

1988-2008

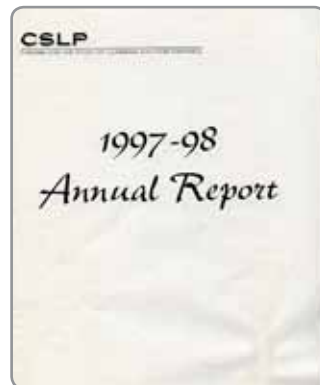
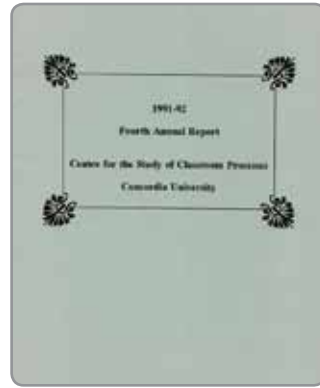
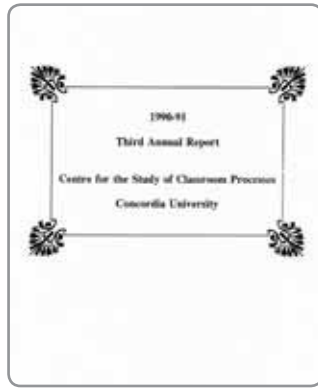
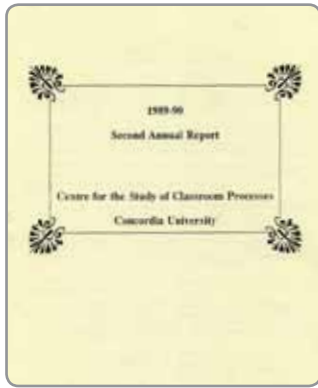
20

YEARS OF
EXCELLENCE
IN RESEARCH

Annual Report 08-09

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

Annual Reports 1988-2008



Contents



- 02 Messages
- 08 Accessibility and Students with Disabilities
- 10 Basic Processes
- 12 Early Literacy
- 14 Numeracy, Scientific Reasoning and Inquiry
- 16 Research & Development on Information and Communication Technologies
- 18 Second Language Proficiency
- 20 Systematic Reviews and Meta-Analysis
- 22 Productivity
- 24 20th Anniversary
- 31 Partnerships and Knowledge Transfer
- 33 Members

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Director's Message

Message du directeur

Puisque c'est le vingtième anniversaire du CEAP, j'ai pensé qu'il était important de parler à la fois de notre passé et de notre avenir.

J'ai donc cherché dans Google : « L'avenir se construit sur le passé » dans l'espoir de trouver quelque chose de profond à partager avec vous. Le premier résultat que Google m'a donné était le site du Service de recherche en agriculture de l'USDA (ministère de l'Agriculture des États-Unis). Sur ce site, j'ai tout appris sur la manière dont le passé a contribué à bâtir l'avenir de l'industrie laitière, en particulier comment obtenir de plus en plus de lait avec de moins en moins de vaches. Mais je serais bien embêté de trouver une quelconque pensée sur les bovins ayant un lien avec notre centre, ou encore de trouver une façon d'utiliser l'expression « le lait de la bonté humaine » (quoi que cela puisse être) pour parler métaphoriquement de nos vingt années de recherche sur l'apprentissage et la performance.

Les problèmes rencontrés lors de cette rapide recherche sur Google ne sont pas sans me rappeler l'importance croissante des compétences de questionnement et des compétences informationnelles, ce qui est lié à la fois au passé et à l'avenir du CEAP. Il y a vingt ans, tandis que nous n'étions encore qu'une petite faculté — une équipe — qui souhaitait collaborer à la recherche en éducation, l'un des premiers postes comblés fut l'embauche d'une bibliothécaire à temps partiel. Pourquoi? Parce que les connaissances provenant de la recherche doivent être situées en contexte. Afin de générer de véritables nouvelles connaissances, il faut d'abord savoir ce qui existe déjà — le passé — afin d'y ajouter quelque chose — l'avenir. Voilà pourquoi je répète depuis près de trente ans que « tous les travaux de recherche commencent et se terminent à la bibliothèque ».

Mais ces jours-ci, avec l'explosion de l'information disponible virtuellement au bout de nos doigts, nous vivons une curieuse crise qui touche les étudiants, les enseignants, les parents — tout le monde. Cette « crise de l'information » est due au fait que trop peu d'entre nous savent comment identifier, évaluer, citer et synthétiser l'information. Ce que notre petite équipe de chercheurs avait identifié comme un besoin important pour notre recherche il y a de cela vingt ans s'est transformé en un besoin d'éducation essentiel. Et c'est pourquoi au CEAP nous avons entrepris de concevoir, de développer et de mettre à l'essai notre plus récent logiciel éducatif fondé sur les faits, ISIS 21 (*Inquiry Strategies for the Information Society in the Twenty-First Century* — Stratégies de questionnement pour la société de l'information du XXI^e siècle).

ISIS était, soit dit en passant, une déesse de la maternité et de la fécondité dans les croyances religieuses de l'Égypte ancienne; elle était vénérée comme l'idéal de la mère et de la femme et comme la patronne de la nature et de la magie. Faites-moi confiance sur ce point. J'ai effectué une recherche sur Google pour trouver ces informations.

Bon vingtième anniversaire, CEAP. Merci à tous ceux qui ont fait de nos rêves une réalité. Voyons maintenant ce que les vingt prochaines années nous réservent.

This “information crisis” exists because too few of us know how to search, identify, evaluate, cite, and synthesize information.



Because this is the twentieth anniversary of the CSLP, I thought it was important that I say something about both our past and our future. So I Googled: “The future builds on the past” hoping to find something profound to share with you. The first Google hit was the website of the Agricultural Research Service, United States Department of Agriculture. On this site, I learned all about how the past has helped the future of the dairy industry, specifically getting more milk from fewer cows. But I’m at a loss to generate any bovine thoughts related to our centre or how the “milk of human kindness” (whatever that is) might be used metaphorically to discuss our twenty years of research in learning and performance.

But my troubles with this quick Google search remind me of the growing importance of inquiry and information literacy skills and that is related to both the past and the future of the CSLP. Twenty years ago, when we were a small collection of faculty — a team — looking to collaborate on educational research, one of our first hires was a part-time librarian. Why? Because knowledge from research needs to be situated. In order to generate truly new knowledge one needs to know what already exists — the past — to add something to it — the future. And why for almost thirty years I’ve used the phrase “All research begins and ends in the library.”

But these days, with the explosion of information available virtually at our fingertips we have a puzzling crisis affecting students, teachers, parents — everyone. This “information crisis” exists because too few of us know how to search, identify, evaluate, cite, and synthesize information. What our small team of researchers saw as important for our research twenty years ago has blossomed into an essential educational need. And so at the CSLP, we have embarked on the design, development and testing of our latest

evidence-based educational software — *Inquiry Strategies for the Information Society in the Twenty-First Century (ISIS-21)*.

ISIS, by the way, was a goddess of motherhood and fertility in Ancient Egyptian religious beliefs worshiped as the ideal mother, wife, matron of nature and magic. Trust me about this. I did a Google search to find it.

Happy 20th anniversary, CSLP. Thanks to everyone who made our dreams into reality. Here’s looking forward to the next twenty years.

Dr. Philip Abrami
Director

Associate Director's Message

Messages des directeurs adjoints

En 2008-2009, le CEAP est demeuré très actif avec des groupes de recherche partout au Québec et au Canada. Les membres du Centre ont continué de travailler avec divers groupes régionaux, nationaux et internationaux, ce qui a considérablement augmenté la visibilité du CEAP. L'année qui vient de s'écouler a surtout vu s'accroître la visibilité du CEAP sur le plan du langage et de la santé, puisque des membres de ce groupe thématique s'impliquent dans l'organisation de plusieurs forums en collaboration avec des représentants des Instituts de recherche en santé du Canada, de la fondation Héritage Canada et du Consortium national de formation en santé. Le CEAP continue également de s'impliquer au sein d'un autre groupe québécois, le Centre de transfert pour la réussite éducative du Québec (CTREQ), d'abord subventionné par Valorisation-Recherche Québec. Membre fondateur du CTREQ, le CEAP a la responsabilité permanente à l'intérieur du CTREQ de nommer l'un des conseils d'administration en raison de sa position au sein de la communauté de recherche en éducation au Québec. Le CTREQ s'emploie à faciliter le transfert des recherches en éducation vers des activités visant à améliorer directement la réussite et la persévérance scolaires au Québec. L'an dernier, le CTREQ, LEARN et le CEAP avons fait équipe afin de lancer notre version de la trousse d'apprentissage avec ABRACADABRA par la tenue d'un événement médiatique printanier réunissant entre autres des représentants des neuf commissions scolaires anglophones et de certaines commissions scolaires francophones ainsi que des représentants de l'Association des commissions scolaires anglophones du Québec, de la Fédération des comités de parents du Québec, et des Services à la communauté anglophone, du ministère de l'Éducation, du Loisir et du Sport.

À l'échelle locale, le CEAP a connu une croissance importante de ses membres à l'Université de Montréal par l'ajout de nouveaux membres à part entière de même que de membres associés travaillant en collaboration avec des membres à part entière du Centre. Comme par le passé, de nombreux membres du CEAP entretiennent individuellement une collaboration internationale à divers niveaux, notamment en participant à l'organisation de colloques à des conférences internationales et en collaborant directement à des projets de recherche conjoints avec des collègues en Europe, en Amérique du Nord, en Amérique du Sud et en Australie. L'intérêt envers la trousse d'apprentissage continue d'augmenter dans le monde avec le développement de partenariats plus forts avec le Portugal, l'Argentine et le Brésil, ainsi que des demandes de traduction du logiciel en portugais et en espagnol.

Grâce à ces liens externes nombreux et variés, le CEAP demeure parmi les centres de recherche en éducation les plus visibles et les plus actifs au Québec et au Canada.

Du point de vue de la croissance des partenariats du CEAP au cours des vingt dernières années, ces réalisations en matière de sensibilisation et leur impact sur la communauté de recherche en éducation dans le monde entier constituent une véritable source de fierté pour le Centre.

One of the most visible and active educational research centres in Québec and Canada.

In 2008-2009 the CSLP continued to be very active with research groups across Québec and Canada.

Centre members continued to work with a variety of regional, national and international groups, expanding CSLP visibility greatly. This past year especially has seen growth in the visibility of the CSLP on the language and health front, with members from that theme group participating in the organization of several forums along with representatives from the Canadian Institutes for Health Research, Heritage Canada, and the Consortium national de formation en santé. The CSLP continues to be involved in another important Québec-based group — CTREQ, the Centre de transfert pour la réussite éducative du Québec, originally funded by Valorisation recherche Québec. The CSLP is a charter member of CTREQ and, because of our position within Québec's educational research community, the Centre has a permanent responsibility within CTREQ of nominating one of the Board of Directors. CTREQ is involved in facilitating the transfer of education-based research to activities directly engaged in improving school success and school retention in Québec. This past year, CTREQ, LEARN and the CSLP teamed up to launch our Learning Toolkit version of ABRACADABRA, holding a spring media event with representatives in attendance from all nine English schools boards, a variety of French boards, the Quebec English School Board Association, the Fédération des comités de parents du Québec, and the Services à la communauté anglophone, Ministère de l'Éducation, du Loisir et du Sport, among others.



Associate
Director's Message

More locally, the CSLP enjoyed major growth in membership from the Université de Montréal, adding new full and associate members with collaborative links to ongoing full members of the Centre. As in the past, many individual members of the CSLP maintain international collaborations at various levels, including the organization of symposia at international conferences, and participating in direct collaboration on joint research projects with colleagues in Europe, North and South America, and Australia. Interest in the Learning Toolkit continues to grow globally with partnerships being strengthened in Portugal, Argentina and Brazil, and requests to translate the software into Portuguese and Spanish.

