

# **CSLP/CEAP Annual Report 2005 – 2006**

## **Productivity Section**

## **About this Document**

This document provides a list of activities performed by CSLP/CEAP Faculty (Full members), Professional Staff and Graduate Students for the period April 1, 2005 – March 31, 2006. For a description of our theme areas, membership and partners for this period, please consult the *Annual Report 2005-2006*.

## **Acknowledgements**

The information in this document was compiled by Daniela Malisia (Administrative Assistant), Evelyne Cypihot (Grants Officer), and Rui Miao (Library Assistant) along with the help of the CSLP/CEAP membership. Their hard work and conscientious attention to detail has produced a comprehensive listing of our members' activities for our past fiscal year.

Prepared by the Centre for the Study of Learning and Performance/  
Centre d'études sur l'apprentissage et la performance (Montreal, QC)  
January 15, 2007

## Table of Contents

Research Grants and Contracts .....	4
Under Review .....	4
Newly Awarded .....	5
Existing .....	8
Internal Grants .....	11
Publications.....	13
Journal Articles.....	13
Books.....	20
Collective Work.....	20
Other Publications and Reports.....	24
Manuscripts .....	25
Conference Presentations and Seminars.....	30
Training and Instruction.....	46
Technology-based Tools and Other Transfer Activities .....	48
Students.....	49
Fellowships.....	49
Ph D Supervision .....	49
Dissertations Defended .....	53
M.A. Thesis/Internship Supervision.....	53
Theses Defended and Internships Completed .....	56
Research Assistants .....	56
Thesis Examination Committee.....	57
Professional Activities.....	58
Awards and Distinctions .....	66
Articles about CSLP Activities .....	68

## Research Grants and Contracts

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Total number of grants and contracts awarded to full faculty members is 80. Estimated total value held by CSLP members only, for the period 2005-2006 (i.e. one year of multi-year grants) is \$4,000,000.

**Grants and Contracts:** SSHRC (22); FQRSC (15); CCL (6); NSERC (5); PAREA (4); MELS (3); VRQ (2); U.S. Department of Education (2); CAQC (2); Health Canada (2); Heritage Canada (2); IERI (2); The Center for Research on Language Brain and Mind (1); Tier II CRC (1); CFI (1); UN Secretariat for the Convention of Biodiversity (1); INUKSHUK (1); Québec Ministry of Education (1); ETSB (1); OPHQ (1); TESOL International Research Foundation (1); LILLY II GRANT (1); Industry Canada (1); Canada-European Community Program (1); American Psychological Foundation (1).

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### Under Review

Abrami, P. C., Bernard, R. M., Girard, C., Janosz, M., Schmid, R. F., & Wade, A. (under review).

*Recensement méthodique des programmes de prévention du décrochage scolaire au Québec et au Canada. (Requested: \$25,000).* Fonds québécois de la recherche sur la société et la culture (FQRSC), Actions Concertées (LOI).

Abrami, P. C., Bernard, R. M., & Hyslop-Margison, E. (under review). *Improving students' critical thinking skills and dispositions. (Requested: \$207,100).* Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grants.

Abrami, P. C., Bernard, R. M., Reid, D., Rosa, G., Schmid, R. F., Strobel, J., Wade, A., Weber, B. J., & Corriveau, R. (under review). *Les portfolios électroniques pour l'apprentissage permanent à travers les programmes. (Requested: \$150,000).* Fonds québécois de la recherche sur la société et la culture (FQRSC), Actions Concertées (LOI).

Abrami, P. C., Collins, L., de Almeida, R. G., Gatbonton, E., Horst, M. E., Savage, R. S., Schmid, R. F., Segalowitz, N., Strobel, J., & Trofimovich, P. (under review). *Essential education skills for Canadians in the new economy: Building understanding to improve practice. (Requested: \$1,034,573).* Canadian Foundation for Innovation (CFI), Leading Edge Fund.

Abrami, P. C., & Hamilton, P. E. S. (under review). *Ubiquitous technology integration and special education. (Requested: \$19,220).* Ministère de l'Éducation, du Loisir et du Sport du Québec, Research-Action Project.

Abrami, P. C., Savage, R. S., & Pierre, R. (under review). *ABRACADABRA: Un système Web équilibré d'intervention en lecture à l'échelle du mot et du texte/ABRACADABRA: A web-based balanced text and word-level reading intervention. (Requested: \$194,092).* Le centre de transfert pour la réussite éducative du Québec (CTREQ).

Carey, T., Taylor, L., McAlpine, L., Mighty, J., Amundsen, C., McCracken, J., Campbell, K., Vaughan, N., Archer, W., & Bringelson, L. (under review). *Mobilizing research on teaching and learning in higher education: toward an interdisciplinary agenda. (Requested: \$40,000).* Social Sciences and Humanities Research Council of Canada (SSHRC), Research Development Initiatives.

CSLP (Abrami, P.C. Director). (under review). *The CSLP Fund for Educational Innovation. (Requested for Infrastructure: \$14,000,000).* Concordia University Advancement Office.

- d'Apollonia, S., et al. (under review). *Alignment of mathematics and science curricula project*. (Requested: \$807,000). Canada-Quebec Entente (CAQC).
- Dagenais, C., Janosz, M., Abrami, P. C., & Bernard, R. M. (under review). *L'utilisation par les intervenants scolaires des connaissances issues de la recherche pour améliorer la réussite des élèves au secondaire*. (Requested: \$166,718). Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grants.
- Howe, N., Abrami, P. C., D'Amico, M., Forman, D., Hastings, P., Jacobs, E., Osana, H., Petrakos, H., Schmid, R. F., & Weber, S. (under review). *Early learning research Centre for the Study of Knowledge Acquisition in Children (Ages 2-8)*. (Requested: \$1,183,953). Canadian Foundation for Innovation (CFI), New Initiatives Fund.
- Janosz, M., Abrami, P. C., Bélanger, J., Bowen, F., Cartier, S., Chouinard, R., Dagenais, C., Desbiens, N., Fallu, J.-S., Morizot, J., Pagani, L. S., & Parent, S. (under review). *L'utilisation des données et des outils de recherche pour soutenir la prise de décision et l'action en éducation*. (Requested: \$1,000,000). Social Sciences and Humanities Research Council of Canada (SSHRC), Letter of Intent.
- Liakin, D., & Cardoso, W. (under review). *La typologie des questions et la Grammaire Universelle*. (Requested: \$69,000). Social Sciences and Humanities Research Council of Canada (SSHRC).
- McAlpine, L., Pare, A., Starke-Meyerring, D., & Beauchamp, C. (under review). *L'influence des pratiques d'acquisition de connaissances par discipline sur l'achèvement du doctorat: Une étude des domaines du génie et des sciences*. (Requested: \$155,000). Fonds québécois de la recherche sur la société et la culture (FQRSC), Action Concertée - Persévérance et réussite scolaires - Phase 2.
- Parrila, R., Deacon, H., Savage, R. S., Kirby, J., & Conrad, N. (under review). *University students with specific reading disabilities*. (Requested: \$226,411). Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Grants Research Program.
- Rosenfield, S., Abrami, P. C., McAlpine, L., Dedic, H., & Ivanov, I. (under review). *Les perceptions des environnements scolaires et leur impact sur la réussite et la persévérance dans les programmes mathématiques, de la science et d'ingénierie*. (Requested: \$150,000). Fonds québécois de la recherche sur la société et la culture (FQRSC), Actions Concertées (LOI) - Persévérance et réussite scolaires - Phase 2.
- Savage, R. S., Abrami, P. C., Siegel, L., Pierre, R., Higgs, G., Jorgensen, A., & Wade, A. (under review). *ABRACADABRA: A literacy resource*. (Requested: \$1,338,000). The Canadian Council on Learning.
- Segalowitz, N., & Phillips, N. (under review). *The impact of life-span bilingualism on both general and language-specific forms of attention control*. (Requested: \$49,633). Canadian Institutes for Health Research (CIHR), Institute of Aging, Pilot Research Grants program.
- Slavin, R., Madden, N., Chambers, B., & Abrami, P. C. (under review). *Effects of a reading intervention model with embedded multimedia and computer support on struggling primary readers*. (Requested: US\$1,493,009). Interagency Educational Research Initiative.

## Newly Awarded

- Abrami, P. C., & Bernard, R. M. (2006-2007). *Do electronic portfolios help students learn? Phase I*. (Operating: \$70,000). Canadian Council on Learning, Research and Knowledge Mobilisation.

