partenaires du CEAP pour leur confiance et leur engagement, ainsi que Claudine Sauvageau et Samuel Leblanc, coordonnateurs du Centre au cours de la dernière année, pour la qualité de leur travail, leur contribution essentielle à son bon fonctionnement et le soutien offert à la directrice intérimaire.

Le CEAP demeure un espace de collaboration et de



**Kathleen Sénéchal**  
**Directrice du CEAP UQAM**

mobilisation des connaissances au service du milieu éducatif. Porté par l'engagement de ses membres et partenaires, le Centre entend poursuivre le développement de ses activités scientifiques, de formation et de transfert, et continuer à soutenir les échanges entre la recherche et les milieux de pratique dans les années à venir.

# 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.



**Patrick Charland**

*Département de didactique,  
Université du Québec à Montréal*

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



**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.



**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 identify.



**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.



**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.



**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.



**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.



### Mélissa Goulet **NEW!**

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

Dr. Goulet's research currently focuses on student well-being and perseverance in schools, program development and evaluation, developmental psychopathology, school-based mental health, and behavioral disorders.



### 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.



### 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.



### 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.



### 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.



### Maria-Lourdes Lira-Gonzales **NEW!**

*Teaching English as a Second Language, Université du Québec en Abitibi-Témiscamingue*

Dr. Lira-Gonzales specializes in technology-enhanced second language learning, with a focus on artificial intelligence and digital platforms in language instruction.



### Judith Kotiuga **NEW!**

*Department of Psychology, Université du Québec à Trois-Rivières*

Dr. Kotiuga's research examines adolescents' psychorelational and sexual development, health, and well-being, as well as approaches to promoting positive development in these areas. She is also interested in the experiences of adults who care for and work with adolescents, with a particular focus on teachers, and in the development of practitioners' perceived efficacy and competence.



### Sunny Man Chu Lau

*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.



### 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.



### 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.



**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.



**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.



**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**

*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.



**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.



**Florent Michelot**

*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.



**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.



**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.



### **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.



### **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.



### **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.



### **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.



### **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.



### **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.



### **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.



### **Katrine Roussel NEW!**

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

Dr. Roussel's research focuses on the teaching and learning of writing at the secondary education level, with a particular emphasis on writing processes, syntax, and the evaluation of written texts. She is also interested in the pedagogical potential of generative artificial intelligence for high school classes.



### **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.



### **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.



### **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.



### **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.



### **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.



### **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.



### **Hicham Tiflati NEW!**

*Department of Humanities, Philosophy  
and Religion, John Abbott College*

Dr. Tiflati is humanities professor at John Abbott College and the Islam expert at the Center for Civic Religious Literacy. His research explores religion, politics, and secularism, with a focus on radicalization, Muslim identities, and Islamic schooling.



### **Mélissa Villella NEW!**

*Department of Education, Université  
du Québec en Abitibi-Témiscamingue*

Dr. Villella's research interests span leadership, inclusion, anti-racism, interculturalism, linguistic exogamy, curriculum studies, and linguistic minority environments.



### **Ilya Zrudlo**

*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 Higgs,  
Commission scolaire Sir Wilfrid Laurier

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

# COLLABORATORS

Rhonda Amsel  
*Professor, Psychology,  
McGill University*

Jennison Asuncion  
*Co-Director, Adaptech  
Research Network,  
Dawson College*

Emilie Auclair  
*Solidarité Mercier-Est  
[SME]*

Elizabeth Charles  
*Professor, Dawson College*

Chi Keung Alan Cheung  
*Professor, Educational  
Administration & Policy,  
Chinese University,  
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External Relations/  
Business Development,  
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College*

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World Vision Canada*

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University of Ottawa*

Al-Nasir Hamir  
*Aga Khan Fondation*

Alexandrea Gottardo  
*Professor, Wilfrid Laurier  
University, Department of  
Psychology*

Pamela Gunning  
*Lecturer, Education,  
Concordia University*

Abdelkrim Hasni  
*Professeur titulaire,  
Education,  
Sherbrooke University*

Alice Havel  
*Scholar in Residence,  
Dawson College*

Teresa Hernandez-  
Gonzalez  
*Assistant Professor,  
Education, Concordia  
University*

Talia Isaacs  
*Associate Professor of  
Applied Linguistics and  
Language Assessment,  
Institute of Education,  
University College London*

Shirley Jorgensen  
*Coordinator Institutional  
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Dawson College*

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*Teacher, Cégep  
André-Laurendeau,  
Département de langues*

Denis Liakin  
*Associate Professor,  
Études françaises,  
Concordia University*

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*Director, Psychology,  
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Barley Shuk-Yin Mak  
*Associate Head &  
Dean of Students,  
Director, Centre for  
Enhancing English  
Learning and Teaching  
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Professor, Department  
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ESL Education,  
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Training College*

Jeffry Podoshen  
*Franklin & Marshall  
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& Society*

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*Centre de transfert pour  
la réussite éducative du  
Québec (CTREQ)*

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*Professor, Mathematics,  
Vanier College*

Ryan Scrivens  
*Michigan State University,  
School of Criminal Justice*

Linda Siegel  
*Professor, Canadian  
Language and  
Literacy Research  
Network, University of  
British Columbia*

Rana Tamim  
*Contract faculty, FoE,  
Wilfrid Laurier University  
& Founder of Edu-Bridges*

Christine Truesdale  
*Director of pedagogical  
services and education  
technology, Leading  
English Education and  
Resources Network  
(LEARN)*

Jason Wallin  
*Associate Chair  
(Undergraduate), Faculty  
of Education – Secondary  
Education Dept  
Professor, Faculty of  
Education - Secondary  
Education Dept  
University of Alberta,  
Faculty of Education*

Eileen Wood  
*Professor, Wilfrid Laurier  
University*

# EXECUTIVE BOARD

Diane Querrien	CSLP Co-Director	Concordia
Kathleen Sénéchal	CEAP UQAM Director	UQAM
David Waddington	CSLP Co-Director	Concordia
Julie Corrigan	Theme 2.1 (sabbatical)	Concordia
Éric Dion	Theme 1.2	UQAM
Florent Michelot	Theme 2.1 (interim)	Concordia
Diana Miconi	Theme 2.2	UdeM
Bradley Nelson	Theme 1.3	Concordia
Katrine Roussel	Theme 1.1	UQAM
Eva Bures	Regional Representative #1	Bishops
Abdelwahed Mekki-Barada	Regional Representative #2	Laval
Hicham Tiflati	CEGEP representative	John Abbott
Adèle Aubin	Student representative	Concordia
Natacha Bérubé-Deschênes	Student representative	UQAM
*Zeina Ismail-Allouche	CSLP Manager	Concordia
*David Pickup	CSLP research professional	Concordia
*Laurent Farhni	CEAP Coordinator	UQAM
<i>*Non-voting member</i>		

# ADVISORY BOARD

Dana Cotnareanu	Director of CIVIX-Québec and French programming at CIVIX
Anik De St-Hilaire	Chief Academic Officer at eConcordia
Sophie Marcotte	Concordia University, Études françaises
Megan Webster	Expertise by Design
*Diane Querrien	CSLP Co-Director - Concordia
*David Waddington	CSLP Co-Director - Concordia
*Zeina Ismail-Allouche	CSLP Research Coordinator - Concordia
<i>*Non-voting member</i>	

# STAFF

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## THEME 1.1: DIDACTIQUE / CURRICULUM AND PEDAGOGY

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

Research conducted under Theme 1.1 examines how teaching and learning are designed, enacted, and experienced in formal educational settings. Work within this theme brings together research on curriculum, pedagogy, assessment, language and literacy instruction, and teacher education, with a strong emphasis on translating research findings into classroom practice.