Through these many and varied external links, the CSLP remains one of the most visible and active educational research centres in Québec and Canada. Viewed in terms of the growth in the Centre's partnerships over the past twenty years, these accomplishments in outreach and their impact on the educational research community worldwide are a real source of pride for the Centre.

Dr. Norman Segalowitz

Associate Director

Associate Director's Message

Messages des directeurs adjoints

Nous avons triplé l'effectif du CEAP à l'Université McGill en nous efforçant d'axer davantage l'équipe sur les principaux objectifs du CEAP tout en obtenant une combinaison de membres expérimentés et de recrues prometteuses au sein de la faculté.

Au début de l'année, nous avons accueilli quatre nouveaux membres à part entière :

- le professeur **Robert Bracewell** : théorie de l'activité et cognition complexe, utilisation de la technologie par les enseignants pour l'enseignement et l'apprentissage, communautés d'apprenants assistés par la technologie dans les écoles.
- la professeure **Krista Muis** : épistémologies de l'enseignant, apprentissage autorégulé et motivation de l'élève, évaluation des connaissances et théorie et pratique de l'évaluation.
- la professeure **Annie Savard** : enseignement des mathématiques, activités d'apprentissage liées au questionnement.
- la professeure **Carolyn Turner** : enseignement des langues secondes.
- Quatre nouveaux membres associés se sont également ajoutés. Nous nous attendons à ce qu'ils deviennent rapidement des membres à part entière:
- la professeure **Tara Flanagan** : troubles du spectre autistique, inclusion sociale, planification de la transition vers l'âge adulte.
- la professeure **Panayiota Kendeou** : langage et mémoire, traitement du discours, différences individuelles, compréhension de lecture, acquisition de la lecture, modèles informatiques, mise à jour des modèles mentaux, interventions pédagogiques efficaces, changement conceptuel.

- la professeure **Eva Kehayia** : processus de pensée dans diverses langues, troubles du langage, neurolinguistique.
- le professeur **Ron Stringer** : psychologie scolaire, processus de lecture et évaluation de la lecture, technologie.
- **Lynn McAlpine** a quitté le Centre et McGill afin d'assumer la direction à temps plein du Centre for Excellence in Teaching and Learning de l'Université d'Oxford. Nous lui sommes profondément reconnaissants pour son engagement et ses contributions au cours des ans.

La présente année a été essentiellement consacrée à tenter d'élaborer une structure financière viable pour le CEAP à l'Université McGill.

La situation financière générale a rendu la tâche particulièrement difficile. Nous espérons pouvoir l'an prochain nous concentrer à nouveau et de manière plus intensive sur la création de nouvelles collaborations de recherche avec nos nouveaux membres.

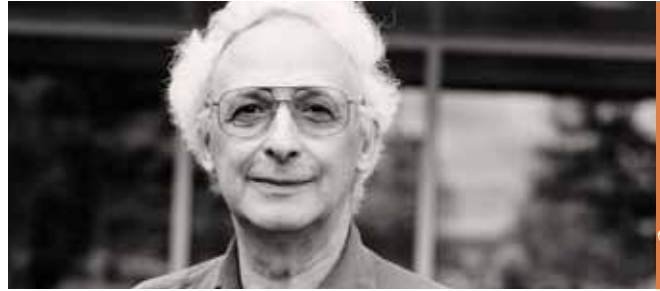
Je tiens à remercier tout particulièrement notre associée de recherche **Diana Tabatabai** d'avoir veillé de main de maître à ce que les fonctions administratives du bureau du CEAP à l'Université McGill soient réalisées de manière efficace et efficiente.

We have tripled the size of the McGill CSLP contingent.

We have tripled the size of the McGill CSLP contingent with close attention to enhancing our focus on key CSLP goals, and a combination of senior and promising new faculty members.

Early in the year we welcomed four new Full Members:

- Professor **Robert Bracewell**, activity theory and complex cognition, teachers' use of technology for instruction and learning, and technology-supported communities of learners in schools.
- Professor **Krista Muis**, teacher's epistemologies, students' self-regulated learning and motivation, educational measurement and evaluation theory and practice.
- Professor **Annie Savard**, mathematics education, inquiry-related learning activities.
- Professor Carolyn Turner, second-language education.
- We have also added four new Associate Members. We anticipate that their engagement will rapidly grow toward full membership:
 - Professor **Tara Flanagan**, autism spectrum disorders, social inclusion, and planning transition to adulthood.
 - Professor **Panayiota Kendeou**, language and memory, discourse processing, individual differences, reading comprehension, reading acquisition, computational models, updating mental models, effective instructional interventions, and conceptual change.
 - Professor **Eva Kehayia**, thinking processes in different languages, language disorders, and neurolinguistics.
 - Professor **Ron Stringer**, school psychology, reading processes and assessment, and technology.



Associate
Director's Message

Lynn McAlpine has left the Centre and McGill to assume full-time directorship of the University of Oxford Centre for Excellence in Teaching and Learning. We are deeply grateful for her commitment and contributions over the years.

This year was primarily devoted to trying to develop a sustainable fiscal structure for CSLP at McGill. The general fiscal situation made this particularly challenging.

We hope in the next year to focus again more intensively on building research collaborations with our members.

I especially want to thank our Research Associate, Dr. **Diana Tabatabai**, for her steady hand in ensuring that administrative functions in the McGill CSLP office were handled effectively and efficiently.

Dr. Bruce M. Shore
Associate Director

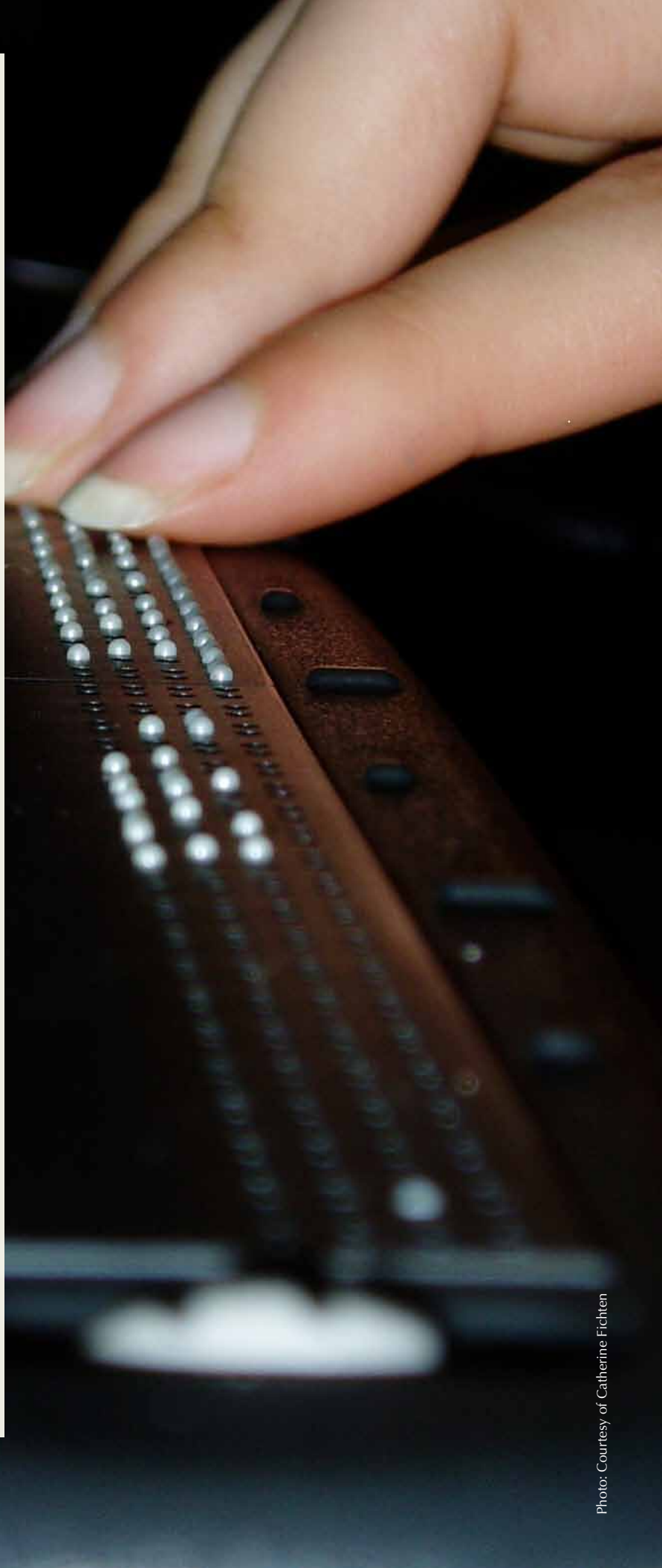
Accessibility and Students with Disabilities

L'accessibilité et les élèves handicapés

Notre thématique examine les moyens d'améliorer l'accessibilité et la réussite scolaire des étudiants qui poursuivent des études supérieures et qui présentent un handicap. Nous croyons que de prêter attention aux facteurs obstacles et aux facteurs facilitants qui influencent l'accessibilité de l'apprentissage — comme la qualité du matériel didactique et les conditions d'apprentissage — accroîtra la sensibilité envers les besoins de tous les apprenants. De plus, étant donné le pourcentage grandissant d'étudiants de niveau postsecondaire qui sont touchés par une forme ou une autre de handicap (visuel, auditif, neurologique, psychiatrique, problèmes de mobilité, d'apprentissage, de santé, etc.), la question de la conception pédagogique universelle n'a jamais été aussi cruciale.

Les technologies de l'information et des communications (TIC) peuvent améliorer de manière significative l'accessibilité des étudiants.

Nous avons découvert que les étudiants de niveau postsecondaire qui présentent des invalidités peuvent utiliser efficacement les TIC et qu'ainsi ils obtiennent le même taux de réussite que leurs pairs sans handicap. Une grande part de notre engagement consiste donc à faire connaître ce potentiel aux diverses parties prenantes.



The Adaptech Research Network has grown substantially.

Our theme examines ways to improve accessibility and academic success for students with various disabilities in higher education. We believe that attention to obstacles and facilitators to accessible learning — such as the quality of educational materials and learning conditions — will lead to a greater sensitivity to the needs of all learners.

Considering the growing percentage of postsecondary students who have some form of disability (visual, hearing, neurological, mobility, psychiatric, learning, health, etc.), universal instructional design has never been more critical.

Information and communication technologies (ICTs) have the potential to significantly enhance accessibility for students: we have found that postsecondary students with disabilities can effectively make use of ICTs and that they succeed and graduate at the same rate as their non-disabled peers. A large part of our undertaking is, therefore, to communicate this potential to the various stakeholders.

Using bilingual questionnaires, archival and qualitative research methods, structured interviews, and focus groups, we have developed appropriate and accessible testing instruments for collecting and analyzing user data. Once we analyze the findings we disseminate these to end-users: educators, students, campus disability service providers, policy-makers, faculty, and others.

In the past year we have been busy with an ongoing study, funded by PAREA, of standardized college exit grades of graduates with and without disabilities; we are examining the relationship between exit grades



Accessibility and
Students with
Disabilities

Members: Catherine Fichten (Theme Leader), Rhonda Amsel, Phil Abrami and Richard Schmid

and perceived academic obstacles and facilitators. With the help of the Canadian Council on Learning, we have also completed a study of the accessibility of ICTs involving over 1000 Canadian college and university students with disabilities.

Two of our team's students, **Natalie Martiniello** and **Jill Budd** received McGraw-Hill Ryerson Scholarships in connection with their work in our summer internship program. **Martiniello** was accompanied by her guide dog, Sherby. Although Sherby did not receive a scholarship, nevertheless, she was a valuable honorary Adaptech Research Network member.