- Abrami, P. C., & Bernard, R. M. (2006). *New Approaches, New Solutions (NANS) Intervention strategies and the role of school boards: A review of the research*. (Operating: \$8,800). Ministère de l'Éducation, du Loisir et du Sport du Québec.
- Abrami, P. C., Bernard, R. M., & Wade, A. (2006). *State of the field reviews: E-learning*. (Operating: \$40,800). Canadian Council on Learning (CCL).
- Abrami, P. C., Pierre, S. (coordinator), Frasson, C. (GRITI), Paquette, G. (CIRTA), Segalowitz, N. (CSLP), & Vasquez, J. (GIFTA). (2005-2006). *Développement, intégration et évaluation des technologies de formation et d'apprentissage*. (Infrastructure and Operating: \$115,000). Valorisation-Recherche du Québec (VRQ), Demande de complément de financement 2005-06.
- Abrami, P. C., Savage, R. S., Wade, A., Hipps, G., Silverstone, D., Lebel, C., Stenzel, T., Severgine, V., Danis, B., Rainville, S., Jorgensen, A., & Morris, K. (2006-2007). *Soutien des écoles utilisant l'e-portfolio et ABRACADABRA*. (Operating: \$52,000). Ministère de l'Éducation, du Loisir et du Sport.
- Aulls, M. W., Shore, B. M., Stringer, R., & Kalman, C. (2005-2007). *L'identification et l'évaluation des résultats de la participation dans l'apprentissage et l'enseignement basés sur l'enquête*. (Operating: \$381,093). Fonds québécois de la recherche sur la société et la culture (FQRSC), Soutien aux équipes.
- Cardoso, W. (2006-2009). *The variable phonology of interlanguage: A theoretical and sociolinguistic approach*. (Operating: \$68,535). Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grants.
- Charles, E., & d'Apollonia, S. (2005-2007). *Promoting conceptual change in physics with models*. (Operating: \$204,000). Programme d'aide à la recherche sur l'enseignement et l'apprentissage (PAREA).
- Cheung, A., Abrami, P. C., Slavin, R. E., Chambers, B., & Hipps, G. (2005-2008). *Comprehensive school reform quality initiatives: Capacity building-category 2/Using technology to coordinate core and supplementary reading instruction in Success For All Schools*. (Operating: US\$2,883,250, CSLP's portion: US\$562,987). US Department of Education (SFA).
- Collins, L., Trofimovich, P., Horst, M., & White, J. (2006-2009). *The sounds, the forms, and the meanings: An integrated perspective on second language teaching and learning*. (Operating: \$141,752). Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grants.
- d'Apollonia, S., Sir Wilfred Laurier School Board, Laurier Lester B. Pearson School Board, English Montreal School Board, Riverside School Board, Quebec Association of Independent Schools, Western Quebec School Board, Champlain College, Dawson College, John Abbott College, Heritage College, Marianopolis College, & Vanier College. (2006-2009). *Alignment of mathematics and science curricula project proposal*. (Operating \$609,250). Canada-Quebec Entente (CAQC).
- Dagenais, C., Janosz, M., Abrami, P. C., & Bernard, R. M. (2006-2007). *Intégrer les données probantes dans les pratiques éducatives des intervenants scolaires: Vers un modèle de transfert de connaissances adaptées au milieu de l'éducation*. (Operating: \$69,990). Conseil Canadien sur l'Apprentissage.
- de Almeida, R. G. (2006-2009). *Linguistic structural complexity and the nature of conceptual representation*. (Operating: \$158,910). Social Sciences and Humanities Research Council of Canada (SSHRC).
- Fichten, C. S., & Wolforth, J. (2006-2007). *Giving computer technologies away to people with disabilities*. (Operating: \$50,000). Social Sciences and Humanities Research Council of Canada (SSHRC).

- Fichten, C.S., & Wolforth, J. (2006-2007). *How well are eLearning needs of Canadians with disabilities met on Canadian campuses?* (Operating: \$70,000). Canadian Council on Learning.
- Genese, F., Savage, R. S., & Lyster, R. (2005-2006). *Technical Support: A proposal to the Centre for Research on Language Brain and Mind.* (Operating: \$15,000). The Centre for Research on Language Brain and Mind, McGill University.
- Gurnsey, R. (2006). *Computers for Vision Research.* (Operating: \$17,718). Natural Sciences and Engineering Research Council of Canada.
- Gurnsey, R. (2006-2011). *Perception of 3D structure and surface properties across the visual field.* (Operating: \$135,000). Natural Sciences and Engineering Research Council of Canada.
- Hyslop-Margison, E. J. (2006-2008). *A democratic evaluation of Quebec's history and citizenship program.* (Operating: \$34,232). Fonds québécois de la recherche sur la société et la culture (FQRSC).
- Hyslop-Margison, E. J. (2006-2011). *Democratic learning in career education.* (Operating: \$500,000). Tier II Canada Research Chair (CRC).
- Hyslop-Margison, E. J. (2006-2007). *Institute for democratic learning in career education.* (Operating: \$304,805). Canadian Foundation for Innovation (CFI).
- Jorgensen, S., Fichten, C.S. & Havel, A. (2006-2007). *A comparison of the academic performance of graduates with disabilities who registered to receive disability related services, graduates with disabilities who did not register for services and non-disabled graduates: An archival study.* (Operating - \$39700). Programme d'aide à la recherche sur l'enseignement et l'apprentissage (PAREA).
- Kadonoff, G., Kalyniak, A., Abrami, P. C., Wade, A., & Aslan, O. (2006-2008). *Using an Electronic Portfolio to Develop Self-Regulation Skills in LD Children.* (Operating: 18,305\$). Ministère de l'Éducation, du Loisir et du Sport du Québec, Action Research Project.
- Libben, G., Archibald, J., & Segalowitz, N. (2006). *Language in real time/Les langues en action.* (Operating: \$25,000). Social Sciences and Humanities Research Council of Canada (SSHRC), Strategic Research Cluster Design Grants.
- Lyster, R., & Collins, L. (2006-2008). *Learning each other's language: The missing link in second language research.* (Operating: \$40,000). Social Sciences and Humanities Research Council of Canada (SSHRC), Research Development Initiatives.
- McAlpine, L., Pare, A., Amundsen, C., & Stark-Meyerring, D. (2006-2009). *Reframing social sciences and humanities doctoral programs: A learning perspective.* (Operating: \$157,000). Social Sciences and Humanities Research Council of Canada (SSHRC).
- Pruden, M., Fleischer, D. M., Ezer, H., Wiseman, J., Steinert, Y., Shore, B. M., Thomas, A., Aseraf Pasin, L., Carnaghan-Sherrard, K., & Snell, L. (2005-2008). *The McGill educational initiative on interprofessional collaboration: Partnerships for patient and family-centred practice.* (Operating: \$1,365,000). Health Canada, Pan-Canadian Health Human Resource Strategy, Health Care Strategies and Policy Contribution Program.
- Shore, B. M., Aulls, M. W., Stringer, R., Kalman, C., & Delcourt, M. A. B. (2005-2007). *Identification and evaluation of outcomes of engagement in inquiry-based learning and teaching.* (Operating: \$248,089). Social Science and Humanities Research Council of Canada (SSHRC), Standard Research Grants.

Strobel, J. (2005-2006). *Development of a children's website: Problem-solving approach on biodiversity issues*. (Operating: \$31,000). UN Secretariat for the Convention of Biodiversity.

von Grünau, M. W., & de Almeida R.G. (2006). *Upgrade to Eye-Link II eye tracker*. (Operating: \$29,096). Natural Sciences and Engineering Research Council of Canada (NSERC), Research Tools and Instruments.

White, J., & Horst, M. (2006-2009). *Bridging the space between first and second languages at school*. (Operating: \$60,465). Social Sciences and Humanities Council of Canada (SSHRC), Standard Research Grants.

## Existing

Abrami, P. C., & Bernard, R. M. (2005). *State of the field reviews: E-learning*. (Operating: \$42,768). Canadian Council on Learning.

Abrami, P. C., Bernard, R. M., Osana, H. P., Schmid, R. F., Aulls, M. W., Savage, R. S., Dedic, H., & Rosenfield, S. (2002-2005). *The design and evaluation of technology-based learning environments*. (Operating: \$255,000; Release time [1.20 FTE X 3 yrs.]: \$60,000 approx.). Fonds québécois de la recherche sur la société et la culture (FQRSC), Soutien aux équipes de recherche.

Abrami, P. C., Bernard, R. M., Schmid, R., Osana, H. P., Savage, R. S., Dedic, H., & Rosenfield, S. (2005-2009). *Le désign et l'évaluation des environnements d'apprentissage assisté par les technologies*. (Operating: \$642,940). Fonds québécois de la recherche sur la société et la culture (FQRSC), Soutien aux équipes de recherche.

Abrami, P. C., Hipps, G., Savage, R. S., & Wade, A. (2005). *ABRACADABRA: A balanced reading approach for Canadians designed to achieve best results for all*. (Operating: \$143,500). Inukshuk Fund.