Throughout 2025, Theme 1.1 activities reflected the CSLP's long-standing commitment to evidence-informed pedagogy, practitioner engagement, and responsiveness to emerging challenges in education—particularly those related to language learning, digital writing, artificial intelligence, and inclusive teaching practices.

### Bridging Research and Practice Through Knowledge Mobilization

A defining feature of Theme 1.1 in 2025 was sustained engagement with educators through accessible, practitioner-oriented knowledge mobilization. Early in the year, the *Probantes en pratiques* podcast series—created by CSLP researchers to bring credible research evidence to practitioners—released a new episode focused on classroom management and student behavior where **Isabelle Plante** discussed recent findings on empathic-mindset interventions in schools, highlighting how teacher empathy can reduce disciplinary disparities and support more equitable student trajectories.



Public lectures and professional development sessions further reinforced this bridge between research and practice. CEAP UQAM organized a well-attended session led by **Anila Fejzo** explored the foundations of reading success in the second cycle of elementary school (Grades 3–4).



FEJZO'S PRESENTATION DREW ON MORE THAN 15 YEARS OF RESEARCH INVOLVING OVER 800 STUDENTS.

Developed in collaboration with researchers from UQAM and Université du Québec en Abitibi-Témiscamingue (UQAT) the presentation highlighted the role of morphological awareness as a key predictor of reading comprehension and offered concrete strategies to support learners, particularly those from multiethnic and socioeconomically disadvantaged backgrounds.

The CSLP's Systematic Review Team—led by **Robert Bernard** and **Richard Schmid**—continued its program of large-scale evidence synthesis focused on online and blended learning. Their ongoing projects investigate how teacher presence, student and teacher self-efficacy, and instructional design mitigate students' feelings of isolation in online environments and how these factors relate to academic achievement.

### Language Didactics, Writing, and Literacy in a Digital Age



KATRINE ROUSSEL (DÉPARTEMENT DE DIDACTIQUE DES LANGUES, UQAM), SUBSEQUENTLY JOINED THE CSLP AS A MEMBER AND NOW SERVES AS THEME 1.1 REPRESENTATIVE ON THE EXECUTIVE COMMITTEE.

Language education and literacy development remained central to Theme 1.1 activities throughout the year, with particular attention to writing, syntax, and reading comprehension in digitally mediated environments. In March, CEAP UQAM hosted a presentation by **Katrine Roussel** examining syntactic development in secondary-level writing through the lens of modern grammar and syntactic maturation. Her work explored how artificial intelligence can support metasyntactic awareness by providing real-time feedback and fostering grammatical reflection—when used critically and in conjunction with explicit pedagogical guidance.

This line of inquiry was further advanced through multiple presentations at the 2025 Acfas conference. **Isabelle Gauvin** and colleagues reported on the effects of integrated grammar instruction across French and English, demonstrating how explicit comparison of syntactic structures can support secondary-level students' ability to identify verb complements.



A preliminary report by **Mélissa Goulet** and **Jonathan Bluteau** presented findings from a large-scale evaluation of Lab-École learning environments, examining how school spaces and atmospheres shape student well-being, adaptive behaviors, and pedagogical practices. As the first study of its kind in Canada, this work contributes original evidence to debates on how physical learning environments interact with curriculum and pedagogy, while also offering insights relevant to policymakers involved in school infrastructure planning across Québec. International and collaborative dimensions of literacy research were further reflected in work led by **Line Laplante**. A collaborative study

conducted in Morocco documented how the use of ABRACADABRA (part of the LTK+ suite of software) supported the professional development of primary teachers and the adoption of more effective literacy practices in French. Laplante also contributed to public debate in Québec through an interview in La Presse, where she offered a critical analysis of PISA results, highlighting both their methodological limits and their misalignment with curricular priorities in writing, grammar, and orthography.

### Pedagogy, Motivation, and Learning Sciences



STEVE MASSON WAS INTEGRAL TO THE ORGANIZATION OF THE ÉCOLE D'ÉTÉ EN NEUROÉDUCATION IN JUNE 2025.

Research at the intersection of pedagogy, motivation, and cognitive neuroscience continued to advance Theme 1.1 in 2025.

Work by **Martin Riopel**, **Steve Masson**, and colleagues showed that teaching neuroplasticity to upper-elementary students supports motivation and perceived competence, alongside increased activation in prefrontal regions associated with inhibitory control. Related research by **Patrick Charland**, Riopel, Masson, and collaborators examined contextualization in physics problem-solving using psychophysiological measures (pupillometry, EEG, electrodermal activity).

Their findings highlight affective situational interest during problem reading—rather than cognitive load during problem solving—as a key driver of performance, underscoring the role of motivational and contextual design in science education.

This body of work is supported by an ongoing SSHRC Partnership grant led by Patrice Potvin (2023–2030), with Riopel, Masson, Charland, and **Pierre Chastenay** among the core investigators. The partnership focuses on developing and sustaining evidence-informed science education practices at the secondary level and reflects CSLP's commitment to collaborative curriculum development and knowledge mobilization. In parallel, Chastenay contributed to public scientific literacy through media outreach, including an op-ed in Le Devoir and interviews with Radio-Canada around the 2025 solar eclipse.



CSLP Co-Director Diane Querrien oversaw the design and launch of new immersive French-language courses at Concordia. Drawing on contemporary research in second-language acquisition, motivation, and university pedagogy, the six-credit FRAI (français immersif) courses emphasize oral comprehension, sustained engagement, and accelerated learning through concentrated exposure and continuous

formative evaluation, particularly for students from outside Quebec. The program reflects key principles emerging from learning sciences research on motivation, self-efficacy, and persistence.

### **Artificial Intelligence, Assessment, and Pedagogical Ethics**

Across multiple activities, Theme 1.1 research in 2025 engaged critically with the growing presence of artificial intelligence in education. This engagement extended beyond technical applications to include ethical, pedagogical, and assessment-related questions.

In October, the CSLP hosted a public lecture by **Lauren Bialystok** titled *Transparency Is the New Originality*, which examined how generative AI tools are reshaping norms of authorship and evaluation in educational contexts. Drawing a hybrid audience of more than fifty participants, the event generated rich discussion on whether transparency alone is sufficient to address the ethical challenges posed by AI-assisted writing, highlighting tensions between innovation and academic integrity.



**Florent Michelot** examined perceptions and uses of generative AI in postsecondary education in New Brunswick. Drawing on mixed-methods data from 281 students and instructors, the study revealed significant divergences between learners—who tended to view AI as a pedagogical support—and teaching staff, who expressed stronger ethical and instructional concerns.

Work by **Maria-Lourdes Lira-Gonzales** explored how AI tools such as ChatGPT can support language learning and feedback practices in ESL and FSL contexts. Her research examines how learners engage with AI-assisted revision, how educators can integrate such tools responsibly, and how factors such as mindfulness and language anxiety shape students' responses to corrective feedback. This work is supported by a UQAT research support grant, conducted in collaboration with **Diane Querrien**, which specifically investigates the potential of ChatGPT to support corrective feedback practices among teachers of French as a second or foreign language.

## 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, Julie Corrigan, Marie-France Côté, Éric Dion, Annie Dubeau, Angelica Galante, Isabelle Gauvin, Sara Kennedy, Steve Masson, Kimberly McDonough, Martin Lalonde, Sunny Lau, Florent Michelot, Isabelle Plante, Diane Querrien, Holly Recchia, Martin Riopel, Richard Schmid, Pavel Trofimovich**

Research conducted under Theme 1.2 examines the cognitive, affective, and motivational processes that shape how individuals learn across educational contexts. Integrating perspectives from educational psychology, applied linguistics, neuroscience, and mental health, this work seeks to better understand how learners regulate attention, emotion, motivation, and meaning-making—and how educators can design learning environments that respond to these processes. Throughout 2025, Theme 1.2 activities highlighted the CSLP's strengths in methodological diversity, interdisciplinary inquiry, and knowledge mobilization, with a particular emphasis on well-being, empathy, self-regulation, and the social dimensions of learning.