We have, of course, been actively presenting at scholarly conferences and publishing in both scholarly journals as well as in newsletters for students, professors, and members of the disability community. Our students are co-authors on most of these.

The Adaptech Research Network has grown substantially during the past year and now includes active team members not only from Concordia and McGill Universities but also from the University of Northern British Columbia and the Open University of Israel, as well as from several francophone Québec colleges. In addition, we have just received three new grants (from SSHRC, FQRSC, and PAREA) to continue our research program, with a continuing emphasis on student success and on information and communication technologies. Because we also received funding from Services Canada for two summer students we will be able not only to continue the research but also to update and revamp our bilingual web site <http://www.adaptech.org> to make it even more informative and user friendly.

Basic Process

Les processus de base

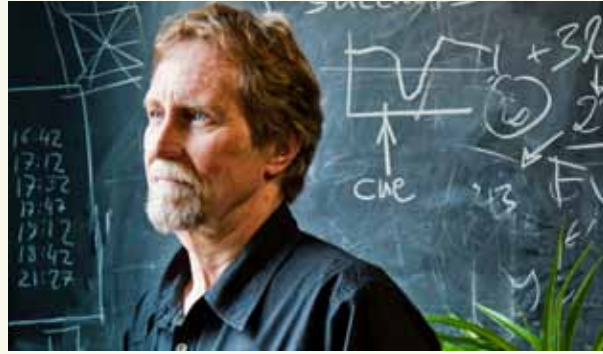
Cette thématique a été créée dans le but de réunir des chercheurs en sciences cognitives qui sont impliqués dans la recherche fondamentale liée à l'apprentissage et à la performance ainsi qu'aux problèmes associés et qui sont intéressés par l'application des résultats de la recherche aux domaines liés à l'éducation. Plus précisément, nous étudions les mécanismes cérébraux tels que les processus de bas niveau responsables de la reconnaissance des attributs, les processus attentionnels automatiques dans les tâches visuelles et linguistiques, et les processus impliqués dans l'apprentissage et la réalisation de tâches complexes.

Notre recherche fournit également les fondations pour des projets de recherche appliquée portant sur l'évaluation, l'enseignement et l'appréciation des tâches et des habiletés cognitives.

Nous croyons que notre recherche profite à l'ensemble des milieux éducatifs en aidant au développement d'outils et de technologies qui aideront à diagnostiquer les difficultés et les troubles d'apprentissage et de performance de même qu'à proposer des solutions à ces problèmes, y compris certains problèmes de vision spécifiques chez l'adulte (vision faible): notre groupe met l'accent sur la formation de personnel hautement qualifié. Nous mentionnons les étudiants et les diplômés dans nos publications, en tant qu'auteurs; de plus, beaucoup ont vu leurs propres articles publiés dans des revues à fort impact. Sur une base régulière, nos étudiants diplômés font également des présentations lors de conférences internationales de haut niveau. Ces activités les préparent de manière optimale à des carrières dans un cadre universitaire ou plus appliqué.



Our research provides a basis for more applied research into the assessment, teaching and evaluation of cognitive tasks and abilities.



Members: Michael von Grünau (Theme Leader), Phil Abrami, Denis Cousineau, Roberto de Almeida, and Norman Segalowitz

The Basic Processes research theme was established to bring together researchers in the cognitive sciences that are involved in basic research related to learning and performance and associated difficulties, and who have an interest in applying the research outcomes in areas related to education. Examples of the multi-disciplinary approach are problems such as how language is acquired, how various types of perceptual information are processed, and how tasks are learned and performed. Specifically, we study brain mechanisms such as the low-level processes responsible for the recognition of attributes (e.g. motion, texture, or syntactic parsing), attentional and automatic processes in visual and linguistic tasks (e.g. visual search, reading, or second language learning) and processes involved in the learning and performing of complex tasks (e.g. concept formation, linguistic/visual interactions, perception in active observers and the achievement of superior performance). Our research also provides a basis for more applied research into the assessment, teaching and evaluation of cognitive tasks and abilities.

We believe our research stands to benefit the educational community as a whole by aiding in the development of tools and technologies that will help detect and address learning and performance problems and disorders, as well as address specific adult visual problems (low vision).

Our theme group puts much emphasis on the training of highly qualified personnel. This includes undergraduate and graduate students. Our policy is to include them on our publications as authors, and many have had first-author publications in high-impact journals, even at the Bachelor and Masters level. Our graduate students also regularly present at top international conferences. These activities prepare them optimally for careers in academia or more applied settings.

It is important to point out that having the individual members grouped together in the Basic Processes theme has provided us with the opportunity for some fruitful collaboration. Specifically, an ongoing collaboration between the psycholinguistics lab of **Roberto de Almeida** and the visual perception lab of **Michael von Grünau** has taken shape. **Norman Segalowitz** has a number of collaborations with members of other CSLP theme groups: **Elizabeth Gatbonton** and **Pavel Trofimovich** (Second Language Proficiency Theme Group), **Robert Savage** (Literacy Theme Group), **Robert M. Bernard** and post doc (recent PhD with Segalowitz) **Evgueni Borokhovski** (Systematic Reviews Theme Group), **Denis Cousineau** (in collaboration with **R. Gurnsey**) started to explore statistical representations of the visual search task.

For the future, we would like to work on increasing these types of collaborations, and especially on establishing more contacts and collaborations between our members and those of different themes.


Early Literacy

L'alphabétisme en bas âge

Environ un Canadien sur cinq sont fonctionnellement analphabètes, c'est-à-dire qu'ils ont de la difficulté à identifier l'idée principale d'un paragraphe avec certitude (EIACA/PISA, 2007). Redresser la situation exige un engagement envers l'alphabétisation pour tous les Canadiens ainsi que les ressources dans les écoles pour atteindre cet objectif au niveau national (extensibilité), et ce, au plus bas coût possible (pérennité). Le but des chercheurs au sein de cette thématique est de développer et d'améliorer les compétences en littératie des élèves avant que ceux-ci n'échouent au cours de leurs dernières années scolaires. ABRACADABRA (ABRA) est une ressource d'alphabétisation en ligne, hautement interactive et flexible conçue pour les classes de niveau élémentaire, développée au moyen de tests pratiques rigoureux et raffinée au cours des huit dernières années. La conception d'ABRA s'appuie sur des résultats de recherche démontrant les stratégies qui fonctionnent; toutes les activités pédagogiques reflètent les résultats de recherche les plus probants.

Une avancée majeure cette année fut l'intégration d'ABRA à la Trousse d'apprentissage qui est installée sur les serveurs des commissions scolaires.

Cette année fut également la plus importante à ce jour du fait de nos essais à grande échelle réalisés sur le terrain, dont les résultats ont tous été publiés dans des revues de premier plan. Nous continuons à obtenir des résultats significatifs pour notre projet ABRA et nous poursuivons la dissémination d'ABRA par-delà les frontières du Canada, tout particulièrement grâce à notre projet ABRA-Australie. Dans l'ensemble, le succès d'ABRA a été impressionnant. Nous anticipons avec impatience les résultats de deux études internationales sur des essais cliniques aléatoires à grande échelle.



Approximately one in five Canadians is functionally illiterate, that is to say they struggle to pull out the main idea from a paragraph of text on a reliable basis (IALSS / PISA, 2007). To improve this situation requires a commitment to literacy for all Canadians, and the resources in schools to achieve this at a national level (scalability), and at-cost (sustainability). ABRACADABRA (ABRA), is a highly interactive, flexible, web-based literacy resource for the elementary classroom that has been developed on a constant basis of rigorous field testing and improvement for the past 10 years or so. We designed ABRA based closely upon research evidence about what works and activities reflect the best evidence. Our aim was to develop and enhance the literacy skills of students before they fall risk of failing in the early years of school by supporting students and adult educators.

Development: A major advance this year was the emergence of an expertly constructed assessment module. This version of ABRA is deployed on school-board servers as it holds student information. A version without the assessment module remains available at: <http://abralite.concordia.ca>.

Research: 2008-2009 has been the most important to date with our major field trials all published in the leading journals. Our major controlled study of ABRA in typical year one students (**Robert Savage, Phil Abrami, Geoffrey Hipps, and Louise Deault**; "A Randomized Control Trial Study of the ABRACADABRA Reading Intervention Program in Grade 1"), was accepted in the *Journal of Educational Psychology*, as was a linked study of attention as a predictor of literacy development in typical first-grade students in the *Journal of Research in Effective Education*, a journal specializing in RCT studies published from the world-renowned Florida Centre for Reading Research (**Deault, Savage, and Abrami** "Inattention and Response to the ABRACADABRA Web-Based Literacy Intervention"). **Erin**



Members: Robert Savage (Theme leader), Phil Abrami, Denis Cousineau, Richard Schmid, Krista Muis and Anne Wade

Coordinator: Gia Deleveaux

Comaskey, Savage, and Abrami's paper on the effects of ABRA in disadvantaged children in kindergarten ("A Randomized Efficacy Study of Web-based Synthetic and Analytic Programs among Disadvantaged Urban Kindergarten Children") was published in the *Journal of Research in Reading's* special issue on Technology and Literacy in February 2009. This journal is now rated in the top 10 in Education.

Maria Di Stasio and Savage have identified significant impacts of this kindergarten study in a one-year follow up. Effects favor one type of phonics (analytic phonics) and this finding has never been reported before from an RCT. The effects are likely to have significant influence on practice and policy. **Di Stasio and Savage** are currently in an advanced stage of preparation of a paper on this data to also go to the *Journal of Research in Reading*. This research will be presented at the CSLP Spring mini-conference in Lennoxville. Another important paper that deserves a mention is work by **Ozlem Erten, Savage** and colleagues, that has contextualized the effects of ABRA.

We have shown that the deepest effects of intervention on both language and literacy measures occur when ABRA is well-integrated into other meaningful educational goals and activities in the classroom.

This data potentially explains the mixed findings reported previously in the literature as well as pointing to a new direction in exploring intervention quality. A joint CSLP presentation and paper on this topic uniting all CSLP theme groups in the recent successful FQRSC re-funding has recently been mooted and paper submissions are imminent.

Finally, significant preliminary results of ABRA in a randomized control trial (RCT) in 26 classrooms in Québec, Ontario and Alberta, on phonological awareness and word reading have been augmented by data from year two of the Pan-Canadian research project. We continued to extend ABRA beyond Canada. Most notably, ABRA-Australia entered its formal trial stages, with studies in six schools showing unprecedented growth in literacy between pre- and post-tests. Most exciting of all perhaps was the preliminary finding that after adjusting for school attendance, growth in literacy was as great in aboriginal as in non-aboriginal children, suggesting ABRA can be a resource for all. Very recent success in obtaining over \$400,000 from an Australian ARC grant means that we in partnership with colleagues are well placed in terms of experience, ability, and funds to run an RCT in up to 60 Australian classrooms within next year. Overall, the success of ABRA has been impressive. Looking forward 1-2 years we anticipate the results of two international large-scale RCT studies. Looking back over the past 20 years, who could anticipate such success when the CSLP was first formed?

Numeracy, Scientific Reasoning and Inquiry

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

Grâce à deux subventions du FQRSC et du CRSHC, nous nous intéressons à la façon dont le processus de questionnement se déroule dans les classes primaires, secondaires et postsecondaires. Dans un deuxième temps, nous tentons de voir comment nous pouvons évaluer, grâce à divers outils, la nature de ce qui se produit de manière à pouvoir l'utiliser pour le perfectionnement professionnel et pour décrire le développement individuel de chaque élève. Nous poursuivons également notre collaboration à des travaux sur l'éducation interprofessionnelle et les pratiques en éducation médicale.

Cette année, nous avons recueilli des données quantitatives et qualitatives au moyen de 15 rencontres dans trois écoles différentes, 400 photos, ainsi qu'un enregistrement vidéo de la foire du savoir et du questionnement qui nous a donné 1 400 minutes de dialogue à analyser.