Abrami, P. C., & Janosz, M. (2002-2007). *Evaluation of the program - New Approaches, New Solution (NANS): Intervention strategies for secondary schools*. (Operating: \$579,079). Université de Montréal and the Quebec Ministry of Education.

Abrami, P. C., Pierre, S., Frasson, C., Paquette, G., Segalowitz, N., Vasquez, J., & Weston, C. (2001-2005). *Développement, intégration et évaluation des technologies de formation et d'apprentissage*. (Infrastructure and Operating: \$2,400,000). Valorisation-Recherche du Québec (VRQ).

Abrami, P. C., Rosenfield, S., Dedic, H., Aulls, M. W., Dickie, L., Koestner, R., Krishtalka, A., Milkman, K., Katz, B., & Rosenfield, E. (2003-2005). *Études des facteurs aptes à influencer la réussite et la persévérance dans les programmes de sciences aux cégeps anglophones*. (Operating: \$270,000). Fonds québécois de la recherche sur la société et la culture (FQRSC), Actions Concertées.

Abrami, P. C., Segalowitz, N., Aulls, M. W., Bernard, R. M., Fichten, C. S., McAlpine, L., Lyster, R., von Grünau, M. W., & the members of the CSLP. (2003-2009). *Centre for the Study of Learning and Performance (CSLP)/Centre d'études sur l'apprentissage et la performance (CEAP)*. (Operating: \$1,316,700). Fonds québécois de la recherche sur la société et la culture (FQRSC), Volet regroupements stratégiques.

Abrami, P. C., Wade, A., & Sclater, J. (2005). *DMI-ELS: ETSB/SWLSB research project 2004-2005*. (Operating: \$13,200). Eastern Townships School Board.



- Amundsen, C., Weston, C., McAlpine, L., & Abrami, P. C. (2003-2006). *A faculty development approach that focuses on learning for the effective integration of technology in higher education. (Operating: \$179,384)*. Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grants.
- Arguin, M., Béland, R., Belleville, S., Peretz, I., Mimouni, Z., & Sauerwein, H. C. (2000-2005). *Réévaluation des bases neurocomportementales de la dyslexie développementale. (Operating: \$25,000)*. Fonds québécois de la recherche sur la société et la culture (FQRSC).
- Bernard, R. M., Abrami, P. C., & Dehler, C. (2004-2007). *Teaching and learning through distance and online education: The literature, the student and the instructor. (Operating: \$150,350)*. Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grants.
- Bourque, M., Sutton A., Kehayia, E., de Almeida R. G., & Azevedo, N. (2002-2006). *Le rôle des aides techniques à écran dynamique dans la facilitation de l'accès lexical chez les personnes aphasiques. (Operating: \$77,519)*. Office des personnes handicapées du Québec (OPHQ).
- Carliner, S. (2005). *Ten lessons in support of Canada's participation in EXPO 2005. (Operating: \$12,445)*. Optimum Communications (on contract to Heritage Canada).
- Collins, L. (2002-2005). *Tense and aspect in the second language classroom. (Operating \$45,000)*. Fonds québécois de la recherche sur la société et la culture (FQRSC).
- Collins, L., Trofimovich, P., Horst, M., White, J., & Cardoso, W. (2006-2010). *L'efficacité dans l'apprentissage des langues secondes en salle de classe : comment l'expliquer et l'accroître/Explaining and enhancing efficiency in classroom second language learning. (Operating: \$319,888)*. Fonds québécois de recherche sur la société et la culture (FQRSC), Soutien aux équipes de recherche.
- Crago, M., Spada, N., Genesee, F., Bialystock, & Cobb, T. (2004-2006). *Language and literacy in a multilingual society: Development and processing. (Operating: \$2,000,000)*. Social Sciences and Humanities Research Council of Canada (SSHRC), Strategic Research Cluster on Language Acquisition / Réseaux stratégiques de recherche.
- Di Sciullo, A.-M., Cohen, H., et al. (2004-2009). *Grand travail concertés sur les asymétries d'interfaces et le traitement cognitif. (Operating: \$2,500,000)*. Social Sciences and Humanities Research Council of Canada (SSHRC), Major Collaborative Research initiative (MCRI).
- Di Sciullo, A.-M., Cohen, H., et al. (2005-2008). *Les interfaces dynamiques. (Operating: \$425,000)*. Fonds québécois de la recherche sur la société et la culture (FQRSC).
- Fichten, C. S., Amsel, R., Tétrault, S., Fiset, D., Havel, A., Jorgensen, S., Juhel, J. C., & Huard, G. (2004-2006). *Étudiants ayant des incapacités aux cégeps: Réussite et avenir. (Operating: \$156,274)*. Fonds québécois de la recherche sur la société et la culture (FQRSC).
- Fichten, C.S., Havel, A., Jorgensen, S. & Barile, M. (2003-2005). *Étudiants de niveau collégial ayant des incapacités / Cegep Students with Disabilities. (Operating: \$103,220)*. Programme d'aide à la recherche sur l'enseignement et l'apprentissage (PAREA).
- Genesee, F., Savage, R. S., & Lyster, R. (2005-2006). *Bilingual education in Canada's official languages: Meeting the needs of all students. (Operating: \$98,000)*. Social Sciences and Humanities Research Council of Canada (SSHRC), Strategic Grant.

- Gurnsey, R. (2002-2006). *Computational and psychophysical studies of spatial vision*. (Operating: \$120,000). Natural Sciences and Engineering Research Council of Canada (NSERC).
- Horst, M. (2004-2007). *Developing second language vocabulary size and speed through extensive reading*. (Operating: \$88,864). Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grants, New Scholar.
- Horst, M., Schmitt, D., & Cobb, T. (2004-2005). *A comparison of computerized and traditional techniques for learning academic vocabulary*. (Operating: \$27,979). TESOL International Research Foundation, Priority Research Grant.
- Hyslop-Margison, E. J. (2005). *Early and continued intervention in secondary teacher education advising*. (Operating: \$10,231). Lilly II Grant.
- Johnston, L., Ally, M., & Carliner, S. (2005). *Field review of the literature in workplace learning and performance*. (Operating: \$14,978). Canadian Council on Learning.
- King, L., & Mimouni, Z. (2004-2006). *Les troubles de lecture au collégial: Deux mesures de soutien*. (Operating: \$150,476). Ministère de l'éducation (Québec), Regroupant MEQ - MESS, Programme d'aide à la recherche sur l'enseignement et l'apprentissage (PAREA).
- Libben, G., Jarema, G., Derwing, B., Kehayia, E., Bucannan, L., de Almeida, R. G., et al. (2002-2006). *Words in the mind, Words in the brain*. (Operating: \$2,467,990). Social Sciences and Humanities Research Council of Canada (SSHRC), Major Collaborative Research Initiative (MCRI).
- Mimouni, Z. (2003-2006). *Education, savoirs et compétences*. (Operating: \$8,728). Fonds québécois de la recherche sur la société et la culture (FQRSC).
- Osana, H. P. (2003-2006). *Understanding the nature of elementary students' decision making strategies: Keys to improving citizen education*. (Operating: \$45,000). Fonds québécois de recherche sur la société et la culture (FQRSC), Nouveaux chercheurs.
- Osana, H. P., & Lacroix, G. L. (2005-2008). *The effects of teaching practices on the development of addition and subtraction in first and second grade students: A longitudinal study*. (Operating: \$77,699). Social Sciences and Humanities Research Council of Canada (SSHRC).
- Paquette, G., Strobel, J., & Abrami, P. C. (2005-2006). *Implementation and deployment of the learning design specification*. (Operating: \$18,000). Technologies Cogigraph/Industry Canada.
- Saroyan, A., Frenay, M., Bedard, D., Kirby, D., Kolmos, A., Clement, M., Paul, J., McAlpine, L., Winer, L., et al. (2002-2006). *Promoting faculty development to enhance the quality of learning in higher education*. (Operating: \$199,900). Canada-European Community Program for Cooperation in Higher Education and Training.
- Savage, R. S. (2005-2007). *Using technology to coordinate core and supplementary reading instruction in Success for All schools*. (Operating: \$15,000). US. Department of Education.
- Schmid, R. F., Abrami, P. C., Bernard, R. M., & Dehler, C. (2004-2007). *Does the use of technology affect teaching and learning in higher education: Bridging the technology/pedagogy breach*. (Operating: \$164,936). Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grants.