### **Empathy, Motivation, and Learning Relationships**

A central thread in Theme 1.2 activity in 2025 concerned the role of affective processes—particularly empathy, motivation, and self-perception—in shaping learning outcomes and educational equity. The *Probantes en pratiques* podcast series, created by **Éric Dion**, released an episode examining teachers' perceptions of student misbehavior through the lens of empathic-mindset interventions. Drawing on recent empirical findings, the episode highlighted how empathy-oriented

approaches can reduce disciplinary disparities and support more positive student trajectories over time.



Related questions about how learners interpret  
DR. MANU KAPUR IS THE DIRECTOR OF THE SINGAPORE-ETH CENTER AND PROFESSOR OF LEARNING SCIENCES AND HIGHER EDUCATION AT ETH ZURICH, SWITZERLAND

and respond to challenge were explored through high-profile scholarly engagement beyond the Centre. In February, **Vivek Venkatesh** organized a presentation by learning scientist **Manu Kapur**, author of the book *Productive Failure: Unlocking Deeper Learning Through the Science of Failing*. Kapur's work foregrounds the affective and cognitive mechanisms—such as emotional engagement, activation, and awareness—that enable learners to extract deeper understanding from struggle.

Research on educator beliefs and motivation further strengthened this area of inquiry. **Richard Schmid**, together with **Robert Bernard** and **Rana Tamim**, advanced a SSHRC-funded systematic review examining online learning and its variants in relation to teacher self-efficacy, achievement, and attitudes in pre- and in-service teacher education. This work contributes to a growing evidence base on how instructional design and delivery formats

interact with educators' confidence and motivation, with implications for professional learning and educational practice.

Motivation was also examined through a neuroscientific lens. Research by **Martin Riopel** and **Steve Masson** demonstrated that teaching learners about neuroplasticity can positively influence motivation, inhibitory control, and task performance. By linking mindset theory with cognitive control mechanisms, this work bridges affective science and neuroscience, illustrating how beliefs about learning shape both engagement and performance.

Knowledge mobilization efforts extended these insights to practitioner audiences. An online resource developed by **Catherine Fréchette-Simard** and **Isabelle Plante** for the Centre de transfert pour la réussite éducative du Québec (CTREQ) addressed performance anxiety and motivation during the transition to secondary school. The resource illustrates how affective research can inform concrete strategies to support students during critical educational transitions.

### Well-Being, Mental Health, and Educational Persistence



In April, **Mélissa Goulet** joined the CSLP as a full member and assumed the role of Acting Director of CEAP UQAM. Her research program—centered on

student well-being, perseverance, developmental psychopathology, and school-based mental health—closely aligns with the theme's emphasis on affective processes and long-term learning trajectories.

Knowledge translation around well-being extended beyond the school to include families and communities. In May, CEAP UQAM co-hosted an online conference with **Anne Marie Mauricio**, Associate Research Professor at the University of Oregon's Prevention Science Institute, examining the translation of evidence-based parenting interventions using the Family Check-Up model as a case study.



THE SESSION WITH ANNE MARIE MAURICIO ADDRESSED THE CHALLENGES OF IMPLEMENTING RIGOROUSLY TESTED INTERVENTIONS IN REAL-WORLD CONTEXTS, EMPHASIZING FIDELITY, UPTAKE, AND COLLABORATION WITH COMMUNITY PARTNERS.

Complementing these applied initiatives, CSLP members advanced scholarship on moral reasoning, relationships, and social vulnerability. **Holly Recchia** contributed several peer-reviewed publications in 2025 examining how children and adolescents reason about harm, fairness, and interpersonal relationships across family, peer, and school contexts.

Collectively, this body of work deepens understanding of how moral judgment, relational dynamics, and social cognition develop over time, reinforcing Theme 1.2's attention to the social and emotional foundations of learning and persistence.

## Cognitive Processes, Executive Functions, and Learning Design



ÉLISABETH  
BÉLANGER IS PHD  
STUDENT IN THE  
DÉPARTEMENT DE  
DIDACTIQUE AT UAM

In parallel with affective dimensions, Theme 1.2 research continued to advance understanding of core cognitive processes involved in learning. Executive functions—such as working memory, inhibitory control, and cognitive flexibility—featured prominently in practitioner-oriented programming. CEAP UQAM hosted an online lecture by graduate student **Élisabeth Bélanger** focused on demystifying executive functions and reflecting on their implications for teaching practice by linking neuroscientific knowledge to lesson planning and classroom decision-making.

Cognitive and metacognitive processes were also examined in digitally mediated contexts.

**Julie Corrigan**'s research on online information evaluation compared the strategies of emerging and established readers, revealing qualitative differences in corroboration, reflexivity, and metacognitive monitoring. By identifying a spectrum of evaluation strategies, this work offers a foundation for designing curricula that scaffold increasingly complex critical online reasoning skills.

At Acfas 2025, CSLP members further explored cognition in relation to emerging technologies, presenting research on AI-supported learning, automated media, and digital tools for statistics

education at the collegiate level. Together, these contributions demonstrate sustained attention to how cognition interacts with technological environments, without losing sight of foundational learning mechanisms.



## Language, Social Cognition, and Self-Perception

Second-language learning and communication provided another key lens on cognitive and affective processes in 2025. CSLP members affiliated with the Applied Linguistics Lab at Concordia University (**Sara Kennedy, Kim McDonough, Pavel Trofimovich**) advanced research on pronunciation pedagogy, written corrective feedback, task-based learning, and interpersonal dynamics in language use. Several SSHRC-funded and peer-reviewed studies examined how cognitive resources such as working memory interact with instructional timing, communicative purpose, and learner engagement.

An ongoing multi-year SSHRC Insight Grant led by **Trofimovich** further strengthened this area of inquiry by examining metaperception in lingua franca communication—how individuals' beliefs about how they are perceived by others shape interactional success. This research bridges cognitive processing, social cognition, and affective awareness, offering new insight into the interpersonal dimensions of learning and communication.



FLORENT MICHELOT

**Florent Michelot's** SSHRC-funded work on the development and validation of an academic language socialization self-assessment tool complements this focus by examining how future educators conceptualize and assess critical academic competencies. His collaborative research on measuring critical thinking among francophone pre-service teachers across Europe and North America contributes robust methodological tools to a domain that remains theoretically rich yet empirically challenging.

### Plurilingualism, Identity, and Educational Equity

Plurilingualism continued as growing focus within Theme 1.2, reflecting both the CSLP's evolving research profile and strategic priorities.

**Plurilingual Lab** **SPEAKER SERIES**  
VIA ZOOM

**(EN)COUNTERING LINGUISTIC DISCRIMINATION IN HIGHER EDUCATION COLLOQUIUM**

THURSDAY, OCTOBER 30, 2025  
4:00-5:30PM (EDT, MONTREAL)

SPONSORED BY

**CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE** **McGill** Department of Integrated Studies in Education

THE CSLP CONTINUED TO SPONSOR THE PLURILINGUAL LAB'S SPEAKER SERIES THROUGHOUT 2025, WHICH FEATURED 6 WELL ATTENDED EVENTS.

Research associated with the Plurilingual Lab at McGill University, directed by **Angelica Galante**, advanced understanding of plurilingual and pluricultural competence as a foundation for learner empowerment, identity development, and global citizenship.