Financés par le FQRSC, nos efforts se sont concentrés sur les besoins des enseignants quant à l'évaluation de l'enseignement du questionnement, à la détermination de leurs conceptions du questionnement et à la réalisation d'observations en classe afin de mieux comprendre leurs besoins et de développer conjointement des outils appropriés au questionnement qui peuvent être utilisés par les enseignants à titre individuel et par des équipes d'enseignants aux études supérieures. L'an prochain, du personnel collaborera à nos travaux et utilisera un outil d'évaluation nouvellement conçu afin d'assigner des priorités aux aspects de l'apprentissage et de l'enseignement du questionnement qu'ils jugent les plus importants en tant qu'individus. Puis, la procédure sera répétée en équipe pour déterminer les objectifs du programme qu'ils souhaitent évaluer en priorité pendant l'année scolaire. Tant les enseignants que les élèves évalueront ce qui se produit comme questionnement dans la classe.

Special Recognition of Our Students

Charles Hou, recipient of 2009 FQRSC International Internship Bursary, is in China now pursuing a cross cultural study intended to understand Chinese students' expectations about teaching and learning.

Liv Hua has been awarded an FQRSC Doctoral Fellowship for her PhD studies.

Ahmed Ibrahim is now visiting at Harvard with Eric Mazur's research team investigating Peer Instruction as an interactive pedagogical method.

Krista Ritchie has completed her PhD thesis entitled "The process of problem finding in inquiry education: A focus on students' experience". She has also been awarded a SSHRC post-doctoral fellowship and been appointed as a Consulting Scientist at the I. W. Killam Hospital in Halifax.



Members: Mark Aulls (Theme leader), Robert Bracewell, Bruce Shore, Helena Dedic, Steven Rosenfield, Nathaniel Lasry, Krista Muis, and Annie Savard

The emphasis on our work at the current time is on inquiry at elementary, secondary, and university levels.

The emphasis on our work at the current time is on inquiry at elementary, secondary, and university levels. Through both FQRSC and SSHRC grants we are pursuing the issue of what happens as inquiry in classrooms and how we can assess, through a variety of tools, the nature of what happens in a manner that can be used for professional development, as well as to describe individual student development. We are also continuing our collaboration on inter-professional education and practice in medical education.

This year, we collected both quantitative and qualitative data through 15 meetings in three different schools, 400 photos, and a videotape of an inquiry knowledge fair that resulted in 1400 minutes of dialogue to be analyzed. Funded by FQRSC, our focus has been on the needs of teachers in assessing inquiry instruction, determining their conceptions of inquiry, and doing classroom observations in one site to better understand these needs and to jointly develop appropriate tools for inquiry that can be used by individual teachers and grade level teams of teachers. Next year, collaborating school staff will be using a newly created assessment tool to assign priorities to the aspects of inquiry learning and instruction they deem most important. Then in teams the procedure will be repeated to emphasize the curriculum objectives to be assessed during the school year. Both teachers and students will assess what happens as inquiry in the classroom.

We are creating tools for assessing presage factors related to the objectives of the SSHRC project with the expectation that data collection will continue in multiple university sites.

We focused on the assessment of outcomes of inquiry in different disciplines in a manner that assists understanding the developmental needs of pre-service teachers and their integration of beliefs, content knowledge, and pedagogical knowledge.

Dr. Juss Kaur has joined our SSHRC team, and transformed a number of assessment tools into electronic format.

Our Guests

Professor Marina Milner Bolotin from the Physics Department, Ryerson University delivered a presentation entitled: Beating the Odds of a University Science Teaching Game: A Constructivist Perspective, and discussed ways of actively engaging university students in inquiry in large lecture hall situations.

Professor Rachel Spronken-Smith from the Higher Education Development Centre, University of Otago, New Zealand visited our research lab to discuss her research on inquiry-based learning in higher education. More info is available at: <http://akoaootearoa.ac.nz/projects/inquiry-based-learning>.

Our Dissemination

This past year our team made 17 conference presentations (including three at the QPAT teachers' convention), and published seven articles, two chapters, and two books.

Research & Development on Information and Communication Technologies

La recherche & le développement des technologies de l'information et de la communication

Notre thématique porte sur les moyens de maximiser le potentiel des technologies afin de véritablement transformer la manière dont les gens apprennent et performent, notamment en favorisant les pratiques efficaces par la conception et le perfectionnement d'outils et de techniques fondés sur les faits et par une compréhension accrue de ces technologies. Nous effectuons des recherches primaires sur le rôle des technologies dans le processus d'apprentissage et, en collaboration avec les membres de la thématique sur l'examen systématique, nous produisons des synthèses de recherche de la documentation empirique.

Nos activités de recherche et développement explorent les différentes possibilités d'utilisation de ces technologies pour l'apprentissage dans le cadre de l'enseignement institutionnel.

Elles peuvent être utilisées pour : introduire en classe des contenus excitants basés sur des problèmes du monde réel; permettre l'échafaudage et l'utilisation d'outils qui amélioreront l'apprentissage et l'enseignement; fournir aux élèves et aux enseignants davantage d'opportunités d'échanger des commentaires, des réflexions et des révisions; créer des communautés locales et mondiales réunissant des enseignants, des administrateurs, des élèves, des parents, des scientifiques de même que tout autre personne intéressée; accroître les opportunités d'apprentissage des enseignants.

Notre équipe PERLE a fourni une formation et un soutien considérable aux enseignants et aux experts-conseils partout au pays. Des plans préliminaires sont en cours pour l'ajout d'un niveau 4 qui serait adapté aux futurs enseignants et aux apprenants adultes. Notre projet sur les Stratégies de questionnement pour la société de l'information du 21e siècle (ISIS 21) a été mis à l'essai dans plus d'une douzaine d'écoles de la commission scolaire anglophone de Montréal et les conseils scolaires Foothills et Battle River en Alberta. Une recherche de financement supplémentaire est actuellement menée par le ministère américain de l'éducation pour le développement à grande échelle de l'outil.





Members: Richard Schmid (Theme leader), Phil Abrami, Robert Bracewell, Eva Bures, Anne Wade, Saul Carliner, and Robert Bernard

e-Portfolio Project Manager: Liz Meyer

Our ePEARL research project revealed important findings about portfolio use in classrooms.

Our theme looks at ways to maximize technology's potential to genuinely transform the way people learn and perform, facilitating effective practice through evidence-based development and refinement of tools, techniques, and understanding. We conduct primary research into the role of technology in the learning process and, with members of the Systematic Review theme, carry out research syntheses of empirical literature. Within the context of formal education, our research and development explores a number of possible uses for technology: to bring exciting curricula based on real-world problems into the classroom; to provide scaffolds and tools to enhance learning and teaching; to provide students and teachers more opportunities for feedback, reflection, and revision; to build local and global communities that include teachers, administrators, students, parents, practicing scientists, and others; and to expand opportunities for teacher-learning.

Our *Electronic Portfolio Encouraging Active Reflective Learning (ePEARL)* research project revealed important findings about portfolio use in classrooms, in large part, thanks to **Liz Meyer** (Project Coordinator) and student researchers, **Ofra Aslan, Louise Deault, and Rachel Scherzer**. With a network already established in Quebec, Alberta and Manitoba, the ePEARL team (**Phil Abrami, Anne Wade, Bev White** from LEARN, **Meyer, Ann-Louise Davidson, Catherine LeBel, Vladimir Severgine, Lindsay Bernath, Andrea Cooperberg**, and the local RECIT) expended considerable time and effort to increase use of the tool across the country. Teachers were provided with active online and on-site support via the wiki and an interactive online virtual tutorial. Currently, the team is analysing pre- and post-test data collected from both teachers and students in our research schools, to learn more about factors that contribute to high implementation.

Preliminary plans are underway for the addition of a Level 4 to ePEARL geared to pre-service teachers and adult learners.

With funding from Inukshuk Wireless, our *Inquiry Strategies for the Information Society in the Twenty-first Century (ISIS-21)* project was piloted in over a dozen classrooms within the English Montreal School Board, and the Foothills and Battle River school districts in Alberta. This collaborative effort between CSLP/CEAP members (**Abrami, Wade, LeBel, Lesley Farmer, Matthew MacDonald, Bernath and Severgine**), LEARN, the Quebec Library Association, the Foothills School District (AL), the English Montreal School Board, Manitoba Education, Citizenship and Youth, the Canadian Association of Principals, and the Canadian Association of School Administrators — aims to ensure that all Canadians are adequately prepared to participate in the “knowledge society” by providing them with a solid foundation in information literacy, along with the sub competencies of critical thinking and self-regulated learning. Further funding is being pursued for the development of a teacher module and revisions to the existing prototype.

Finally, we have, and continue to work with the Ontario Teachers Federation in both updating their web site *Survive and Thrive* that serves thousands of teachers with curriculum and pedagogical materials/information, and we are transforming the site to include Web 2.0 interactive technologies to enhance collaboration. We are pleased with the advances we have made in these, and other projects in the past year, and expect that our theme will continue to learn more about the wise use of ICT.

Second Language Proficiency

Les compétences en langue seconde

La capacité de communiquer dans deux langues ou plus constitue un atout de plus en plus répandu et recherché dans la société canadienne.

Les chercheurs de la thématique sur les compétences en langue seconde étudient comment les langues additionnelles sont apprises et utilisées par des locuteurs de tous âges dans des contextes variés. L'objectif des divers projets de recherche des membres de cette thématique est de comprendre les facteurs qui peuvent favoriser ou inhiber le succès lors de l'apprentissage et de l'utilisation des langues en vue d'identifier les meilleures pratiques pour promouvoir la maîtrise d'une langue seconde. Nous concevons du matériel didactique et d'évaluation de soutien, ainsi que des outils de recherche conçus en vue d'une utilisation dans les écoles, les milieux de travail et gouvernementaux ainsi que les centres communautaires.

Les deux dernières décennies ont vu s'accroître la collaboration entre les collègues au sein d'une même thématique ainsi qu'entre les différentes thématiques, y compris la collaboration avec les chercheurs des universités de langue française du Québec : l'Université de Montréal, l'Université du Québec à Chicoutimi (UQÀC) et l'Université du Québec à Montréal (UQÀM). Celles-ci s'ajoutent aux nouvelles collaborations établies avec des partenaires de recherche d'établissements d'enseignement à travers le Canada et en Australie, au Brésil, en Espagne, aux États-Unis et au Royaume-Uni, ainsi que dans des écoles, des milieux de travail, des centres communautaires et des organismes gouvernementaux dans plusieurs provinces canadiennes.

Highlights of the past year's activities

- Book publication: McDonough, K., & Trofimovich, P. (2008). *Using priming methods in second language research*. New York: Routledge.
- Colloquium on language input and language learning at the American Association of Applied Linguistics, organized by **Laura Collins** and **Nick Ellis** (University of Michigan) (with contributions from the CSLP ALERT team, **Collins**, **Pavel Trofimovich**, **Joanna White**, **Marlise Horst**, and **Walcir Cardoso**), to be published as a special issue of the *Modern Language Journal* (in press)
- Alumni Award for Excellence in Teaching, awarded to **Cardoso** by the Concordia University Alumni Association.
- Initiation of collaboration between first and second language teachers in both French (**White & Horst**) and English medium schools (**Roy Lyster & Collins**) in Quebec
- Testing of a gaming tool for enhancing vocabulary knowledge (**Tom Cobb** with Ubisoft 'MyWord Coach' design team: <http://mywordcoach.us.ubi.com/>)
- Implementation and evaluation of new intensive ESL and FSL programs in New Brunswick (French with the New Brunswick Ministry of Education)
- Consultation and professional collaboration on language training (**Collins** and **Horst** with the Quebec Ministry of Education; **Leif French** with the New Brunswick Ministry of Education; **French** and **Collins** with Canadian Heritage; **Trofimovich** with Citizenship and Immigration Canada)
- Presidency of the International Language Testing Association (**Carolyn Turner**) and editorship of the *Canadian Modern Language Journal* (**Collins**)



The past two decades have seen increased collaboration with colleagues within and across themes, including researchers at the French-speaking universities of Quebec.