- Segalowitz, N., Arnaert, A., Cedergren, H., Gatbonton, E., Kehayia, E., Lamarre, P., Laurier, M., Trofimovich, P., & Turner, C. E. (2005-2008). *Interdisciplinary approaches to cross-linguistic communication in health care delivery to minority language populations. (Operating: \$300,000)*. Health Canada, Research team component of the McGill University Training and Human Resources Development Project.
- Segalowitz, N., von Grünau, M. W., Gatbonton, E., de Almeida, R. G., & collaborators: B. Freed, G. Libben, D. Mable Giaschi, R. Meuter, & N. Phillips. (2005-2009). *Facteurs perceptuels et cognitifs sous-jacents à l'acquisition de la lecture dans la première langue et à l'acquisition d'une deuxième langue. (Operating: \$359,432)*. Fonds québécois de la recherche sur la société et la culture (FQRSC), Volet équipes.
- Shore, B. M., Aulls, M. W., & Kalman, C. S. (2003-2006). *The interaction of inquiry instruction and learning: Context and process. (Operating: \$114,075)*. Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grants.
- Shore, B. M., Borvay, L., & French, L. R. (2005-2008). *Motivation, learning preferences, and inquiry with gifted students. (Operating: \$91,309)*. American Psychological Foundation (APF) USA, Esther Katz Rosen Fund.
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- Treviranus, J., & other network members including C.S. Fichten. (2005-2006). *The CulturAll Network. (Operating: \$1,500,000: Fichten's portion \$35,074.50)*. Heritage Canada.
- Trofimovich, P. (2005-2008). *L'apprentissage d'une langue seconde : Une étude du traitement de la parole (Operating: \$37,098)*. Fonds québécois de la recherche sur la société et la culture (FQRSC), Établissement de nouveaux professeurs-chercheurs.
- Trofimovich, P., Gatbonton, N., & Segalowitz, N. (2004-2008). *Second-language phonological learning: A dynamic model of acquisition and its pedagogical implications. (Operating: \$128,840)*. Social Sciences and Humanities Research Council of Canada (SSHRC).
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## Internal Grants

- Abrami, P. C., & CSLP/CEAP. (2001-2008). *Concordia University Research Chair. (Operating: \$140,000)*. Concordia University, Faculty of Arts and Science, Office of the Dean.

Abrami, P. C., Segalowitz, N., Aulls, M. W., Bernard, R. M., Fichten, C. S., McAlpine, L., von Grünau, M. W., Collins, L., & the members of the CSLP. (2003-2009). *Infrastructure support for the Centre for the Study of Learning and Performance. (Infrastructure and Operating: \$270,000)*. Concordia University, Office of the Dean, Faculty of Arts & Science.

Collins, L. (2004-2005). *Second language temporal morphology: Learning challenges and pedagogical responses. (Operating: \$6,000)*. Faculty of Arts and Science Bridge Funding, Concordia University.

McAlpine, L., Amsel, R., & Aulls, M. W. (2003-2006). *Matching funds from the VP-Research to complement the FQRSC regroupement stratégique award. (Operating: \$54,000)*. McGill University.

Segalowitz, N., et al. (2006). *Language in real time. (Operating: \$10,000)*. Concordia University, Arts & Science.

Shore, B. M. (2005). *World council for gifted and talented children. (Operating: \$1,500)*. McGill University, Travel grant.

Strobel, J. (2006). *Epistemological beliefs of students in differing contexts. (Operating: \$3,000)*. General Fund, Concordia University.

Trofimovich, P. (2003-2005). *Investigating psycholinguistic bases of L2 phonological processing and learning. (Operating: \$15,000)*. Faculty Research Development Program (FRDP), Concordia University.

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## Journal Articles

- Abrami, P. C., & Bernard, R. M. (in press). Research on distance education: In defence of field experiments. *Distance Education*.
- Abrami, P.C., Bernard, R.B. & Wade, C.A (in press). Affecting policy and practice: Issues involved in developing an argument catalogue. *Evidence & Policy: A Journal of Research, Debate and Practice*.
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- Baker, W., & Trofimovich, P. (in press). Perceptual paths to accurate production of L2 vowels: The role of individual differences. *International Review of Applied Linguistics in Language Teaching (IRAL)*.
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## **Books**

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## **Collective Work**

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## Manuscripts

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- Aulls, M. W. (under review). The correspondence between students' knowledge of text structure and the quality of written summaries. *Journal of Reading Behavior*.
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- Aulls, M. W. (under review). How students of different abilities respond to a combined literacy strategy and inquiry curriculum. *Reading Psychology*.
- Aulls, M. W. (under review). Middle grade students' emotional, social, and cognitive experience of the enactment of a general history curriculum. *Middle Grade Journal of Educational Research*.
- Aulls, M. W. (under review). Qualitative approaches to understanding dynamic learning processes as situated in classroom contexts. In H. Bembenutty (Ed.), [Second Special Edition of Self-Regulated Learning] *Academic Exchange Quarterly*.
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- Hyslop-Margison, E. J. (accepted). [Review of the book *Hidden knowledge: Organized labor in the information age*]. *Journal of Educational Thought*.
- Hyslop-Margison, E. J. (under review). Smith, Hume and the moral imagination: Sympathy and social justice. *The International Journal for Pastoral Care & Personal-Social Education*.
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- McAlpine, L. (under review). Constructing identity within the the growing complexity of the academy. In R. Burnett, & R. Di Napoli (Eds.), *Changing Identities and Voices in Higher Education*.
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- Osana, H. P., Lacroix, G. L., Tucker, B. J., Idan, E., & Jabbour, G. W. (under review). The impact of print exposure quality and inference construction on syllogistic reasoning. *Journal of Educational Psychology*.
- Osana, H. P., Tucker, B. J., Abrami, P. C., Lacroix, G. L., Labrie, I., & Stechysin, B. (under review). Targeting professional development in early literacy: Assessing the needs and perceptions of practicing tutors. *Learning Disabilities Research and Practice*.
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- Savage, R. S., Pillay, V., & Melidona, S. (under review). Do poor readers experience a double-deficit in spelling? *Journal of Learning Disabilities*.
- Savage, R. S., Pillay, V., & Melidona, S. (under review). Rapid naming, response inhibition, and the prediction of reading difficulties. *Learning and Individual Differences*.
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- Strobel, J., Jonassen, D., & Ionan, I. (under review). Computer-supported collaborative authoring of non-linear hypertext systems within case-based teaching: three case studies in a comparative design research methodology. *Educational Technology Research & Development*.

Trofimovich, P., & Baker, W. (under review). Learning prosody and fluency characteristics of second-language speech: Child learners' acquisition of five suprasegmentals. *Applied Psycholinguistics*.

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Vavassis, A., & von Grünau, M. W. (under review). Complex backgrounds delay low-load visual search. *Spatial Vision*.

## Conference Presentations and Seminars

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- Abrami, P. C., & Bernard, R. M. (2005, May). *A case study of four research designs*. Paper presented at the CADE Conference, Vancouver, BC.
- Abrami, P. C., Bernard, R. M., Borokhovski, E., Surkes, M., Wade A., & Zhang D. (2006, April). *A meta-analysis of instructional interventions affecting critical thinking skills and dispositions: Preliminary results*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Abrami, P. C., Bernard, R. M., & Wade, A. (2005, December). *Canadian network for knowledge utilization: Evidence-based practice*. Paper presented at the 4<sup>th</sup> Annual Colloquium of the Canadian Cochrane Symposium, Montreal, QC.
- Abrami, P. C., Bernard, R. M., & Wade, A. (2006, February). *Canadian network for knowledge utilization: Evidence-based practice and policymaking in the Canadian context*. Roundtable proposal presented at the Campbell Collaboration Colloquium, Los Angeles.
- Abrami, P. C., Bernard, R. M., & Wade, A. (2005, October). *Models for reviewing and disseminating research evidence to aid practice and policymaking*. Poster presented at biennial CSLP Research Fair, Concordia University, Montreal, QC.
- Abrami, P. C., Savage, R. S., Hipps, G., & Wade, A. (2005, August). *Using technology to help children learn to read and write*. Presentation at the Children's Learning in a Digital World Biennial Conference, Brock University, St. Catharines, ON.
- Abrami, P. C., & Wade, A. (2005, June). *Alternative assessment for learning*. Paper presented at the QAIS-RECIT "Focus on assessment" Conference, Queen of Angels Academy, Montreal, QC.
- Amundsen, C., Abrami, P. C., McAlpine, L., Weston, C., Krbavac, M., Mundy, A., & Wilson, M. (2005, April). *The what and why of faculty development in higher education: An in-depth review of the literature*. Paper presented at the American Educational Research Association (AERA), Montreal, QC.
- Amundsen, C., Weston, C., & McAlpine, L. (2005, August). *A collegial approach to course design and teaching development: What professors find meaningful and why*. Paper presented at the European Association for Research on Learning and Instruction (EARLI), Nicosia, Cyprus, Greece.
- Asuncion, J. V., Fichten, C. S., Wolforth, J., Hewlett, M., Klomp, R., & Barile, M. (2006, March). *Accessibility of eLearning in postsecondary education: Student and faculty perspectives*. Paper presented at the California State University, Northridge (CSUN) Technology and Persons with Disabilities Conference, Los Angeles.
- Aulls, M. W. (2005, April). *Understanding complex and dynamic learning process as situated in context: The case of self-regulated learning. Qualitative approaches to understanding dynamic learning processes as situated in context*. Paper presented at the American Educational Research Association, Division C, Learning and Instruction, Montreal, QC.
- Aulls, M. W., Hou C., Hong Y., & Redden K. (2005, April). *Pre-service teacher beliefs about effective and ineffective instruction*. Paper presented at the International Conference of Teacher Researchers, Montreal, QC.