**GRAD TALKS**

★ **DECEMBER** ★

**PRESENTER: SIYUAN LI**  
Ph.D. candidate  
University of Victoria, Canada

**PRESENTER: ZIHAN LIAO**  
Master's student  
McGill University, Canada

Thursday December 18  
12:00-13:00 EST  
via Zoom

**McGill** Department of Integrated Studies in Education **Plurilingual Lab** **CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE**

Publications in 2025 examined the theoretical foundations of plurilingual competence, classroom practices for consciousness-raising, and action-oriented approaches to language learning. In addition to their Speaker Series, the Plurilingual Lab ran a parallel series of online Grad Talks that foregrounded the work of graduate students from around the world, and the CSLP was again pleased support this initiative.

Complementary work by Sunny Lau and collaborators contributed to global discussions on bilingual education and translanguaging, emphasizing equity for minoritized learners and the need for sustainable pedagogical approaches that support multilingual repertoires while protecting vulnerable languages. Together, these contributions position plurilingualism as a key site where cognitive, affective, and social processes intersect—an area that will continue to feature prominently in CSLP research.

## THEME 1.3: INTERDISCIPLINARY PERSPECTIVES ON LEARNING

**Annabelle Brault, Marie-Ève Carignan, Juan Carlos Castro, Sandra Chang-Kredl, Owen Chapman, Patrick Charland, Mathieu Cook, 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**

Research conducted under Theme 1.3: Interdisciplinary Perspectives on Learning addresses foundational questions about the purposes of education, the conditions under which learning takes place, and the broader social, political, and ethical implications of educational practice. Work under this theme is distinguished by its commitment to critically examining dominant paradigms of learning, centring learners' lived experiences, and engaging with alternative, decolonial, and justice-oriented approaches to education.

### **Unveiling Equity and Public Pedagogy**

A central pillar of Theme 1.3 activity in 2025 was the continued development of the centre's *Unveiling Equity* series, now in its third year. Organized by CSLP Research Coordinator **Zeina Ismail-Allouche**, with workshops, symposia, podcasts, and public events, *Unveiling Equity* has become a flagship CSLP initiative for engaging difficult social questions through interdisciplinary, arts-informed, and community-grounded approaches.



Early in the year, the series returned with sessions on *Women as Peace Builders and Laughter as Resistance*, co-organized with the Canadian Practitioners Network for the Prevention of Extremist Violence (CPN-PREV) and Concordia's Indigenous Healing Knowledges Chair. These sessions foregrounded women's leadership in peacebuilding in Lebanon and explored humour as a form of cultural resistance and healing, reframing laughter as a pedagogical and political act.

This work next led to the international symposium *Resisting Colonizations: Anger and Hope* (April 24–26, 2025), a three-day gathering that brought together scholars, artists, practitioners, and community members to reflect on the enduring legacies of colonial violence and the possibilities of resistance, dignity, and collective healing.



EINA ISMAIL-ALLOUCHE, PICTURED WITH ????, AT THE RESISTING COLONIZATIONS SYMPOSIUM.



PHOTO OF GHAYDA HASSAN AT RESISTING COLONIZATIONS

Grounded in lived experience and emotional truth-telling, the symposium combined closed, care-centred sessions with open panels, performances, and creative installations. The event demonstrated the CSLP's capacity to convene interdisciplinary, ethically grounded spaces that challenge traditional academic formats while maintaining scholarly rigor.



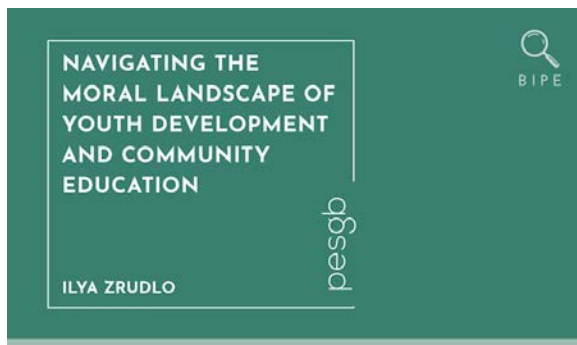
The outcomes of the symposium included the launch of the *Resisting Colonizations: Healing Narratives* podcast series. Produced collaboratively with multiple partners, the series amplifies voices often marginalized in academic and public discourse, creating an evolving archive of resistance, memory, and care. Episodes released in 2025 featured CSLP members and student affiliates reflecting on migration, racism, identity, and community resilience.

### **Civic Education, Democracy, and Contested Knowledge**

Theme 1.3 research in 2025 engaged deeply with the challenges of democratic education in contexts marked by polarization, misinformation, and contested truth claims, with particular attention to the ethical responsibilities and constraints faced by educators.

Several CSLP invited speaker events addressed these issues directly. A philosophical debate on epistemic justice in civic education, led by philosopher **Gilles Beauchamp**, examined the implications of *Québec's Culture and Citizenship in Québec (CCQ)* curriculum and its treatment of religious knowledge. The discussion foregrounded epistemic injustice as a lens for understanding how certain identities and forms of knowledge are marginalized in educational policy.

Complementing this work, research by CSLP members **David Waddington**, **Bruce Maxwell**, and **Kevin McDonough** examined the scope and limits of teacher academic freedom in Canada and the United States. A 2025 article interrogates how teachers navigate institutional, legal, and ethical constraints when addressing controversial or politically sensitive topics in classrooms, contributing an empirically grounded account of teacher autonomy that resonates strongly with ongoing debates around democratic education and contested knowledge.



AT THE TAIL END OF 2025, BLOOMSBURY PUBLISHED NAVIGATING THE MORAL LANDSCAPE OF YOUTH DEVELOPMENT AND COMMUNITY EDUCATION BY ILYA ZRUDLO. THE BOOK EXAMINES HOW VALUES ARE CONVEYED—OFTEN IMPLICITLY—WITHIN NONFORMAL YOUTH EDUCATION SETTINGS.

**Waddington** also continued collaborative research with **Holly Recchia** and **Maxwell** on contestable issues in the classroom, exploring how educators can responsibly engage disagreement, uncertainty, and moral conflict.

These concerns intersect with recent work by **Ilya Zrudlo**, whose philosophical analyses interrogate the ethical risks embedded in contemporary educational reforms.

**Zrudlo's** work on teacher leadership critically examines the often-overlooked “dark side” of leadership, drawing on Iris Murdoch’s moral psychology to caution against uncritical celebrations

of teacher leadership and social change.

Later in the year, the CSLP collaborated with CIVIX and the Centre for Civic Religious Literacy to deliver a full-day professional development workshop for educators and pedagogical consultants at the Western Quebec School Board, focused on supporting the implementation of the Culture and Citizenship in Québec (CCQ) curriculum in a polarized social climate.



DAVID WADDINGTON AND POSTDOC TESSA MACLEAN LED A DISCUSSION ON TEACHER POSITIONALITY AND HOW TO NAVIGATE PERSONAL BELIEFS IN CLASSROOM DIALOGUE.

Bringing together researchers, policy partners, and classroom practitioners, the workshop translated Theme 1.3 research into concrete pedagogical strategies for navigating controversial issues in schools. The program featured contributions from leading scholars and practitioners, including Joel Westheimer on democratic education in divided times; Tessa MacLean and CSLP co-director **David Waddington** on teacher positionalities and professional judgment; CIVIX educators Dana Cotnareanu and Dimitri Pavlounis on structured approaches to challenging discussions; and Alice Chan and **Hicham Tiflati** on religious literacy within the CCQ framework. Additional sessions addressed sexuality education (Lauren Bialystok) and assessment practices for dialogue-based learning (Paula Waatainen). Through interactive activities, dilemma-based dialogue, and applied discussions, the workshop equipped educators

with practical tools while affirming their professional expertise, exemplifying Theme 1.3's commitment to democratic dialogue, ethical pedagogy, and research-informed public engagement.

### Religious Literacy, Pluralism, and Inclusive Education

Research on religious literacy and pluralism constituted an important strand of Theme 1.3 activity.