Members: Laura Collins (Theme leader), Walcir Cardoso, Ahlem Ammar, Tom Cobb, Daniel Daigle, Roberto de Almeida, Leif French, Elizabeth Gatbonton, Marlise Horst, Joanna White, Norman Segalowitz, Pavel Trofimovich, and Carolyn Turner

Research Associate: Randall Halter

The ability to communicate in two or more languages is an increasingly common and valued asset in Canadian society. Researchers in the second language proficiency theme study how additional languages are learned and used by speakers of all ages across a broad range of contexts. The objective of the diverse research projects of the theme members is to understand the factors that may enhance or inhibit successful language learning and performance, with a view to identifying best practices for promoting second language proficiency. We develop supportive instructional and testing materials, and design research tools designed for use in school, workplace, government, and community centre contexts.

The past two decades have seen increased collaboration with colleagues within and across themes, including researchers at the French-speaking universities of Quebec: Université de Montréal; Université de Québec à Chicoutimi (UQAC); Université de Québec à Montréal (UQAM), supported through an impressive amount of external funding. This is in addition to new collaboration with research partners at academic institutions across Canada and in Australia, Brazil, Spain, the US and the UK, as well as in school, workplace, community centres, and government agencies in a number of Canadian provinces. The scope of inquiry has also expanded considerably. It now includes the impact on second language performance of factors such as language identity and language status (**Pavel Trofimovich, Norman Segalowitz,**

Elizabeth Gatbonton), dyslexia, (**Daniel Daigle, Ahlem Ammar**), knowledge of previously learned languages (**Laura Collins, Walcir Cardoso, Joanna White, Marlise Horst**), individual differences (**Leif French, Trofimovich, Ammar**) and characteristics of language input (**Collins, Trofimovich, White, Cardoso, and Horst**). In addition to the established research conducted in classroom and laboratory settings, theme members are also now using language corpora (**Tom Cobb, Horst**) and examining language use in workplace contexts such as health care communication (**Segalowitz, Carolyn Turner, Trofimovich, Gatbonton**).

Finally, it is important to underline the impressive level of outreach activities that many theme members continue to be involved in, through invited workshops and presentations at conferences for language teaching professionals, both nationally (SPEAQ, RASCALS) and internationally (TESOL, CARLA).

Systematic Review and Meta-Analysis

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

Les membres de cette thématique travaillent en équipes pour produire des examens systématiques de l'incidence des interventions éducatives et ils élaboreront des méthodologies d'examen systématique et de méta-analyse. Un examen systématique est une compilation et une synthèse des recherches portant sur une question clairement formulée qui peut toucher des questions relatives aux théories, aux pratiques ou aux politiques en éducation, ou une combinaison des trois. Au moyen de méthodes objectives, reproductibles, transparentes, systématiques, exhaustives et intégratives, les membres de notre thématique identifient, sélectionnent et évaluent de façon critique les recherches pertinentes à inclure dans chaque examen, puis recueillent et analysent les données des recherches incluses. Si des méthodes statistiques sont utilisées pour synthétiser les recherches, l'examen est généralement désigné sous le nom de méta-analyse.

Au cours de l'année dernière, nous avons travaillé sur trois projets d'examens systématiques d'envergure qui ont mené à la publication de deux articles importants dans le *Review of Educational Research* et dans le *Journal of Computing in Higher Education*.

Special Recognition: Rana Tamim

A student member of our systematic review team for the last three years, completed her Ph.D. by conducting a second-order meta-analysis of meta-analyses addressing the issue of technology integration in education. In addition, she developed a methodological quality index for assessing meta-analyses.



Over the past year, three major systematic review projects yielded two major pieces published in *Review of Educational Research*.



Systematic Review
and Meta-Analysis

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

Coordinator: Evgueni Borokhovski

Members of the Systematic Review theme work in teams to produce systematic reviews of the impact of educational interventions and develop methodologies for systematic review and meta-analysis. A systematic review is a compilation and synthesis of research on a clearly formulated question that may address issues of educational theory, practice, policy or a combination of the three. Using methods that are objective, repeatable, transparent, systematic, comprehensive and integrative, members of our theme identify, select and critically appraise relevant research for inclusion in each review, and collect and analyze data from the included research. If statistical methods are used to synthesize research, the review is generally referred to as a meta-analysis.

Over the past year, we worked on three major systematic review projects: 1) a review of instructional interventions that potentially affect critical thinking skills and dispositions; 2) a meta-analysis of the effects of interaction treatments in distance education; and 3) a synthesis of technology treatments that affect achievement and attitudes in postsecondary students.

These projects yielded two major pieces published in *Review of Educational Research*, the prestigious review journal of the *American Educational Research Association* and an article in *Journal of Computing in Higher Education*.

- Abrami, P.C., Bernard, R.M., Borokhovski, E., Wade, A., Surkes, M., Tamim, R., & Zhang, D. A. (2008). Instructional interventions affecting critical thinking skills and dispositions: A stage one meta-analysis. *Review of Educational Research*, 78(4), 1102-1134.

- Bernard, R. M., Abrami, P. C., Borokhovski, E., Wade, C. A., Tamim, R., Surkes, M. A., & Bethel, E. C. (2009). A meta-analysis of three types of interaction treatments in distance education. Manuscript in press, *Review of Educational Research*.

- Schmid, R. F., Bernard, R.M., Borokhovski, E., Tamim, R., Abrami, P.C., Wade, C.A., Surkes, M.A., & Lowerison, G. (2009). Technology's effect on achievement in higher education: A Stage I meta-analysis of classroom applications. *Journal of Computing in Higher Education*, 41(2), 95-109.

Four members of the team, **Anne Wade, Phil Abrami, Evgueni Borokhovski** and **Robert Bernard**, attended the Campbell Collaboration's annual colloquium in Oslo, Norway where they conducted two workshops, presented two papers and were involved in a symposium on conducting and disseminating brief reviews. Three prominent members of the systematic review community, Mark Lipsey, Charles Ungerleider and David Gough, also participated in the symposium.

On a final note, an article published in 2004 (Bernard, Abrami, Lou, Borokhovski, Wade, Wozney, Wallet, Fiset & Huang, 2004) entitled, "How does distance education compare to classroom instruction? A meta-analysis of the empirical evidence," has now been on the *Review of Educational Research's* list of the 50 most downloaded/most read articles for four and one-half years. This we believe is a testament to the timeliness and quality of our systematic reviews.

Productivity

04.01.2008 - 03.31.2009

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

This is a summary of the grants and contracts awarded to CSLP/CEAP Faculty (full members) and their value for the period **April 1, 2008 - March 31, 2009**. Also included is the number of publications, workshops and conference presentations by full members, professional staff and graduate students. The number of students supervised or hired by full members is listed last.

For an itemized list of grants, publications, presentations, training, transfer and professional activities, students, fellowships and awards, please consult Part 2 of the Annual Report entitled *CSLP/CEAP Annual Report 2008-2009: Productivity Section* located on our website at: <http://education.concordia.ca/cslp/CSLP-AnnualReport.php>

External Funding

The total number of grants and contracts awarded to full faculty members is **82**. The estimated total value held by CSLP/CEAP full members only, for the 2008-2009 period (i.e. one year of multi-year grants) is approximately **\$4,100,000**.

Grants and Contracts: Social Sciences and Humanities Research Council of Canada (SSHRC) (25); Fonds québécois de la recherche sur la société et la culture (FQRSC) (17); Canadian Council on Learning (CCL) (5); Canadian Language and Literacy Research Network (CLLRNet) (5); Programme d'aide à la recherche sur l'enseignement et l'apprentissage (PAREA) (5); Ministère de l'éducation, du loisir et du sport (MELS) (3);

Scholarly Productivity	2008-2009
Publications	
Journal Articles & Manuscripts	194
Books/Chapters/Proceedings	48
Other	20
Total publications	262
Other Dissemination Activities	
Presentations & Seminars	131
Training and Instruction	50
Technology-based Tools and Other Transfer Activities	23
Total dissemination activities	204
Training of Students	
M.A. Theses and Internships	61
Ph.D. Dissertations	74
Fellowships	15
Research Assistants	41
Total students	191

Canada-Quebec Entente (1); Health Canada (1); Natural Sciences and Engineering Research Council of Canada (NSERC) (2); INUKSHUK Wireless (1); MaxBell Foundation (1); Le centre de transfert pour la réussite éducative du Québec (CTREQ) (1); Le Fonds québécois de la recherche sur la nature et les technologies (FQRNT) (1); Fondation canadienne pour l'innovation (FCI) (1); Wildlife conservation society Bronz zoo (1); Cypress Research Promotion Foundation (1); Ontario Teachers Federation (OTF) (1); Canadian Institute of Health Research (CIHR) (1); Ministère du développement économique, de l'innovation et de l'exportation (MDEIE) (1); Office des personnes handicapées du Québec (OPHQ) (1); Success For All Foundation (SFA) (1); Telstra Foundation Social Innovation Grants (1)

The CSLP/CEAP 's 20th anniversary



The CSLP's 20th anniversary

Our Evolving Goals and Theme Areas

In **1988**, members of the CSCP established the following three goals: 1) to act primarily to conduct research on classroom processes, and in support of these research activities, 2) to provide training and technical support to teachers and school administrators and 3) to serve as a resource centre and clearinghouse for the information on classroom processes. By its third year, the CSCP added an additional goal 4) to train graduate students in Education who have an interest in classroom processes.

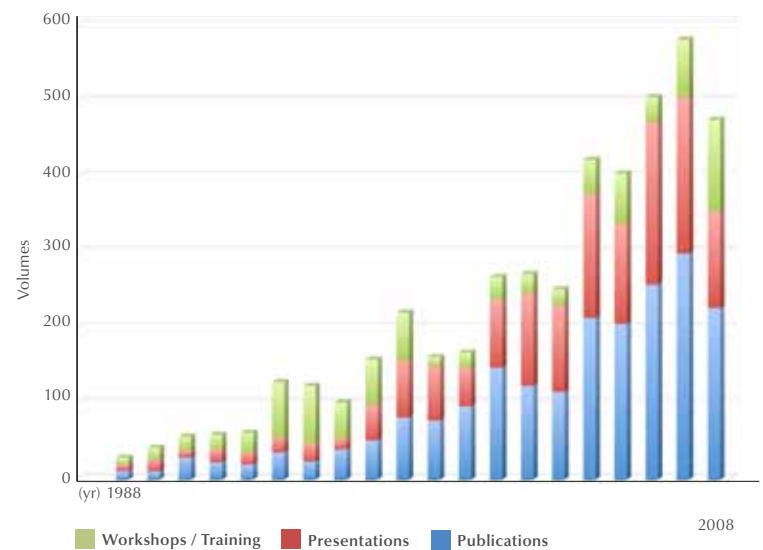
In **1991**, the fourth goal was amended to specify that students must be enrolled in graduate programs in Education, including Educational Studies, Educational Technology and Child Study, or be in the Special Individual program of doctoral studies administered by the School of Graduate Studies at Concordia.