- Aulls, M. W., & Redden, K. (2005, April). *Qualitative approaches to the study of self regulated learning*. Paper presented at the American Educational Research Association (AERA) annual meeting, Montreal, QC.
- Bernard, R. M. (2005, September). *The Campbell Collaboration and evidence-based practice and policy-making*. Invited presentation at the OECD Workshop on EDPR, The Hague, The Netherlands.
- Bernard, R. M., & Abrami, P. C. (2005, July). *Best practices in meta-analysis: Dealing with variable study quality*. Paper presented at the ED-MEDIA Conference, Montreal, QC.
- Bernard, R. M., Zhang, D., & Abrami, P. C. (2006, April). *Exploring the psychometric structure of the Watson-Glaser Critical-Thinking Appraisal: one scale or many subscales?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Borman, G. D., Slavin, R. E., Cheung, A., Chamberlain, A., Madden, N. A., & Chambers, B. (2005, April). *The national randomized field trial of Success for All: Second-year outcomes*. Paper presented at the American Educational Research Association (AERA) annual meeting, Montreal, QC.
- Borokhovski, E., Segalowitz, N., & Lacroix, G. (2005, July). *The RAN (Rapid Automated Naming) Task: Does it reflect automatic or attention-based naming?* Paper presented at the 10th International Association for Cognitive Education & Psychology, Durham, UK.
- Bouchard, M.-E., Le Normand, M.-T., & Cohen, H. (2005, May). *Evolution of speech intelligibility of prelinguistically deaf children with a cochlear implant*. Paper presented at the Acoustical Society of America annual meeting, Vancouver, BC.
- Bourque, M., Sutton A., Kehayia, E., de Almeida R. G., & Azevedo, N. (2006, July). *Symbol comprehensibility and categorization: Implications for system design in aphasia*. Paper presented at the 12th Biennial International Conference of the International Society for Argumentative and Alternative Communication, Dusseldorf, Germany.
- Bures, E. M., Abrami, P. C., & Schmid, R. F. (2006, April). *Does using an in-line labelling feature help students create high-quality online-dialogue?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Bures, E. M., Abrami, P. C., & Schmid, R. F. (2005, August). *Exploring how to scaffold online dialogue in higher education: Who chooses to use an in-line labelling feature and does it help?* Paper presented at 11<sup>th</sup> Biennial Conference of the European Association for Research on Learning and Instruction (EARLI 2005), University of Cyprus, Nicosia, Cyprus.
- Cardoso, W. (2005, June). *Phonological acquisition and pronunciation instruction in ELT: Implications and applications*. Paper presented at the Fourth International English Language Teaching Research Conference, Çanakkale Onsekiz Mart University, Çanakkale, Turkey.
- Cardoso, W. (2005). *Topics in teaching pronunciation*. Presentation for language teachers at ELAM Language School, Montreal, QC.
- Cardoso, W. (2005, October). *Variable perception in interlanguage phonology: Coda in Brazilian Portuguese English*. Paper presented at the New Ways of Analyzing Variation (NWAV-34) Conference, New York University, NY.

- Cardoso, W. (2005, July). *The variable syllabification of word-final voiceless stops in Brazilian Portuguese English: Evidence for Onset-Nucleus sharing*. Paper presented at the 14th World Congress of Applied Linguistics (AILA 2005), Madison, WI.
- Cardoso, W., & Trofimovich, P. (2005, September). *Ten things to know about teaching pronunciation*. Invited presentation at the Concordia University Alumni Association's TESL Chapter meeting, Concordia University, Montreal, QC.
- Carlner, S. (2006, March). *Celebrating good work, understanding good work*. Invited presentation at the Awards Banquet of the Eastern Ontario Chapter of the Society for Technical Communication, Ottawa, ON.
- Carlner, S. (2005, April). *A comparison of productivity and effectiveness metrics among training, communication, and technical communication departments*. Paper presented at the 43rd International Society for Performance and Instruction (ISPI) Annual Conference, Vancouver, BC.
- Carlner, S. (2006, January). *Design research: A longer-term approach to understanding effective online learning and communication for the workplace*. Symposium for the Centre Interuniversitaire de Recherche sur le Télé-Apprentissage, Université de Québec à Montréal, QC.
- Carlner, S. (2005, May). *Design research in communication*. Presentation at Maquarie University, Division of Linguistics and Psychology, Department of Linguistics, Sydney, Australia.
- Carlner, S. (2005, July). *In defense of the online lecture*. Paper presented at ED-MEDIA 2005, World Conference on Educational Multimedia, Hypermedia and Telecommunications, Montreal, QC.
- Carlner, S. (2005, April). *Inconspicuous consumption: Lessons for web design from mall and retail design*. Paper presented at the 43rd International Society for Performance and Instruction (ISPI) Annual Conference, Vancouver, BC.
- Carlner, S. (2005, November). *Informal learning: What it is and why many consider it the next frontier of learning*. Paper presented at the Canadian Society for Training and Development Annual Knowledge Exchange, Toronto, ON.
- Carlner, S. (2005, April). *A matter of values: The relationship of value systems and evaluation*. Paper presented at the 43rd International Society for Performance and Instruction (ISPI) Annual Conference, Vancouver, BC.
- Carlner, S. (2005, September). *An overview of strategic planning for e-learning*. Paper presented at the Ottawa Council on Research and Innovation, ALEGRO E-Learning Conference, Ottawa, ON.
- Carlner, S. (2005, April). *A performance support approach to professional development for teachers who use ePortfolios*. Paper presented at the Pan American ePortfolio Symposium, Vancouver, BC.
- Carlner, S. (2005, May). *Research on professional practice in technical communication*. Presentation at Texas Tech University, Department of English, Distance Program in Technical Communication, Annual Ph.D. Student Residency Weeks, Lubbock, TX.
- Carlner, S. (2005, June). *What do we manage - and how do we assess it? Results of an exploratory study with executives in training and other content development disciplines*. Paper presented at ED-MEDIA 2005, World Conference on Educational Multimedia, Hypermedia and Telecommunications, Montreal, QC and at the Association of Teachers of Technical Writing Conference, Montreal, QC.



- Carliner, S., & Devey, P. (2005, June). *Advanced design for e-learning*. Paper presented at ED-MEDIA 2005, World Conference on Educational Multimedia, Hypermedia and Telecommunications, Montreal, QC.
- Cavallet, M., Caserta, G., Galera, C., & von Grünau, M. W. (2005, August). *A distribuição da atenção no campo visual usando a tarefa de Julgamento da Ordem Temporal (JOT)*. Paper presented at the Federação de Sociedades de Biologia Experimental (FeSBE) Congress, Brasilia, Brazil and at the FeSBE Congress, Águas de Lindóia, São Paulo, Brazil.
- Chamber, B. (2006, February). *Curiosity corner/Success for All: Year three research*. Paper presented at the Preschool Curriculum Evaluation Research (PCER) grantee meeting, Arlington, VA.
- Chamber, B. (2005, December). *Off and running: The challenges of beginning a randomized evaluation of a comprehensive preschool curriculum*. Paper presented at the National Association for the Education of Young Children annual meeting, Washington, DC.
- Chamber, B. (2005, December). *Supporting and assessing emergent math literacy in a developmentally appropriate curriculum model*. Paper presented at the National Association for the Education of Young Children annual meeting, Washington, DC.
- Charbonneau, D., & Cousineau D. (2005, November). *Effect of the number of alternatives of T2 for a known T1 in the Attentional Blink Effect*. Poster presented at the Psychonomic Society annual meeting, Toronto, ON.
- Christopoulos, S., Bourdeau, I., Bard, C., Forget, H., Cohen, H., Khiat, A., Chantal, S., Boulanger, Y., & Lacroix, A. (2006, June). *Reversibility of anatomic, neuropsychological and metabolic brain disturbances following treatment of endogenous Cushing's syndrome: A 3-year prospective study*. Poster presented at the Endocrine Society annual meeting, San Diego, CA.
- Chung, N., & Segalowitz, N. (2005, July). *Language Specific Working Memory Capacity in Second Language Proficiency*. Paper presented at the Cognitive Science Society Conference, Stresa, Italy.
- Cobb, T. (2005, October). *Advanced learners' use of cognates in receptive language processing*. Paper presented at the Second Language Research Forum Teachers College, Columbia University, New York.
- Cobb, T. (2005, May). *The case for computer-assisted extensive reading*. Paper presented at the Iowa State Computer-Assisted Language Learning (CALL) Club, Ames, IA.
- Cobb, T. (2005, May). *Lextutor.ca for French instructors*. Paper presented at the Arts Multimedia Language Facility (AMLF), McGill University, Montreal, QC.
- Collins, L. (2005, November). *What French fillers reveal about English needs*. Paper presented at the annual meeting of the Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ), Montréal, QC.
- Collins, L., & Horst, M. (2005, October). *I think que my cat is sick: L1 insertions in L2 production*. Paper presented at the Second Language Research Forum, Columbia University, New York.
- Collins, L., & White, J. (2005, May). *Closing the gap: The effects of concentrated instructional time on language learning outcomes*. Paper presented at the Canadian Association of Applied Linguistics Congress of Social Science and Humanities, University of Western Ontario, London, ON.