HICHAM TIFLATI PRESENTED ALONGSIDE ALICE CHAN ON THE TOPIC OF “RELIGION IN THE CCQ” AT THE WQSB WORKSHOPS

Recent work by **Hicham Tiflati**, in collaboration with national and international colleagues, examined the role of religious literacy in social studies curricula, using *Québec's Culture and Citizenship in Québec (CCQ)* program as a case study. This research highlights the pedagogical and civic significance of religious literacy in pluralistic societies, as well as the challenges educators face when addressing religion in politically and culturally sensitive contexts.

Complementary publications extended this work through analyses of religious literacy in practice across Canada and examinations of Islamic religious schooling in North America.

Extending this focus beyond schooling into public and political discourse, **André Gagné** contributed critical scholarship and public pedagogy on the intersections of religion, ideology, and right-wing politics. His 2025 article on neocharismatic Pentecostalism and “spiritual warfare” analyzed how religious frameworks have been mobilized to frame political conflict as a cosmic struggle between good and evil, particularly in the context of Donald Trump's presidency in the United States.

This scholarship was complemented by extensive media engagement in Canadian and international outlets, where **Gagné** regularly contributed expert analysis on religious extremism, fundamentalism, and the politicization of faith.

Theme 1.3 also foregrounded research on intercultural competence and inclusive education through the work of CSLP co-director **Diane Querrien**, who co-authored a major French-language article examining how different categories of school personnel in Quebec perceive their preparation to act inclusively in ethnoculturally, religiously, and linguistically diverse contexts. The findings underscore persistent gaps in training, particularly in relation to sociopolitical and ethical controversies such as reasonable accommodation, radicalization, and supporting refugee and war-affected children.

### School Safety, Threat Assessment, and Educational Equity

Theme 1.3 addressed questions of school safety and democratic responsibility through a public talk by Dewey G. Cornell on proportional responses to student threats of violence. Drawing on large-scale empirical research, Cornell challenged

exclusionary disciplinary practices and presented the Comprehensive School Threat Assessment Guidelines (CSTAG), an evidence-based framework that helps schools distinguish between serious and non-serious threats while maintaining students' connection to learning environments. His analysis highlighted how prevention-oriented, relational responses can enhance safety without reproducing racial or demographic disparities, contributing directly to ongoing debates on equity, care, and professional judgment in educational practice.



EWHEY CORNELL (RIGHT), PICTURED WITH ERIC DION AND DAVID WADDINGTON, WHO CO-ORGANIZED THE EVENT.

### Childhood, Play, and Learning Identities



SANDRA CHANG-KREDL

The theme also advanced interdisciplinary perspectives on childhood, learning, and identity through emerging work on play and pedagogy.

**Sandra Chang-Kredl** launched a new SSHRC Insight grant examining how play is integrated into teachers' professional identities in Kindergarten education. Her research challenges instrumentalized approaches to play by foregrounding relationality, imagination, and affect as central dimensions of learning. This work was complemented by two 2025 publications exploring children's attachments to stuffed toys and representations of friendship in popular media.

### Radicalization Prevention, Safety, and Community Resilience

Research on radicalization prevention, violence, and community resilience remained a major axis of activity within Theme 1.3. CSLP members played leadership roles nationally and internationally through CPN-PREV, the UNESCO Chair in the Prevention of Radicalization and Violent Extremism, and multiple policy-oriented initiatives.

**David Morin** secured a major SSHRC Insight grant examining the ecosystem of radical left movements in Canada, in collaboration with **Ghayda Hassan, Marie-Ève Carignan, Vivek Venkatesh**, and other partners. This project contributes to a more nuanced understanding of political violence, discourse, and pathways to engagement, complementing existing work on prevention and intervention.

**Morin** also co-authored a systematic methodological review assessing the rigor of evaluations of violent extremism prevention programs, identifying significant gaps in evidence and methodological consistency. Beyond academic publishing, he played a prominent public-facing role in 2025, contributing extensively to Quebec and Canadian media through interviews and expert commentary on extremism.

**Cécile Rousseau** led and contributed to a substantial body of work examining violent radicalization, mental health, and intervention across

clinical, community, and educational contexts. Her 2025 publications addressed mentoring-based prevention initiatives, clinician burnout and resilience, patient experiences of services addressing violent extremism, and the psychological dimensions of hate, trauma, and social exclusion, with a sustained emphasis on dignity-based, relational, and culturally responsive approaches to care.



GHAYDA HASSAN, CO-FACILITATING A WORKSHOP ON COMMUNITY SAFETY FOR YOUTH IN HALIFAX IN MARCH. PHOTO CREDIT: GILBERT LEGRAS

Closely aligned with this work, **Diana Miconi** advanced major interdisciplinary research on social adversity, resilience, and radicalization risk among immigrant, refugee, and asylum-seeking children and adolescents. Through large-scale CIHR- and SSHRC-funded projects employing ethnographic, participatory, and action-oriented methodologies, **Miconi's** research examines the lived experiences of newly arrived and temporarily housed families in Quebec and Ontario, with particular attention to how precarious housing, schooling transitions, and early resettlement trajectories shape wellbeing and belonging.

In recognition of her work on radicalization, major honours were awarded to **Ghayda Hassan**, who received both the *King Charles III Coronation Medal* and the *Eradicate Hate Bridge Builder Award*, underscoring the international impact of her research and practice.

## Environmental and Climate Justice Education

Environmental education and climate justice also emerged as a strong pillar of activity. **Mitchell McLarnon** advanced community-based research on garden-based learning, sustainability, and environmental justice through the expansion of the Grey Nuns Garden Project. His work emphasized experiential learning, accessibility, and the ethical dimensions of environmental education, particularly for children and youth.



BRADLEY NELSON

Finally, **Bradley Nelson**, Theme 1.3 representative on the CSLP Executive board, was appointed Concordia's deputy provost and vice-provost, student life and experience in October. A long-time faculty member in Concordia's Department of Classics, Modern Languages and Linguistics, Brad has been deeply engaged in advancing interdisciplinary collaboration across the university and the CSLP.

## 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, 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.

A central pillar of this theme is the Centre's long-standing leadership in systematic reviews and meta-analyses, which provide a methodological backbone for both tool development and policy-relevant knowledge mobilization. In January 2025, the CSLP hosted the workshop *Systematic Sense-Making: Understanding the Applied Value of Systematic Reviews and Meta-Analyses*, bringing together researchers, students, and practitioners from education, psychology, and criminology.

Presentations by **Robert Bernard, Richard Schmid, Eric Dion** and **Ghayda Hassan** illustrated how quantitative meta-analyses, qualitative syntheses, and Delphi processes can be used to assess

instructional effectiveness, guide decision-making, and develop consensus-based guidelines in complex policy domains.



ERIC DION PRESENTING DURING THE HYBRID ROUND TABLE DISCUSSION ON SYSTEMATIC REVIEW METHODOLOGIES.

**Bernard** and **Schmid** continued work on their systematic reviews of social isolation in online learning environments and self-efficacy in pre-service and in-service teacher education respectively. Dion, after completing a review of elementary math education expanded his focus to effective math interventions in secondary schools.

Alongside its methodological leadership, Theme 2.1 is anchored by the CSLP's internationally recognized work on digital learning platforms, most notably the Learning Toolkit+ (LTK+). Led by **Philip Abrami** and supported by a SSHRC Partnership Grant, LTK+ represents a mature, research-validated suite of tools spanning literacy (ABRACADABRA, READS) and numeracy (ELM).



In 2025, new field updates documented the continued global reach of these tools, including a literacy pilot in Nepal and a longitudinal numeracy study in Kenya. These projects combined localized teacher professional development, curriculum alignment, and sustained follow-up support—demonstrating how evidence-based tools can be adapted to diverse educational systems while maintaining fidelity to learning science principles.