By **1996**, the CSCP had changed its name to the CSLP, to reflect the fact that it was now affiliated with not only Concordia's Education Department but also the TESL and Psychology departments. With this new face-lift, the centre needed to re-establish its goals in order to encompass the qualities of research these other fields had to offer to "classroom processes" including the science of learning and performance and thus the following goals were set:

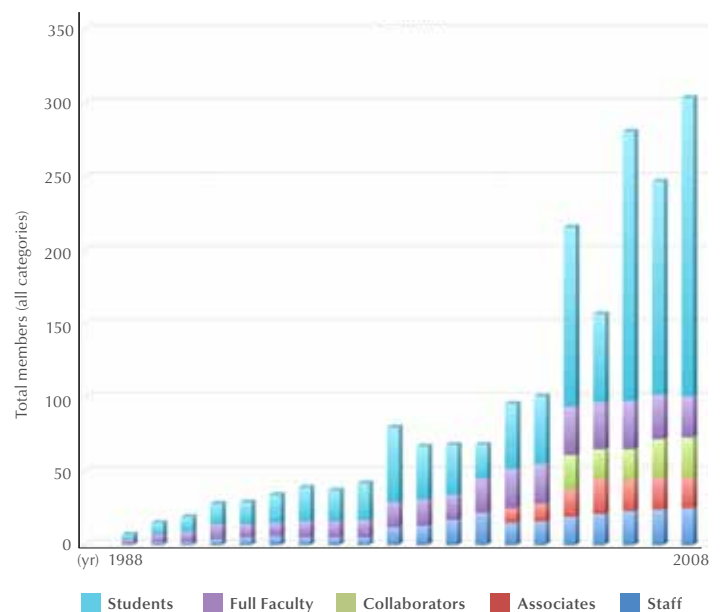
- To increase the theoretical and practical understanding of the factors that promote and hinder the learning and performing of complex skills;
- To provide training and support to teachers and school administrators;
- To provide the community of educators with material and intellectual resources regarding new ideas in education; and
- To train students who have an interest in learning and performance who are enrolled in graduate studies within the three departments.

Now, of course, we are many departments at eight postsecondary Quebec institutions.

CSCP/CSLP Productivity



CSCP/CSLP Members



The CSLP/CEAP 's 20th anniversary

Our Evolving Goals and Theme Areas

To further attain these goals, in **2002** the CSLP streamlined its research projects by establishing the following nine project teams:

- Adaptech Research Network
- Applied Linguistic Team
- Cognitive Science Team
- Design & Development Team
- Distance Education Team
- Faculty Development Team
- IERI Team
- Integration of Information and Communication Technologies (ICT) Team
- Science Education Team

In **2007** the “teams” approach was re-packaged as eight theme areas under which the research projects would focus:

- Accessibility and Students with Disabilities
- Basic Processes
- Critical Thinking and Self Regulated Learning
- Early Literacy
- Numeracy, Scientific reasoning, and Inquiry
- Post-Secondary Education
- Research on the Use of Information and Communication Technologies (ICT)
- Second-Language Proficiency

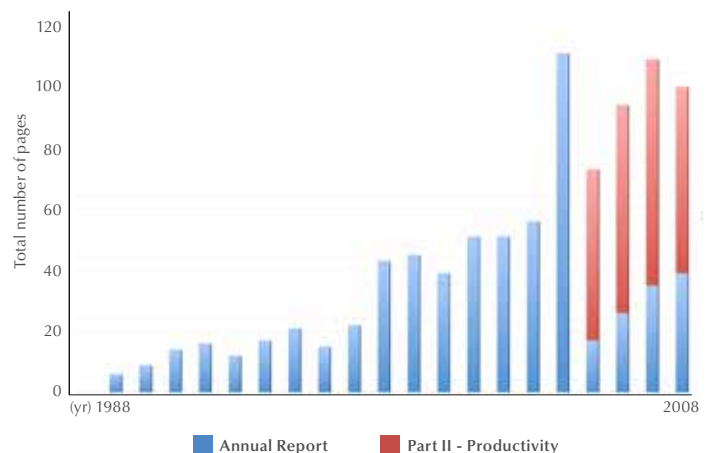
In **2008** these themes were slightly amended with the renaming or merging of various themes to reflect the evolving nature of the research projects.

- Accessibility and Students with Disabilities
- Basic Processes
- Early Literacy
- Information and Communication Technology Integration
- Numeracy, Scientific Reasoning, and Inquiry (including Postsecondary Education)
- Second Language Proficiency
- Systematic Review and Meta-Analysis

Over the years, the Centre has grown and evolved through re-structuring, acquiring adequate work space(s), and re-aligning its members and projects, yet the themes remained steadily as the core focus of the Centre.

With the advent of a re-application to the FQRSC Regroupements Stratégiques program in the upcoming year, Centre members will once again be re-visiting these theme areas. As the research projects lead to new research questions, and both educators and learners continue to embrace the use of ever-advancing technologies as effective tools in their environments, the CSLP's members will continue to study evidence-based “best practices” and disseminate important findings to the educational community.

CSCP/CSLP Annual Reports





Twenty Years of Being on the Move

The CSLP/CEAP* has experienced considerable growth over the past twenty years, both in terms of its membership and its space. The Concordia Education community has become accustomed to watching the various moves of Centre members, along with their office furniture, computers, supplies, and data, data and more data,.....down the street, down the stairs, across the street, down the hall and...well, back up AND across the street yet again!

The MacKay Annexes

Initially set up within the Concordia University Education Department in 1988, a project team, with researchers from Concordia and Dawson and Vanier CEGEPs, existed on the fifth floor of the Hall building in rooms H549-2 and H549-4. The fledging group quickly outgrew this space and in mid-Fall was granted new space in the EN annex on Mackay street (room 407). Physically separated from the amenities shared with the Education department, the team had to find office equipment to furnish their new home, along with technical support. With some contributions from the Education Department and help from the Dean's office of the Faculty of Arts and Science, setting up shop in EN became feasible....but short-lived.

In **January 1989**, after many months of internal correspondence with the Dean's office, the Centre for the Study of Classroom Processes (CSCP), its original name was granted formal recognition as a "centre" within the Education Department. This allowed the CSCP members a competitive edge when applying for external funding. Along with this recognition came the promise of new and larger space in the "soon to be built" library building.

By **October 1989**, the CSCP staff and researchers became cramped in EN-407. Lack of privacy and stuffy offices were hurting productivity and morale. Every time it rained or snowed, the Gandalf box, which provided the team with remote mainframe computer

access at the blinding speed of 1200 baud, had to be reset by Bell Canada technicians. And in the hottest weather of the summer, without air conditioning, it was warm enough to cause computer equipment to fail and CSCPers to work in t-shirts and shorts. Over half a year had passedyet no new building and complications had prevented expansion to room EN-406 in the interim.

By the **start of the 1990-1991** academic year, there were sixteen people working at the centre, hence continued expansion within the EN building was hoped for. With a chance that EN rooms 401 and 405 would soon be vacated, more requests went in to the Vice-Dean responsible for space. Because of Dr. Roy's efforts the Centre was eventually given the entire fourth floor in the EN building.

New Space

In **August 1992** came news of "The Big Move" to NEW digs in the J.W. McConnell building (aka LB). Directed by CSLP's Administrative Assistant, **Penelope Barr**, members spent weeks over the summer packing up. On a hot day in early September, CSLPers marched down MacKay equipped with their plants and fond memories of the homey fourth floor of the EN annex....leaving windows that opened, a balcony for smokers, and a fully stocked kitchen. On the bright side was the expanded space (a large reception area, a dozen offices for RAs and a computer lab), and contiguous space with the Education faculty once again. During the 90s, CSLP/CEAP members received a large IERI grant, and expanded into a room on the sixth floor and the entire seventh floor of the Royal George Building.

Even today, this space within the J.W. McConnell building continues to house the Centre's main reception area, and many offices for administrative, professional and technical personnel.

* It should be noted that the CSLP includes members from eight different institutions with space assigned for faculty and graduate students in each of these. This article focuses on the Education faculty and the main administrative offices housed within the Concordia Education Dept.

The CSLP/CEAP 's 20th Anniversary

Twenty Years of Being on the Move

Continued Growth

Expansion continued throughout the mid-90s and into the 21st century.....**1996** was especially exciting as the CSLP received university research centre status in the spring and obtained university infrastructure support as a result. In **2000**, a new partnership with the Center for University Teaching and Learning (CUTL) at McGill resulted in a satellite branch of the CSLP in the Education Bldg at McGill. In **2001** the CSLP was awarded a Canada Foundation for Innovation grant resulting in the establishment of two state of the art facilities; the NTIC lab (a computer lab for knowledge mobilization activities in LB-565) and the SAGE lab (an office, testing rooms and an experimental classroom in H-527). In **2003**, the CSLP became a provincial centre of excellence through the FQRSC Regroupement Stratégiques programme, and membership expanded to UQAM, U. de M, Bishop's and CEGEP Montmorency.

Back Up to MacKay....

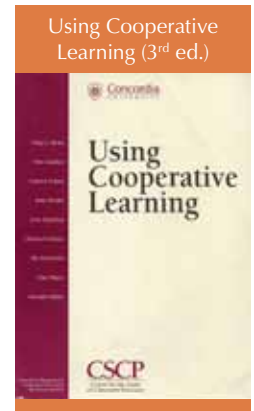
In **2004** the CSLP exchanged some office space in the LB building for a newly renovated basement within the X annex. This space is home to our Systematic Review team.

With funding from the Ministère du développement économique, de l'innovation et de l'exportation (MDEIE) received in **2008**, the design and development facilities shifted locations to larger, newly renovated space on the fifth floor of LB. As a result, the CSLP project coordinators and instructional designers moved from the sixth floor to the seventh floor of the Royal George building, previously home to the design team.

In this same year, six of the Second Language Proficiency group moved into the LB building to join their colleagues in Education. This freed up two floors in the EN annex and some space in the Z annex. Wouldn't you know CSLP student workspace in LB was swapped for a newly renovated second floorback in the old digs at EN!



CSCP granted recognition as a centre within Dept. of Education



Total value of grants is over \$1 million

Rector P. Kenniff lists the CSCP as one of 31 reasons to attend Concordia

1988

1990

1991

1993

1994

1989

1992

Founding of the CSCP. Move to EN

Move to LB



Cooperative Learning: A Guide to Resource Material in Montreal

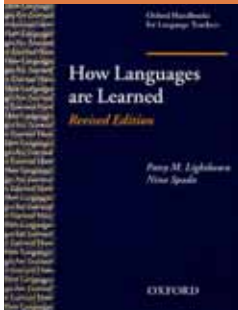


Chambers leads the implementation of the OOPS early literacy program in selected PSBGM schools

CSLP/CEAP

Awarding of MIDRI resulted in formal recognition as university research centre and renaming of CSCP to CSLP

How languages are learned (rev. 2nd ed.)



Winner of the first prize in the Applied Linguistics division of the English Speaking Union's Duke Edinburgh Award.

Ten year anniversary. First CSLP Research and Technology Fair in the atrium of J.W. McConnell Bldg

1996

1998

Formal partnership with the Centre for University Teaching and Learning at McGill

Drs. Janosz and Abrami collaborate on the MEQ \$125 million New Solutions: New Approaches project aimed at reducing school dropouts

2000

2002

The CSLP becomes a provincially recognized centre of excellence with the awarding of FQRSC Régroupements stratégiques. Expansion to Bishop's, UQAM, U. de M and College Montmorency



Total value of the 65 CSLP grants for one year is \$7 million

2003

2005



The CSLP's Learning Toolkit is launched



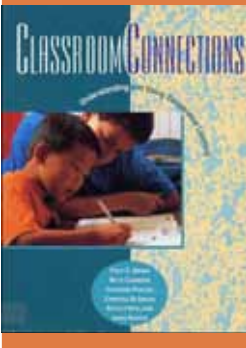
20th year anniversary. Move to EN

2008

2009

1995

Classroom connections: Understanding and using Cooperative Learning and Let's cooperate: Interactive activities for young children



1999

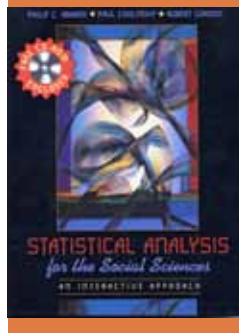
CSLP, CTLS, and IITS team receive over \$1 million from the J.W. McConnell Foundation for the project *Transforming teaching and learning at Concordia University: Proposal for a three-year pilot technology pedagogy project.*



2001

Awarding of IERI grant for \$8.8 million with SFAF

Abrami, Cholmsky & Gordon. Statistical analysis for the social sciences: An interactive approach by Allyn and Bacon.