- Collins, L., White, J., & Springer, S. (2005, August). *The distribution of instructional time and second language learning outcomes*. Paper presented at the 14th World Congress of Applied Linguistics, Madison, WI.
- Constantinescu I., de Almeida R., Wada N., Lacroix G. and von Grünau M.W. (2005). Effects of verb-transitivity preferences in sentence processing, using the RSVP paradigm. Paper presented at SQRP, Québec.
- Cornish, K., Savage, R. S., & Hollis, C. (2005, November). *Is the association between DAT1 and ADHD mediated by reading ability?* Poster presented at the 6th annual meeting of the ADHD Molecular Genetics Network, Miami Beach, FL.
- Cousineau, D. (2006, January). *Distribution analyses and its applications*. Invited talk given to the Psychology Department, Ottawa University, ON.
- Cousineau, D. (2006, March). *Un espace psychologique inféré à partir d'une tâche "même-différent" ou A-t-on besoin d'un espace psychologique?* Paper presented at the XXVIIIème Congrès de la Société Québécoise pour la recherche en psychologie, Montreal, QC.
- Culder, N., Schipper, F., & Fichten, C. S. (2006, June). *What is the effect of volunteering with children who have disabilities on attitudes toward adults with disabilities?* Paper presented at the Canadian Psychological Association Conference, Montreal, QC.
- Danis, B., Rainville, S., Therrien, M., Tucker, B., & Abrami, P. C. (2005, July). *Alphie's Alley early literacy tutoring software*. Paper presented at the ED-MEDIA Conference, Montreal, QC.
- Danis, B., Rainville, S., Therrien, M., Tucker, B., & Abrami, P. C. (2005, May). *Alphie's Alley early literacy tutoring software*. Paper presented at the colloque DIVA 2005, Montreal, QC.
- de Almeida, R. G., Di Nardo, J. C., & von Grünau, M. W. (2006, August). *Understanding sentences in dynamic scenes: Probing the locus of the interaction between language and vision*. Paper presented at the 13th European Conference on Eye Movements, Bern, Switzerland.
- Deault, L., & Comaskey, E. (2006, February). *ABRACADABRA: A preventative approach to strengthen reading skills through computer-based literacy intervention*. Paper presented at the Research Exchange Forum, McGill University, Montreal, QC.
- Deault, L., & Savage, R. S. (2005, June). *Preliminary data concerning children's use of multiple analogy clues in early reading*. Paper presented to the principal of Mountainview school, Otterburn Park, QC.
- Di Nardo, J., de Almeida R.G., Houston S., & von Grünau, M. W. (2005, June). *The interaction of linguistic and visual representations during language comprehension*. Paper presented at the Canadian Society for Brain, Behavior and Cognitive Science 15th Annual Meeting, Université de Montréal, QC.
- Driscoll, M., & Carliner, S. (2006, January). *Repurposing content: How to make good material work again and again*. Paper presented at TechKnowledge 2006, Academy for Human Resource Development, Tilburg, The Netherlands.
- Dubiner, D., Freed, B., & Segalowitz, N. (2005, November). *Native speakers' perceptions of fluency acquired by study abroad students and their implications for the classroom to home*. Paper presented at the American Council for the Teaching of Foreign Languages (ACTFL), Baltimore, MD.

- Durnin, J., Schmid, R. F., & Wulfeck, W. (2006, April). *Knowledge Representation - Comparing and Creating Cognitive Models in Advanced Learning and Tutorial Systems - Procedural Representation*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Engmann, S., & Cousineau, D. (2006, March). *Limites de la coactivation : Gain de redondance en présence de stimuli visuels à trois dimensions*. Poster presented at the XXVIII<sup>ème</sup> Congrès de la Société Québécoise pour la recherche en psychologie, Montreal, QC.
- Fichten, C. S. (2005, November). *Adaptech research network*. Presentation at the Canadian Council on Learning Meeting, Toronto, ON.
- Fichten, C. S. (2005, April). *Assistive technology*. Paper presented at the Paths to Success Conference of the Learning Disabilities Association of Quebec (LDAQ), Montreal Chapter I and the Centre for Literacy, Montreal, QC.
- Fichten, C. S. (2005, November). *Computer technologies for people with disabilities: Are there application for second language acquisition?* Paper presented at the Second Language Acquisition/Psycholinguistics Research Group Meeting, Concordia University, Montreal, QC.
- Fichten, C. S., Asuncion, J. V., Alapin, I., Barile, M., Gaulin, C., Guimont, J. P., James, C., Klomp, R., Landry, M. E., Lévesque, J. A. M. R., Oberlé, A., Robertson, S., Smith, F., & Wolforth, J. (2005, June). *Accessibility of elearning for Canadian postsecondary students with disabilities: A preliminary study*. Paper & poster presented at the 66<sup>th</sup> annual convention of the Canadian Psychological Association, Montreal, QC.
- Fichten, C. S., Barile, M., Havel, A., & Wolforth, J. (2006, March). *Information and communication technology*. Invited presentation at the 31st Learning Disabilities Association of Quebec (LDAQ) Conference, Montreal, QC.
- Fichten, C. S., & Landry, M. E. (2005, June). *Survol des résultats de notre recherche sur les étudiants ayant des incapacités au niveau postsecondaire et facteurs à considérer dans une étude de relance auprès des diplômés*. Paper presented at the Colloque de l'Association Québécoise Inter-universitaire des Conseillers pour les Étudiants ayant des Besoins Spéciaux (AQICEBS), Québec, QC.
- Fichten, C. S., Landry, M. E., Jorgensen, S., Juhel, J. C., Tétréault, S., Barile, M., Havel, A., Fiset, D., Huard, G., & Amsel, R. (2006). *Étudiants ayant des incapacités aux cégeps : Réussite et avenir II*. Presentation at the Fonds québécois de la recherche sur la société et la culture (FQRSC) Conference, Sainte-Foy, QC.
- Fichten, C. S., Landry, M. E., Jorgenson, S., Barile, M., Havel, A., Juhel, J. C., Tétréault, S., Huard, G., Ferraro, V., Chwojka, C., Nguyen, M. N., & Amsel, R. (2006, March). *Étudiants ayant des incapacités au cégep : Caractéristiques et facilitateurs*. Paper presented at 74th Congrès de l'Association canadienne-française pour l'avancement des sciences (ACFAS), Montreal, QC.
- Gatbonton E., & Segalowitz, N. (2005, July). *Identifying teachable formulas: Criteria and discovery procedure*. Paper presented at the joint international conference of the American Association of Applied Linguistics (AAAL) and Association Internationale de linguistique appliquée (AILA), Madison, WI.
- Gatbonton, E., & Segalowitz, N. (2006, March). *Learnable routinizeable utterances in L1 and L2 speech*. Paper presented at the Colloquium series of the University of Alberta, Edmonton, AB.
- Gatbonton, E., & Segalowitz, N. (2005, September). *A task-based approach to fluency and accuracy: Routinizing language skills*. Paper and poster presented at the International Conference on Task-Based Language Teaching, Louvain, Belgium.