Results from Kenya highlight the pedagogical impact of ELM: teachers using the platform devoted more time to higher-order mathematical concepts, adopted more student-centered instructional practices, and observed measurable gains in student achievement. Complementary professional development research further strengthens this evidence base, illustrating how blended training models can enhance teacher uptake and instructional change at scale.

### Recognizing and Supporting Pedagogical Innovation

The CSLP's commitment to fostering pedagogical innovation was prominently showcased through the 2025 edition of the Pedagogical Innovation Awards, hosted by **David Waddington** and **Kathleen Sénéchal**.



WINNER IN THE TECHNOLOGICAL INNOVATION CATEGORY  
ROSE LABERGE, WITH CEAP UQAM DIRECTOR KATHLEEN SÉNÉCHAL AND CSLP CO-DIRECTOR DAVID WADDINGTON.

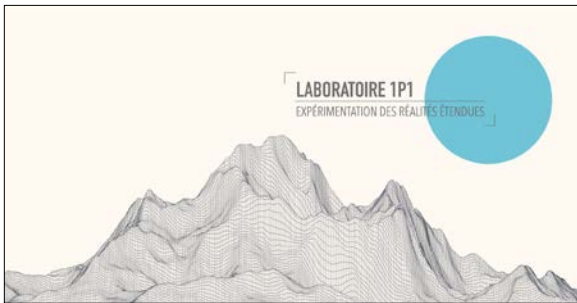
Held in September for the third time, the awards celebrated creative teaching practices across curriculum-based, technological, and—new in 2025—student teaching categories. The introduction of the Student Teaching award marked an important expansion of the program, recognizing the contributions of emerging educators and reinforcing the CSLP's role in supporting the next generation of teachers.

Award-winning and shortlisted projects reflected a wide range of innovative approaches, including literacy interventions, inclusive uses of artificial intelligence, and experiential learning strategies. By bringing together teachers, researchers, and students in dialogue about the innovations, the awards continued to serve as a key mechanism for connecting classroom innovation with educational research while highlighting pedagogical excellence across Québec.

Theme 2.1 also encompasses innovations in language learning technologies, including research on automatic speech recognition (ASR) for pronunciation feedback and second-language writing support. **Walcir Cardoso** contributed to two recent peer-reviewed publications examined how ASR tools can provide corrective and confirmative feedback, support lexical diversity, and be pedagogically integrated into language instruction.



WINNER IN THE INAUGURAL INNOVATION IN STUDENT TEACHING CATEGORY JASMINE BELANGER PRESENTS HER WORK TO THE AUDIENCE.



Launched in 2024, **Martin Lalonde's** Laboratoire 1P1 continued its exploratory work on extended reality (XR) technologies for arts and language education, supported by recent SSHRC and CFI funding. These initiatives examine the pedagogical potentials and constraints of immersive technologies through experimental laboratory infrastructures, complementing its established strengths in software-based learning tools.



CORRIGAN (LEFT), PICTURED WITH MICHELLE SCHIRA HAGERMAN (UO), AT PUBLIC SAFETY CANADA'S MEGAWEEK 2025.

In July, **Julie Corrigan** received the International Literacy Association's Albert J. Harris Award for her work on justice-based reading assessment. This triennial award recognizes a published, peer-reviewed article or monograph that makes an exceptional contribution to the understanding of the prevention or assessment of reading or learning disabilities. **Corrigan** received the award for an article published in *Educational Psychologist*.

## 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, 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**

Research under Theme 2.2 foregrounds social pedagogy as a means of fostering critical digital literacy, pluralistic dialogue, and community resilience in contexts shaped by polarization, social injustice, and structural violence. Across 2025, this work emphasized participatory, arts-based, and community-engaged learning tools that operate both inside and beyond formal educational settings, translating interdisciplinary research into public-facing pedagogical interventions.

### Arts-based and community pedagogies

Several initiatives in 2025 demonstrated how creative practice can function as a powerful pedagogical tool.

The MORPH Sound System workshop, supported by **Owen Chapman**, exemplified this approach by equipping women and queer-identifying participants with hands-on technical skills in speaker construction while simultaneously reclaiming space within historically exclusionary sound cultures. Learning unfolded through making, collaboration, and dialogue—underscoring how technical competencies and critical consciousness can be developed together in community-based settings.

Similarly, **Annabelle Brault's** *Music and Wellness* workshops for caregivers illustrated how music therapy operates as a social pedagogical tool that supports emotional regulation, resilience, and well-being. These workshops extend learning beyond

institutional classrooms into community organizations, emphasizing accessibility, care, and lived experience as central pedagogical values. **Brault's** work is further reflected in a 2025 peer-reviewed publication advancing policy recommendations for music therapy education grounded in pluralism and social justice.

### Prevention, resilience, and ethical engagement in polarized contexts

Theme 2.2 research is also closely connected to the prevention of violent extremism (PVE) and the cultivation of ethical, dignity-based approaches to community safety. In March 2025, **Ghayda Hassan** and CSLP Research Coordinator **Zeina Ismail-Allouche** co-facilitated a multidisciplinary workshop in Halifax focused on youth resilience and community safety. Organized in collaboration with municipal partners and Public Safety Canada, the workshop provided practitioners with tools to critically examine existing PVE frameworks, identify gaps, and strengthen intersectoral collaboration.



ABDELWAHED MEKKI-BERRADA IS A PROFESSOR IN THE DEPARTMENT OF ANTHROPOLOGY AT UNIVERSITÉ LAVAL

This form of applied work is underpinned by a significant SSHRC Partnership Grant (2024–2031) obtained by **Abdelwahed Mekki-Berrada** examining how Muslim youth across Canada, Europe, and the Maghreb navigate anger and hope through

digital and ethnographic narrative strategies. The scale and duration of this grant signal the international reach and sustained relevance of Theme 2.2, positioning participating CSLP members (**Vivek Venkatesh, Diana Miconi, Cécile Rousseau**) as leaders in interdisciplinary, community-engaged scholarship addressing urgent social challenges.

### Knowledge mobilization and public pedagogy

Across these initiatives, knowledge mobilization remained a central priority. Workshops, community partnerships, and public-facing outputs ensured that research findings informed practice in real time, while also creating feedback loops that shaped ongoing inquiry.

**Vivek Venkatesh's** work exemplifies this commitment to public pedagogy and community co-creation. In 2025, he continued to advance a theory of social pedagogy grounded in humanism, arts-based engagement, and sustainable resilience with dispossessed communities. This work was highlighted through an invited presentation at Florida International University, where **Venkatesh** examined how identity politics, partisan disinformation, and systemic inequities erode public trust, and how community-driven arts, advocacy, and policy initiatives can counter these dynamics. Drawing on his leadership within Project SOMEONE and the UNESCO Chair in the Prevention of Radicalization and Violent Extremism, his work emphasizes pluralistic dialogue, creative intervention, and ethical engagement as central pedagogical strategies for strengthening social cohesion.

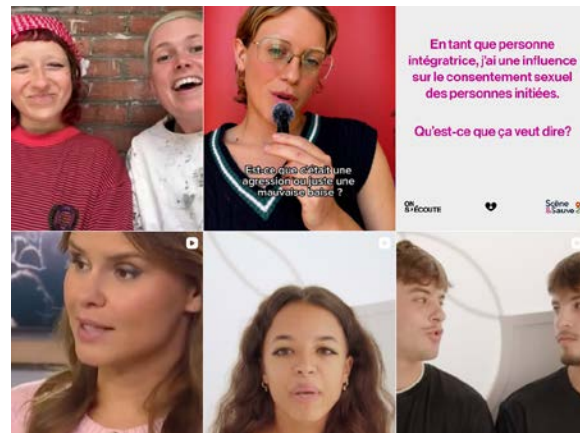
Complementing this work, **Cécile Rousseau's** *Recherche et Action sur les Polarizations Sociales (RAPS)* initiative further illustrates how social pedagogy can be operationalized through accessible, practitioner-oriented tools. Throughout 2025, RAPS produced a series of online guides addressing pressing issues such as the glorification of violence, xenophobia and racism, gender identity and sexual orientation,

masculinist discourse in classrooms, and the protection of public officials in times of social polarization. Designed for educators and school teams, these resources support critical reflection and informed intervention, reinforcing the role of schools as key sites for fostering dialogue, inclusion, and democratic resilience



### On s'écoute: Consent, Voice, and Community Engagement

*On s'écoute* programming, directed by Léa Clermont-Dion with the support of the CSLP and co-Director **David Waddington** continued its work in 2025, with a new phase entitled *On t'écoute* (“We’re listening to you”), with a focus on the issue of consent and sexual violence in academic sports settings. In addition to developing a new training program on these issues, the team traveled across Quebec to meet with students and raise awareness.