2004

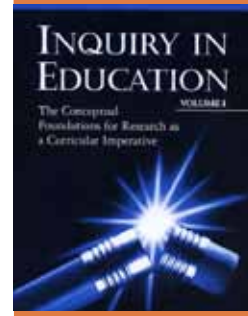
Move to X annex

2007

MDEIE award for over \$500,000



Inquiry in education: Where ideas come from and where they lead



The CSLP/CEAP 's 20th Anniversary

Memories from Some Early Members...



**Bette
Chambers**

I co-founded the CSCP with **Phil** and others to improve the quality of research in the field and conduct research that was relevant to reach children and teachers. Although I took positions elsewhere, I continue to be involved in the Centre.

When I started, almost all of my research was related to cooperative learning. The major project for me was the evaluation of Success for All at Hampstead School and the program is still ongoing at the school. That project led to my appointment as the Director of Early Learning at the Success for All Foundation in Baltimore.

I am not surprised that the Centre has grown to the extent that it has, given Phil's vision and relentlessness and the quality of the people who have been involved.

One of my fondest memories was the white-water rafting team building trip we went on. Our boat flipped over at the very first set of rapids. It was very exciting! Another of my fondest memories of working with the CSCP was writing the book *Classroom Connections*, primarily with **Phil** and **Cathy**. We would write at Phil's house and he would make us the greatest lunches. Another fond memory I have is of working on a three-year program of training in cooperative learning with a school in Winnipeg. It was very rewarding.

I began working part-time at the CSCP as an Information Specialist after having worked in the field for a couple of years, following completion of my MLIS degree in 1986. The first Information Specialist that was hired, Jackie Dealy, had been offered a full-time position at Concordia, so the Centre was looking for someone to fill her shoes. I still remember the interview with **Cathy Poulsen** and **Phil** at a meeting table in the annex — boy was I intimidated as I didn't know anything about educational research!



**Anne
Wade**

Since that day twenty years ago, I have worked at the Centre in a number of different capacities. My position grew to include the role of Research Coordinator, then Senior Research Coordinator and finally into Manager of the Centre. Originally hired to work on a large systematic review on cooperative learning, organize a small collection of books, and support a small group of researchers in their literature searches, it is amazing to see how my career and the Centre has evolved over these past two decades. I am not entirely surprised, however, as the team ALWAYS had a vision for the CSLP and that vision never wavered.

Having worked at the centre for all these years, I have many fond memories that are both professional and personal in nature...annual retreats, celebratory meals, receptions and special events (remember the successful bet at Blue Bonnets?), rudimentary internet connections during the 90s that inevitably broke down when working towards a deadline, crawling on floors trying to solve technology woes during meetings with partners, travelling to Europe and the States to discuss the Centre's tools, learning that large research and development proposals were successful, and seeing children's engagement when using our tools. But my best memories are those related to the people at the CSLP having worked with many prominent researchers and practitioners, dedicated staff, along with dozens of bright and enthusiastic students. I believe the CSLP's success can be attributed to the hundreds of people that have passed through its doors over the past two decades.

The CSLP has experienced considerable growth over the past twenty years.



The CSLP's 20th
anniversary

I joined the CSLP because **Phil Abrami** was the instructor of my very first class when I entered the Master's Program in Educational Studies in January 1989. At the end of the semester **Phil** mentioned that he was looking for research assistants to work for the summer at the Centre for the Study of Classroom Processes. At this point I had limited experience with Cooperative Learning but I was certain that the skills I would learn over the course of the three month position would be useful with my course work and with future research pursuits. My involvement with the Centre proved to be one of the best decisions I ever made. Many opportunities were made available to me because I was a Centre member that would not have ordinarily come my way.



**Christina
Kouros**

What started as a three month position in the summer of 1989 ended up as a 17 year relationship with the Centre. First, **Phil** suggested that I officially switch from the non-thesis to the thesis option and that he should become my main supervisor for my Master's work. I didn't realize at the time how prophetic his words would be when he stated that a Master's thesis would be mandatory if I would ever consider pursuing a Ph.D. I eventually received my Master's degree in Educational Studies and a Ph.D. in Humanities under the supervision of **Phil**. While working toward my doctorate degree, I developed the Student Attitudes toward Group Environments (SAGE) attitudinal questionnaire. In addition, I was involved in conducting workshops to teachers and administrators, I presented at various conferences, such as, AERA, IASCE, GLACIE, and co-authored manuscripts that were published in academic journals.

During the early years as a research assistant, I was involved in various cooperative learning research projects at the high school and CEGEP level. My involvement with the Lindsay Place and the Vanier College studies were springboards for my future doctoral research in cooperative learning. I was involved in developing observation schemes, conducting on-site observations and data collection and assisting in writing reports. During my time at the Centre, I acquired considerable theoretical, statistical, and practical knowledge in conducting classroom research. These experiences helped me in obtaining my own FCAR grant to pursue my Doctoral studies. My doctoral dissertation was also funded by the Centre (SAGE study).

I am definitely not surprised that the Centre has grown over the past 20 years. From the very beginning **Phil** had a vision for the Centre that it would grow from a handful of hard working team members to a Centre of Excellence. The Centre has surpassed everyone's expectations. Although many faces have come and gone and research interests have shifted, one thing that has remained constant is that Centre members have heart and dedication. Many joined but only the strong remained. The Centre always had a high standard of expectations and always challenged you to do your very best. Personally, I am grateful to the Centre for not only making me grow as a graduate student, but as an individual as well.

Over the course of 17 years I have a multitude of recollections that I remember fondly. The very first weekend away with the Centre members was at the Lacolle center during winter 1989. In addition to conducting meetings, we shared meals where we all contributed in preparing and played Pictionary in the evening. Together we have gone bowling, curling, had dinner at the Hippodrome, as well as, shared many, many restaurant meals together (remember Abacus?).

During the early years we shared one large office that contributed to the cohesion of the Centre members. We worked in close proximity of one another, shared one telephone line, and took lunch breaks together. Traveling together for international conferences to the Netherlands, San Francisco, Chicago, etc. increased the bonds between us. In addition to many professional collaborations that were made at the Centre, many long-lasting friendships were also made.

The CSLP/CEAP 's 20th Anniversary

Memories from Some Early Members...



**Catherine
Poulsen**

I became involved in the CSLP as the Centre offered me an ideal context in which to pursue my interests, research training, and experience in the psychology of learning and education.

From 1989-1995 I worked as full-time Research Associate. I was involved in virtually all the projects on cooperative learning, in particular those aspects that related to motivational and cognitive

processes during learning in small groups. This focus fit well with my professional interests and experience.

The core team's vision, dedication, and ability to draw together diverse and talented faculty, students, teachers and administrators toward the common goal of improving education from pre-school to postgraduate levels was a driving force in making the Centre what it is today. As the Centre grew, its members further elaborated this vision. The Centre's collaborative and supportive environment has allowed individual members to pursue their interests within the framework of the Centre, helping both the Centre as a whole, and its members as individuals, excel. Although I did not foresee such a high level of growth and achievement, the key ingredients of leadership and collaborative effort have made it happen.

There are a great many warm memories of my involvement at the Centre. One that certainly stands out was a series of intensive sessions held at Phil's home to complete the final version of Classroom Connections: Understanding and Using Cooperative Learning. Long hours around Phil's dining table interleaved brainstorming, writing and revising, all sustained by his amazing Italian lunches that he seemed to throw together in no time at all. These teamwork sessions epitomize what I think has helped make the Centre so successful: the ability to combine dedication and hard work with social interaction and support, enjoyment, and celebration of accomplishments.



Partnerships & Knowledge Transfer

Partnerships

For the past twenty years the CSLP/CEAP has served as an intellectual and support centre for a multi-disciplinary and multisectoral group of researchers and non-academic partners. In reflecting on our partnerships with a range of educational, health and community-based organizations over these past years, it becomes clear that much of the success of the Centre's research and development projects can be attributed to our collaborative ventures. We are uniquely advantaged by the scope of our network, having established productive partnerships with the following Quebec-based groups: the Leading English and Education Resource Network (LEARN); the National RECIT; Société pour la promotion de l'enseignement de l'anglais (langue seconde) au Québec (SPEAQ); Tyndale-St. Georges Community Centre; the Jewish Rehabilitation Hospital, the Montreal YMCA, the Quebec Library Association, the English language school boards, and various French school boards.

Other non-Quebec provincial collaborations were established with school districts, professional organizations or ministries of education in Alberta, Manitoba, Prince Edward Island and recently in Ontario and British Columbia.

Over the years Centre members have also worked with a variety of national organizations including; the Canadian Council on Learning, the Canadian Association of Principals, the Canadian Association of School Administrators, the Canadian Association of Speech Language Pathologists and Audiologists, the Canadian Sensory Institute, and Learning Through the Arts.

We are especially appreciative of the longstanding contributions by the various senior administrators of the school boards, Michael Canuel and Bev White at LEARN, and Bette Chambers, Bob Slavin and Nancy Madden at SFAF who have actively supported the activities of Centre members and believed in the importance of our research and development activities.



Partnerships
& Knowledge
Transfer



International Outreach

The CSLP/CEAP continues to broaden the scope of our research projects outside of Canada. Active partnerships have continued with the Success For All Foundation (Baltimore), the School for Social and Policy Research at Charles Darwin University (Australia), the Institute for Effective Education at York University (UK), and the International Campbell Collaboration (Oslo). Emerging collaborations are germinating in the United States, Argentina, Portugal, France, and Russia.

Partnerships & Knowledge Transfer

Exchanging ideas
and sharing
knowledge...

Dissemination and Transfer Activities

The CSLP/CEAP co-hosted two exciting events this past year each serving the dual purpose of celebration and the dissemination of information about Centre projects to our extended communities. The launch of newly released versions of ABRACADABRA in February was co-hosted by LEARN and CTREQ. Representatives from school boards, MELS, QESBA and parent organizations were treated to teacher testimonials, sneak previews of the software, and newly created ABRACADABRA materials such as posters, bookmarks, flash cards, and printed books.

The second event co-hosted with the Concordia Office of the Vice President Research and Graduation Studies, was a reception held in March in celebration of a \$500,000 grant, jointly awarded by le Ministère du développement économique, de l'innovation et de l'exportation, the Faculty of Arts and Science, and Concordia University. This funding provided the much needed upgrading of Canada Foundation in Innovation facilities, including the Knowledge Mobilization and Testing Lab, Skill Acquisition and Group-based Environments Lab and Mobile Research Lab.

Additional dissemination activities include plans for a mini conference to be held at Bishop's University, the annual LTK Advisory Board meeting, and LTK Institutes in Alberta and Quebec, all to be held in June 2009.

We also communicated with the educational community via in-service workshops, academic and *LTK Newsletter* and *Knowledge Link* publications, and our website. Yet, one of our most effective and unique methods of transferring research evidence to the educational community is via our software tools that are offered to the community at no charge. The Centre receives requests for information on our educational tools on a daily basis from education professionals from around the world. Future opportunities may exist for the translation of the Learning Toolkit into Portuguese, Spanish and Russian.



Over the coming years, we will continue to explore ways to improve student learning in active collaboration with the global educational community. We extend a sincere thank you to our partners for believing in the importance of using evidence to improve practice.