- Gatbonton, E., & Trofimovich, P. (2006, March). *Identity and loyalty issues in the acquisition of L2 pronunciation accuracy*. Paper presented at the Colloquium series of the University of Alberta, Edmonton, AB.
- Gatbonton, E., & Trofimovich, P. (2005, September). *Repetition and focus on form: A task-based approach to teaching pronunciation*. Poster presented at the International Conference on Task-based Language Teaching, Leuven, Belgium.
- Giguère, G., Lacroix, G., Larochelle, S., & Cousineau, D. (2006, March). *Étude de l'évolution de l'espace multidimensionnel dans une tâche de classification de nuages de points*. Paper presented at the XXVIII<sup>ème</sup> Congrès de la Société Québécoise pour la recherche en psychologie, Montreal, QC.
- Gillis, L., & White, J. (2005, Fall). *Ending the ESL exile: Promoting positive interaction between languages and language teachers*. Paper presented at the Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ), Montreal, QC.
- Gurnsey, R., Bluett, P., & Leibov, L. (2005, June). *Perception of 3D structure across the visual field*. Paper presented at the Canadian Society for the Brain, Behavior and Cognitive Science, Montreal, QC.
- Gurnsey, R., & Nijjar, R. (2006, June). *No evidence that noise plays a role in motion illusions*. Paper presented at Canadian Society for Brain, Behaviour and Cognitive Science in Saskatoon, SK.
- Gurnsey, R., & Pagé, G. (2005, May). *The Pinna-Brelstaff illusion is not optimal under self motion conditions*. Paper presented at the Annual Meeting of the Vision Sciences Society, Sarasota, FL.
- Gurnsey, R., Poirier, F. J. A. M., Bluett, P., & Leibov, L. (2006, May). *Size scaling equates the perception of 3D shape-from-texture and shape-from-motion across the visual field*. Paper presented at the Annual Meeting of the Vision Sciences Society, Sarasota, FL.
- Hipps, G., Comaskey, E., Deault, L., & Savage, R. S. (2005, November). *ABRACADABRA: An early reading resource*. Interactive presentation presented at the annual research fair Centre for the Study of Learning and Performance, Concordia University, Montreal, QC.
- Horst, M. (2005, October). *Learning academic vocabulary: A comparison of on- and off-line instruction*. Paper presented at the annual conference of the Second Language Research Forum. New York.
- Horst, M. (2005, July). *Learning vocabulary through extensive reading: A corpus-based investigation*. Paper presented at the annual conference of the American Association of Applied Linguistics, Madison, WI.
- Horst, M. (2005, November). *Learning vocabulary with concordances – On- and off-line*. Paper presented at the annual conference of the Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ), Montreal, QC.
- Hou, D. D., Hong, Y. J., Redden, K., & Aulls, M. W. (2005, April). *Pre-service teacher beliefs about effective and ineffective instruction*. Paper presented at the International Conference of Teacher Researchers, Montreal, QC.
- Hou, D. D., Redden, K., & Hong, Y. J. (2005, April). *What counts as meaningful learning in a higher education teacher training course?* Paper presented at the International Conference of Teacher Research (ICTR), Montreal, QC.

- Hyslop-Margison, E. J. (2005, November). *A critical evaluation of empirical research: The case of citizenship education*. Paper presented at the Faculty of Education Colloquium Series, University of New Brunswick, Fredericton, NB.
- Hyslop-Margison, E. J. (2005, June). *Lifelong learning as human ontology: A Freirean response to human capital education*. Paper presented at the Adult Education Research Conference, University of Georgia, Athens, GA.
- Hyslop-Margison, E. J. (2005, April). *Literacy for democratic learning in career education*. Paper presented at the American Association for the Advancement of Curriculum Studies, McGill University, Montreal, QC.
- Hyslop-Margison, E. J. (2006, February). *The neo-liberal assault on democratic learning*. Paper presented at the Institute for Studies in Education, University of Toronto, ON.
- Hyslop-Margison, E. J. (2005, July). *Smith, Hume and the Scottish Enlightenment: The role of imagination in teaching for social justice*. Paper presented at the Imagination in Education Research Group Conference, Vancouver, BC.
- Hyslop-Margison, E. J. (2005, July). *Voices from around the world*. Paper presented at the International Conference on Citizenship and Teacher Education, Ontario Institute for Studies in Education, Toronto, ON.
- Iordanova M. and von Grünau M. W. (2005, August). *Post-adaptive changes in the perceived speed of radial motion flow*. Paper presented at European Conference on Visual Perception (ECVP), A Coruña, Spain.
- Irving, J. A., Morisano, D., Redden, K. C., Saunders, K. S., & Shore, B. M. (2005, August). *The multifaceted importance of inquiry-based teaching and learning in gifted education*. Symposium presented at the biennial World Conference on Gifted and Talented Children, New Orleans, LA.
- Izquierdo, J., & Collins, L. (2005, May). *First language influence and second language temporal morphology: A comparison of English and Spanish learners of French*. Paper presented at the Canadian Association of Applied Linguistics Congress of Social Science and Humanities, University of Western Ontario, London, ON.
- Izquierdo, J., & Collins, L. (2005, October). *Lexical aspect, L1 influence and learners' perceptions of L2 tense-aspect marking*. Poster presented at the Second Language Research Forum, Columbia University, New York.
- James, C., & Fichten, C. S. (2005, June). *Fostering positive attitudes towards individuals with disabilities*. Poster presented at the 66th annual convention of the Canadian Psychological Association, Montreal, QC.
- Janosz, M., Abrami, P. C., Bélanger, J., Bowen, F., Cartier, S., Chouinard, R., Dagenais, C., Desbiens, N., & Fallu, J. S. (2005, October). *The New Approaches, New Solutions Strategy (NANS): Overview of the program and its evaluation design*. Paper presented at the 2005 Canadian Evaluation Schools/American Evaluation Association Joint Conference, Toronto, ON.
- Janosz, M., Abrami, P. C., Belanger, J., Bowen, F., Cartier, S., Chouinard, R., Desbiens, N., & Deniger, M.-A. (2005, April). *The evaluation of the New Approaches New Solutions (NANS) strategy: A brief overview of the program and its evaluation design*. Symposium paper presented at the American Education Research Association (AERA), Montreal, QC.

- John, P. (2005, November). *Francophone ESL h-epenthesis: An output-output correspondence account*. Poster presented at the Center for the Study of Learning and Performance (CSLP) Bi-Annual Research Fair, Montreal, QC.
- John, P. (2005, November). *How to (h)overcome h-insertion*. Paper presented at the Culturally SPEAQing 33<sup>rd</sup> Annual Convention, Bonaventure Hilton Hotel, Montreal, QC.
- John, P. (2006, January). *How to (h)overcome h-insertion*. Invited speaker at the SPEAQ-easy conference, McGill University, Montreal, QC.
- John, P. (2006, March). *L'épenthèse de [h] par les francophones en anglais: Un cas de correspondance output à output*. Invited speaker at the XXèmes Journées de linguistique, Université Laval, Montreal, QC.
- John, P., & Cardoso, W. (2005, November). *How to [h]overcome h insertion: Current research and its applications in the classroom*. Paper presented at the research series of the Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ 2005), Montreal, QC.
- John, P., & Cardoso, W. (2006, January). *How to [h]overcome h insertion: Current research and its applications in the classroom*. Invited presentation at the Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ) Campus 2006, McGill University, Montreal, QC.
- Jonassen, D. H., Strobel, J., & Ionan, G. (2005, October). *Criss-crossing: A web environment for authoring cognitive flexibility hypertexts*. Paper presented at the Association for Educational Communications and Technology International Conference, Orlando, FL.
- Jonassen, D. H., Strobel, J., & Ionan, G. (2005, April). *Crisscrossing - Supporting ill-structured inquiry in a cognitive flexibility authoring system*. Paper presented at the 2005 Meeting of the American Educational Research Association, Montreal, QC.
- Karchava, E., Gatbonton, E., & Trofimovich, P. (2005, May). *Corrective feedback: Novice ESL teachers' beliefs and practices*. Paper presented at the annual conference of the Canadian Association of Applied Linguistics, London, ON.
- Karchava, E., Trofimovich, P., Gatbonton, E., & Ammar, A. (2005, November). *To correct or not to correct?* Paper presented at the annual Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ) Convention, Montreal, QC.
- King, L., Mimouni, Z., & Courtemanche, C. (2006, March). *Ce que les évaluations langagères nous indiquent sur les troubles de lecture au collégial*. Presentation à la Conférence de l'Association Québécoise des troubles d'apprentissage (AQETA), Montreal, QC.
- Kleanthous, A., & Cardoso, W. (2006, January). *Using audio weblogs in language teaching*. Invited presentation at the Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ) Campus 2006, McGill University, Montreal, QC.
- Kumar, N., Trofimovich, P., & Gatbonton, E. (2005, May). *Does heritage language fluency mediate heritage cultural values?* Paper presented at the annual conference of the Canadian Association of Applied Linguistics, London, ON.
- Lacroix, G., Cousineau, D., Ring, A., & Segalowitz, N. (2005, July). *A parallel race network account of dot-pattern classification*. Poster presented at the Canadian Society for Brain, Behavior and Cognitive Science (BBCS), Montreal, QC.