During visits to various cégeps and universities, they set up an interactive photo booth kiosk where students could share their reflections. Through a series of videos, we give them a platform to speak—and, in turn, we listen to them. Many of these have since been shared through an Instagram channel and on their website.

On December 1, Clermont-Dion appeared before the House of Commons Standing Committee on the Status of Women to testify on the urgent issue of growing violent, anti-feminist, and masculinist discourse in Canada. Her testimony highlighted how misogynistic and anti-feminist rhetoric is normalized on digital platforms and how this normalization directly influences youth beliefs, attitudes, and behaviours.



AS PART OF HER TESTIMONY, CLERMONT-DION ANNOUNCED THAT THE ON S'ÉCOUTE CAMPAIGN WILL SOON LAUNCH A NEW INITIATIVE SPECIFICALLY ADDRESSING MASCULINIST NARRATIVES AND THE GROWING TRIVIALIZATION OF SEXUAL VIOLENCE.

# STUDENT SPOTLIGHT

**Student Affiliates:** Karen Andrews, Syrine Bouzgarrou, Nadia Bunyan, Arthur Cardoso de Andrade, Emma Corosky, Amanda Doran, Amanda Light Dunbar, Taw'ama El Kaddouri, L. Rebeca Esquivel, Lys-Fredericke Evenou, Miriam Francisco, Yousef Ghoul, Mary Gilmore, Aya Halliday, Rawda Harb, Hasan Ibrahim, Guillaume Jabbour, ben lapierre, Lin Lu, Sophie Ogilvie-Hanson, Ariella Pardo, Anna Patterson, Haley Prescott, Jenna Rose, Siavash Samadi, Amne Samhat, Shohreh Shahrouyan, Neslihan Sriram-Uzundal, Jake Sutherland, Ryuichi Suzuki, Angus Tarnawsky, Cesar Teló, Manuel David Torres Hall Silva, Ewin Truong, Kristen Witzczak, Britney Vu, Vitor Yano

CSLP student affiliates played a central role in shaping the Centre's intellectual and community life. Graduate students did not simply participate in existing programming; they conceived, organized, moderated, and sustained major event series and initiatives that advanced dialogue on research practice, equity, decolonization, and public scholarship. The CSLP supported this work through space, infrastructure, and mentorship, while students retained leadership over content and direction.

## **Student Research Excellence and Competitive Funding**

In 2025, CSLP graduate students secured significant external recognition and funding for research addressing pressing social, cultural, and educational challenges. Doctoral Fellow **Guillaume Jabbour** received a SSHRC Canada Graduate Scholarship—Doctoral to support a research-creation project exploring Palestinian identity through sound, ethnography, and participatory listening practices.

Doctoral student **Liam McMahon** was awarded a School of Health prize for his work on school food systems, which examines how farm-to-school models can advance food literacy, public health, and sustainable education.



LIAM MCMAHON IS INTERESTED IN EXPLORING FARM-TO-SCHOOL PROGRAMS AS PEDAGOGICALLY RICH SITES OF EDUCATION.

At the master's level, **Nadia Bunyan** and **Lys-Frédéricke Evenou** received SSHRC funding for projects focused respectively on sustainability and material culture in fashion systems, and on racialized adolescents' experiences of discipline and identity-based harm in Montréal schools.

Student research at the CSLP also demonstrated strong engagement with equity, technology, and community-responsive methodologies. Doctoral student **Cesar Teló** was awarded a Doctoral Merit Scholarship for Foreign Students (PBEEE) for a

project developing AI-enabled tools to support more equitable language assessment in hiring processes for newcomers to Quebec.



NATASHA ITA MACDONALD

At the highest level of academic distinction, **Natasha Ita MacDonald** received the Governor General's Gold Medal for her doctoral research advancing Inuit-led, decolonizing approaches to education and language revitalization in Nunavik. Together, these projects reflect the breadth and impact of student research at the CSLP—combining rigorous inquiry with commitments to social justice, sustainability, Indigenous self-determination, and innovative forms of knowledge creation and mobilization.



### EmpowerGrad: Student-Designed Research Development

The EmpowerGrad series returned in Fall 2025 under the leadership of our Student Affiliates, expanding its scope with a new sub-series titled *Foundational Workshops for Emerging Researchers: Methods, Voice, and Ethics*.

Designed for graduate students and early-career researchers across disciplines, the series focused on both the practical and ethical dimensions of scholarly work.



SIVAN BLACK-ROTCHIN (CENTRE) WITH BRITNEY VU (LEFT) AND RYUICHI SUZUKI (RIGHT).

Key sessions included:

*The ABCs of Research: What Every New Researcher Should Know*, moderated by **Neslihan Sriram-Uzundal**, which brought together students from multiple universities to reflect on research ethics, authorship, failure, decolonization, and justice.

*Listening Differently: Creative Methods for Meaningful Interviews*, led by **Guillaume Jabbour**, which introduced relational, multisensory, and participatory interviewing approaches grounded in creative and decolonial methodologies.

*Storytelling That Travels: Creating Impact Through Podcasting*, organized by **Ryuichi Suzuki** and **Britney Vu** and led by **Sivan Black-Rotchin**, which explored podcasting as a tool for research dissemination, community engagement, and public storytelling.

Together, these workshops positioned research not as a purely technical exercise, but as a reflective, relational, and socially embedded practice.



VITOR YANO

### Beyond Pedagogy of the Oppressed: A Sustained Freirean Conversation

Student Affiliate **Vitor Yano** organized and moderated a nine-month conversation series titled *Beyond Pedagogy of the Oppressed: The Evolution of Freire's Thinking*, running from September 2025 to May 2026. Unlike one-off lectures, the series was intentionally slow and cumulative, tracing Paulo Freire's intellectual development across his life, political contexts, and major works. The monthly sessions brought together students, educators, researchers, and community members from diverse linguistic, cultural, and disciplinary backgrounds. Discussions quickly became bilingual, enriched by participants from multiple universities and by Brazilian attendees who contributed insights on translation and historical context.



The series emphasized dialogue, collective inquiry, and accessibility, welcoming participants regardless of prior familiarity with Freire's texts.

### Critical Dialogues on Identity, Ethics, and Positionality

*There's No View from Nowhere: Embracing Positionality in Research*, facilitated by **Aya Halliday** and **Neslihan Sriram-Uzundal**, with graduate student discussants from a range of disciplines offered conversation that explored positionality as both a methodological tool and an ethical responsibility, addressing power, privilege, and accountability in research practice.



AYA HALLIDAY AND NESLIHAN SRIRAM-UZUNDAL INVITED PARTICIPANTS TO REFLECT ON THEIR OWN RESEARCH IDENTITIES.

The facilitators guided the discussion with a series of probing questions and foundational prompts about positionality, privilege and bias.

### Creative and Community-Driven Knowledge Mobilization

Students also led initiatives that expanded how research is shared and experienced.

Student affiliates participated in hands-on podcast training sessions led by **Guillaume Jabbour**, developing skills in audio recording, editing, and collaborative production.