For further information about our Centre, please visit our website at <http://education.concordia.ca/cslp>

CSLP/CEAP Members



Full Members

Philip C. Abrami, Director & Professor, Education, Concordia

Ahlem Ammar, Assistant Professor, Département de didactique, UdeM

Rhonda Amsel, Professor, Psychology, McGill

Mark W. Aulls, Professor, Educational & Counseling Psychology, McGill

Robert M. Bernard, Professor, Education, Concordia

Robert J. Bracewell, Associate Dean, Educational and Counseling Psychology, McGill

Eva Mary Bures, Assistant Professor, Education, Bishop's

Walcir Cardoso, Associate Professor, Education, Concordia

Saul Carliner, Associate Professor, Education, Concordia

Tom Cobb, Associate Professor, Linguistique et de didactique des langues, UQAM

Laura Collins, Associate Professor, Education, Concordia

Denis Cousineau, Professeur, Psychologie, UdeM

Daniel Daigle, Assistant Professor, Département de didactique, UdeM

Roberto de Almeida, Associate Professor, Psychology, Concordia

Helena Dedic, Professor, Physics, Vanier College

Catherine Fichten, Co-director & Professor, Adaptech Research Network, Psychology, Dawson College

Leif French, Associate Professor, Département des arts et lettres, Université du Québec à Chicoutimi

Elizabeth Gatbonton, Associate Professor, Education, Concordia University

Marlise Horst, Associate Professor, Education, Concordia

Nathaniel Lasry, Professor & Postdoctoral Research Associate, Physics & Engineering and Applied Sciences, John Abbott College

Krista R. Muis, Assistant Professor, Education and Counseling Psychology, McGill

Steven Rosenfield, Professor, Mathematics, Vanier College

Robert S. Savage, Associate Professor, Educational & Counseling Psychology, McGill

Annie Savard, Assistant Professor, Integrated Studies in Education, McGill

Richard F. Schmid, Associate Director & Professor, Education, Concordia

Norman Segalowitz, Associate Director & Professor, Psychology, Concordia

Bruce M. Shore, Director, Educational & Counseling Psychology, McGill

Pavel Trofimovich, Associate Professor, Education, Concordia

Carolyn Turner, Associate Professor, Integrated Studies in Education, McGill

Michael von Grünau, Professor & Principal of Science College, Psychology, Concordia

Joanna White, Graduate Program Director & Associate Professor, Education, Concordia

Collaborators

Bette Chambers, Director, Early Learning, Success for All Foundation

Brian Cobb, Professor, Education, Colorado State University

Norman Coombs, CEO, EASI - Equal Access to Software & Information

Christina Dehler, Assistant Professor, Education, California State Polytechnic University

Marcia Delcourt, Coordinator, Education and Educational Psychology, Western Connecticut State University

Roderick Edwards, Associate Professor, Mathematics and Statistics, University of Victoria

Nick Ellis, Professor, Psychology, University of Michigan

Mary Ann Evans, Professor and Director of Clinical Training, Psychology, University of Guelph

Lesley Farmer, Professor, EdPAC, California State University, Long Beach (CSULB)

Andrew L. Feenberg, Professor and Canada Research Chair, School of Communication, Simon Fraser University

Barbara F. Freed, Professor, Modern Languages, Carnegie Mellon University

Deborah E. Giaschi, Associate Professor, Staff Scientist Ophthalmology and Visual Science & Psychology – B.C. Children's Hospital., University of B.C.

Tali Heiman, Researcher, Education and Psychology, Open University of Israel

Laurie A. Henry, Assistant Professor, Early Adolescent Literacy, University of Kentucky

Calvin Kalman, Professor, Physics, Concordia University

Laura King, Professor, Langues, CEGEP Andre Laurendeau

Nick Kowgios, Department Chair & Teacher, English, North Salem High School

Frank Labanca, Department Chair & Teacher, Science, Oxford High School

Guy Lacroix, Professor, Psychology, Carleton University

Michel D. Laurier, Professor, Faculté des sciences de l'éducation, UdeM

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

Gary Libben, Professor, Linguistics, University of Alberta

Yiping Lou, Assistant Professor, ELRC- Educational Leadership, Research and Counseling, Louisiana State University

Nancy Madden, President & CEO, Success for All Foundation

Lynn McAlpine, Director & Professor, Education, Oxford University

Kim McDonough, Associate Professor, Applied Linguistics/English Department, Northern Arizona University

Renata Meuter, Senior Lecturer & Course Coordinator, Faculty of Health, School of Psychology and Counseling, Queensland University of Technology

Zohra Mimouni, Professor, Langues modernes, CEGEP Montmorency

Chad Nye, Professor of Communication Disorders and Executive Director at the Center for Autism & Related Disabilities, University of Central Florida

Ann Patteson, Director of Academic Research, Learning Through the Arts, Queen's University

Noella Piquette-Tomei, Assistant Professor, Faculty of Education, University of Lethbridge

Gale Seiler, Professor, Integrated Studies in Education, McGill

Linda Siegel, Professor & Chair, Educational Counseling and Psychology, and Special Education, University of British Columbia

Robert Slavin, Chairman, Success for All Foundation

Rena Uptis, Professor of Arts Education, Education, Queen's University

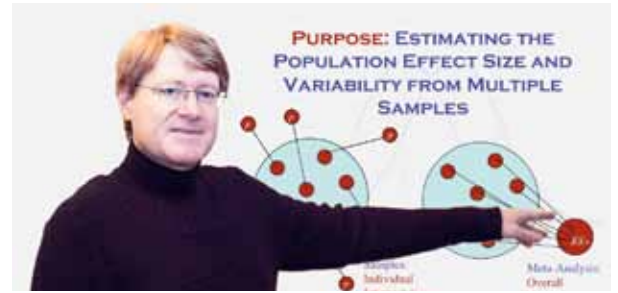
Lesly Wade-Woolley, Associate Professor, Education, Queen's University

Teena Willoughby, Professor, Child and Youth Studies, Brock University

Eileen Wood, Professor, Psychology, Wilfrid Laurier University

Cindy Xin, Program Director, Learning and Instructional Development Centre, Simon Fraser University

CSLP/CEAP Members



Professional Staff: Evgueni Borokhovski presents his research on meta-analysis.

Associates

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

Maria Barile, Project
Co-Director, Adaptech
Research Network, Dawson
College

Henriette Cedergren,
Professeure honoraire
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Elizabeth Charles, Professor,
Creative and Applied Arts,
Dawson College

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Christian Dagenais,
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CLIPP, Professeur Adjoint,
Département de psychologie,
UdeM

Tara Flanagan, Assistant
Professor, Educational and
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McGill

Alice Havel, Counseling
& Coordinator, Disabilities
Centre, Adaptech Research
Network, Dawson College

Ivan T. Ivanov, Professor,
Mathematics, Vanier College

Michel Janosz, Associate
Professor, Ecole de
psychoéducation, UdeM

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Eva Kehayia, Professor,
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Roy Lyster, Associate
Dean, Integrated Studies in
Education, McGill

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Psychology, Adaptech
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Distinguished Professor
Emeritus, Education,
Concordia

Natalie Phillips, Professor,
Psychology, Concordia

Ronald W. Stringer,
Associate Professor,
Educational and Counseling
Psychology, McGill

Vivek Venkatesh, Assistant
Professor, Education,
Concordia

Cynthia B. Weston,
Director, CTLS, Educational
& Counseling Psychology,
McGill

Laura Winer, Senior
Educational Technologist,
Office of the Deputy Provost
and CIO, McGill



Professional Staff: (left to right) Gia
Deleveaux, Christine Kelly and Einat Idan
Missing in this photo: Andrea Cooperberg,
Elizabeth Meyer and Francis Simmons

Staff

Lindsay Bernath, Designer/
Programmer, Concordia

Evgueni Borokhovski,
Systematic Review Project
Manager, Concordia

Linda Chow, Office Manager,
Concordia

Andrea Cooperberg,
Instructional Designer,
Concordia

Evelyne Cypihot, Grants
Officer, Concordia

Gia Deleveaux, Literacy
Coordinator, Concordia

Kevin Doucet, Technician,
Concordia

Andrew Fuchs, Technician,
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Randall Halter, Research
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Katherine Hanz, Information
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Christine Kelly, Instructional
Designer, Concordia

Catherine LeBel, Director,
Design & Development,
Concordia

Elizabeth Meyer, e-Portfolio
Project Manager, Concordia

**Jonathan Christopher
Nesci**, Designer/Programmer,
Concordia

Sébastien Rainville,
Designer/Programmer,
Concordia

Vladimir Severgine,
Designer/Programmer,
Concordia

Francis Simmons,
Instructional Designer,
Concordia

Diana Tabatabai, Research
Associate, McGill

Anne Wade, Manager/
Information Specialist,
Concordia

Micheli Cristina Werner,
Coordinator of Spring
Institutes/Research Assistant,
Concordia

Patricia Yetman,
Administrative Assistant,
Concordia

Mimi Zhou, Designer/
Programmer, Concordia

The future is in the hands of our emerging scholars.



CSLP/CEAP
Members

Administrative Staff: (left to right) Randall Halter, Patricia Yetman, Diana Tabatabai, Anne Wade, Linda Chow and Evelyne Cypihot. Missing in this photo: Katherine Hanz

Students

* Highest degree sought (not yet obtained)



Student: (left to right) Daisy Leung and Olivia Hua discussing challenges to inquiry instruction.

- | | | | | |
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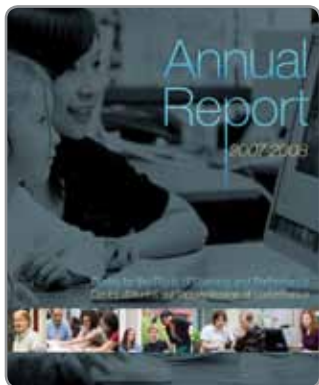
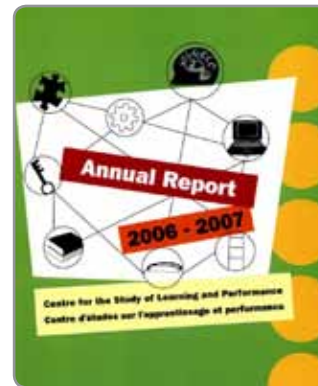
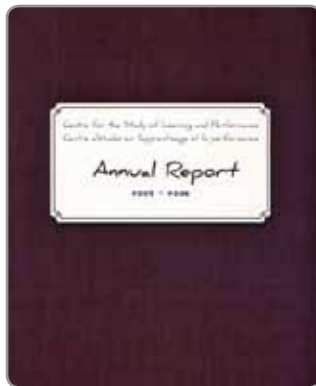
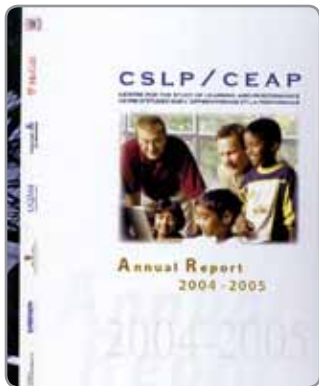
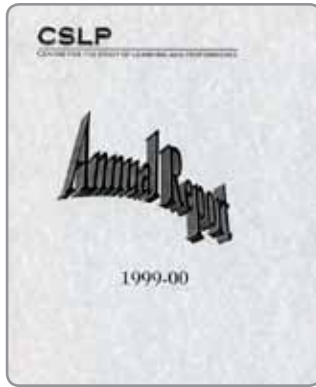
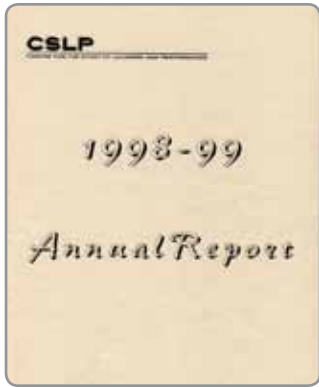
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