GUILLAUME JABBOUR SHOWING SOME FELLOW STUDENTS HOW TO WORK WITH PODCASTING TECHNOLOGY

These efforts supported the launch of student-hosted podcast projects focused on research, identity, and positionality, aligned with broader international research partnerships.

The CSLP also continued to support student-led language and cultural exchange initiatives, including the *Japanese Language & Cultural Exchange*, which created inclusive, multilingual spaces for learning, heritage connection, and cross-cultural dialogue within and beyond the university.



THE JAPANESE LANGUAGE & CULTURAL EXCHANGE HAD INITIALLY STRUGGLED TO FIND A CONSISTENT MEETING SPACE THROUGH THE LIBRARY AND THE CSLP WAS PLEASED TO PROVIDE SPACES FOR THEM.

## AWARDS & DISTINCTIONS

**Marie-Eve Carignan** was awarded the *ICRCC Bridge 2025 Award* by the International Crisis and Risk Communication Association (ICRCA).

**André Gagné** was named *Expert Communicator of the Year* and awarded the *President's Media Award* by Concordia University.

**Mélissa Villella** was awarded the *African Heritage Ally Award 2024–2025* by the Canadian Association for the Promotion of African Heritage (ACPHA).

**Natasha MacDonald** received the *Governor General of Canada's Gold Medal*, awarded to the highest-ranking graduate student from Concordia University.

# PRODUCTIVITY

For the period January 1, 2025, to December 31, 2025, the CSLP has the following productivity:

- 58** FULL MEMBERS
- 3** PROFESSIONAL MEMBERS
- 10** INSTITUTIONS

 **11** NEW GRANTS AND CONTRACTS AWARDED TO CSLP MEMBERS

**67** GRANTS AND CONTRACTS ONGOING

**\$3,343,116** NEW FUNDING IN 2025\*

**\$38,874,890** NEW FUNDING SINCE 2020\*

 **149** JOURNAL ARTICLES & MANUSCRIPTS

**32** BOOKS, CHAPTERS, PROCEEDINGS

**41** CONFERENCE PAPERS

**8** REPORTS

**230** TOTAL PUBLICATIONS

 **76** PRESENTATIONS & SEMINARS

**2** TRAINING & WORKSHOPS

**1** CREATIVE OUTPUT

**100** MEDIA APPEARANCES

**179** TOTAL TRANSFER ACTIVITIES

 **153** M.A. THESES UNDER SUPERVISION

**150** PhD UNDER SUPERVISION

**8** DISSERTATIONS DEFENDED

**10** POST DOCS

**321** TOTAL STUDENTS TRAINED

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

Please refer to the **CSLP/CEAP Annual Report 2025, Part 2** for the complete productivity listing.

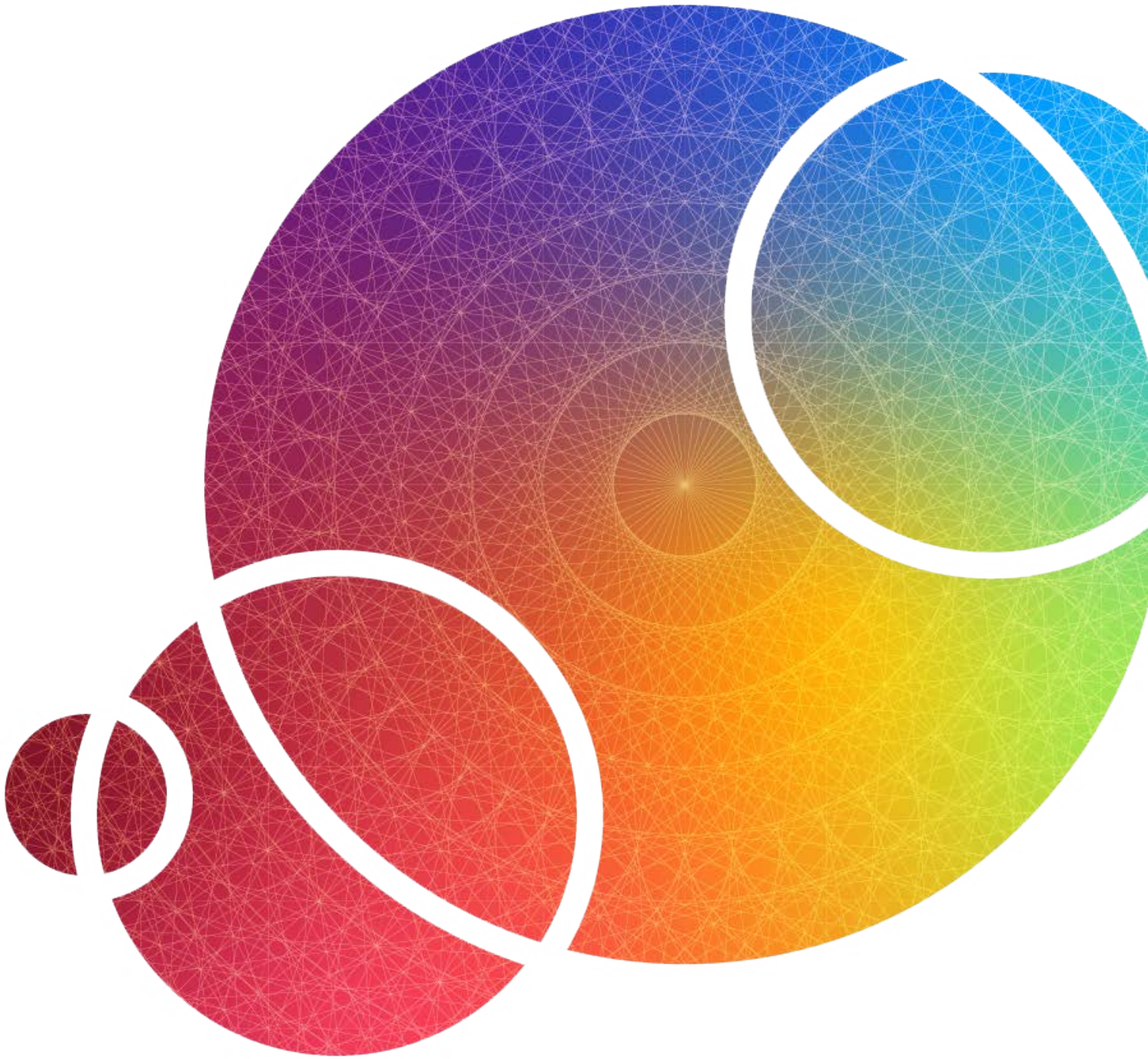
# FUNDING AGENCIES

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.

Canada Research Chairs, Government of Canada  
 Canadian Foundation for Innovation (CFI)  
 Canadian Institutes of Health Research (CIHR)  
 Centre national de la recherche scientifique  
 Concordia University  
 Fonds de recherche du Québec  
 Fonds de recherche du Québec – Santé (FRQS)  
 Fonds de recherche du Québec – Société et culture (FRQSC)  
 Gouvernement du Québec  
 Ministère de l'Éducation et de l'Enseignement supérieur  
 Ministry of Canadian Heritage | Ministère du Patrimoine canadien  
 Mitacs  
 Moonshot

Natural Sciences and Engineering Research Council of Canada (NSERC)  
 Observatoire pour l'éducation et la santé des enfants (OPES)  
 Public Health Agency of Canada  
 Public Safety Canada  
 Recherche et Action sur les Polarisation Sociales (RAPS)  
 Social Sciences & Humanities Research Council of Canada (SSHRC)  
 Université de Montréal, Vice-rectorat à la recherche  
 Université du Québec à Montréal (UQAM)  
 Vinesh Saxena Family Foundation







## CONCORDIA.CA/CSLP

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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 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.