- Lacroix, G., Segalowitz, N., & Job, J. (2005, November). *The semantic attentional blink in bilingual individuals*. Poster presented at the 46th Annual Meeting of the Psychonomics Society, Toronto, ON.
- Lacroix, G. L., Segalowitz, N., Constantinescu, I., de Almeida, R. G., & Job, J. (2006, March). *Le vacillement attentionnel sémantique*. Paper presented at the 28th annual Congress for la Société Québécoise pour la Recherche en Psychologie, Montreal, QC.
- Lacroix, G. L., Segalowitz, N., von Grünau, M. W., Gurnsey R., de Almeida, R. G., Borokhovski, E., Wada, N., & Constantinescu, I. (2005, May). *Sciences cognitives appliquées et habiletés langagières de base*. Paper presented at the Colloque DIVA: Développement, intégration et évaluation des technologies de formation d'apprentissage, École Polytechnique de Montréal, QC.
- Landry, M. E., Amsel, R., Barile, M., Fiset, D., Havel, A., Huard, G., Jorgensen, S., Juhel, J. C., Lamb, D., Nguyen, M., Tétrault, S., & Fichten, C. S. (2005, June). *Réussite scolaire des cégépiens et cégépiennes ayant des incapacités*. Paper presented at the Canadian Psychological Association Conference, Montreal, QC.
- Landry, M. E., Amsel, R., Barile, M., Fiset, D., Havel, A., Huard, G., Jorgenson, S., Juhel, J. C., Lamb, D., Nguyen, M., Tétrault, S., & Fichten, C. S. (2005, June). *Obstacles et facilitateurs: Réussite scolaire des cégépiens et cégépiennes ayant des incapacités*. Paper presented at the Canadian Psychological Association Conference, Montreal, QC.
- Lou, Y., Bernard, R. M., & Abrami, P. C. (2005, April). *Distance education research and practice in K-12 and higher education: A theory-based synthesis*. Paper presented at the American Educational Research Association (AERA) annual meeting, Montreal, QC.
- Lou, Y., Bernard, R. M., & Abrami, P. C. (2005, April). *Media and pedagogy in undergraduate distance education: A theory-based meta-analysis of the empirical literature*. Paper presented at the American Educational Research Association (AERA), Montreal, QC.
- Lowerison, G., & Schmid, R. F. (2005, September). *Technology-supported learner-centered knowledge building*. Paper presented at the Interactive Computer-Aided Learning Conference, Villach, Austria.
- Lowerison, G., Tamim, R., Nicolaidou, N., & Schmid, R. F. (2006, April). *Implications of Student Technology Use for Knowledge Building*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- MacMillan, S. (2006, March). *Exploring text mediated space - Methodological challenges of "contextualized" or "situated" studies of genre*. Paper presented at the Association of Teachers of Technical Writing conference, Chicago, IL.
- Madden, L., August, P., Sladeczek, I., Wayland, L. A., Miodrag, N., Deault, L., & Savelson, A. (2005, June). *Problem-solving consultation and children's internalizing difficulties*. Poster presented at the annual meeting of the Canadian Psychological Association, Montreal, QC.
- Mageau, G. A., Ginfras, I., Vézina, R., & Koestner, R. (2006, March). *La transmission des valeurs et leur intégration: L'impact du soutien de l'autonomie parentales et des différents guides du soi des jeunes adultes*. Paper presented at the Congrès annuel de la Société québécoise pour la recherche en psychologie, Montreal, QC.
- Magid, M., Gatbonton, E., & Trofimovich, P. (2005, May). *Might L2 proficiency entail L1-identity loss?* Paper presented at the annual conference of the Canadian Association of Applied Linguistics, London, ON.

- Maia, J., Maia, M., & de Almeida, R. G. (2006, March). *Bilingual relative clause attachment: Evidence from Portuguese and English*. Poster presented at the 19th Annual City University of New York (CUNY) Conference on Human Sentence Processing, New York.
- Malik, R., Asuncion, J. V., & Fichten, C. S. (2005, May). *Accessibility of elearning in Canadian postsecondary education*. Paper presented at the American Psychological Society Conference, Los Angeles.
- McAlpine, L. (2005, July). *Exploring the changing world of academic development*. Invited plenary panel at the conference of the Higher Education Research and Development Society of Australasia, Sydney, Australia.
- McAlpine, L. (2005, October). *Forum on a national research agenda for the Scholarship of Teaching and Learning*. Invited participant at the International Society for the Scholarship of Teaching and Learning, Hyatt Regency Hotel, Vancouver, BC.
- McAlpine, L. (2005, May). *The future of academic development*. Plenary panel at the Catholic University of Louvain-la-Neuve, Louvain la-neuve, Belgium. (Videotaped in March).
- McAlpine, L. (2005, August). *The impact and success factors of staff development activities for university teachers*. Symposium paper presented at the European Association for Research on Learning and Instruction, Cyprus, Greece.
- McAlpine, L., Amundsen, C., & Weston, C. (2005, April). *Course Design and Teaching Workshop*. Invited facilitator, Simon Fraser University, Vancouver, BC.
- McAlpine, L., Amundsen, C., Weston, C., Mundy, A., & Krbavac, M. (2005, July). *Using an integrative methods approach to research academic development activities: A case example*. Paper for the Higher Education Research and Development Society of Australasia (HERDSA), Sydney, Australia.
- McAlpine, L., Weston, C., Beauchamp, J., Beauchamp, D., Berthiaume, D., Timmermans, J., & Fairbank-Roch, G. (2005, April). *Reflection for learning in diverse contexts: University teaching, dietetics practice and graduate research teams*. Paper presented to the American Educational Research Association (AERA), Montreal, QC.
- Mimouni, Z., & King, L. (2005, June). *Questionnaire d'évaluation des troubles de lecture au collégial*. Presentation à la Conférence de l'Association québécoise de pédagogie collégiale (AQPC), Rimouski, QC.
- Mimouni, Z., & King, L. (2005, April). *Les troubles de lecture au collégial : un premier aperçu*. Presentation at the Association Québécoise des troubles d'apprentissage (AQÉTA) Conference, Montreal, QC.
- Moreau, E., Ranger, F., Boucher, E., Gingras, I., Koestner, R., & Mageau, G. A. (2006, January). *Integrating individuality and community: The impact of parents' autonomy on emerging adults' self-integration*. Paper presented at the 7th Annual Meeting for the Society for Personality and Social Psychology, Palm Springs, CA.
- Morris, K. L. (2006, March). *Digital portfolio workbook for pre-service teachers*. Paper presented at the Society for Information Technology and Teacher Education International Conference, Orlando, FL.
- Nguyen, M. N., Barile, M., Jorgensen, S., Havel, A., Lamb D., James, C., & Fichten C.S. (2005, June). *College students with disabilities: Facilitators and obstacles/Collégiens ayant des handicaps: Facilitateurs et obstacles*. Paper and poster presented at the 66th annual convention of the Canadian Psychological Association, Montreal, QC.



- Niederhauser, D., Lindstrom, D., & Strobel, J. (2005, April). *Narratives from the front line: Changes in teachers' use of technology*. Paper presented at the 2005 Meeting of the American Educational Research Association, Montreal, QC.
- O'Brien, I., Segalowitz, N., & Collentine, J. (2005, July). *The role of phonological memory in second-language speech production by adults*. Paper presented to the Canadian Society for the Brain, Behaviour and Cognitive Science (BBCS), Montreal, QC.
- Osana, H. P., & Chacko, M. A. (2006, April). *Engaging preschoolers in mathematical discourse*. Paper presented at the National Council of Teachers of Mathematics, St. Louis, MO.
- Osana, H. P., Lacroix, G. L., Tucker, B. J., & Idan, E. (2005, July). *The impact of reading inference eliciting texts on syllogistic reasoning and argument production*. Poster presented at the Canadian Society for Brain, Behaviour and Cognitive Science annual meeting, Montreal, QC.
- Osana, H. P., Lacroix, G. L., Tucker, B. J., Idan, E., & Lewis, J. (2005, April). *Who is SMART? Revisiting the influence of print exposure on syllogistic reasoning*. Paper presented at the American Educational Research Association (AERA) annual meeting, Montreal, QC.
- Osana, H. P., Pitsolantis, N., & Zimmerman, C. (2006, May). *Capturing the complexity of the elementary mathematics classroom*. Paper presented at the Canadian Society for the Study of Education, York University, Toronto, ON.
- Paradis, D., Charbonneau, D., & Cousineau, D. (2006, March). *Catégorisation: La latence est aux exemplaristes ce que la justesse est aux prototypistes*. Poster presented at the XXVIII<sup>ème</sup> Congrès de la Société Québécoise pour la recherche en psychologie, Montreal, QC.
- Paradis, D., & Cousineau, D. (2006, March). *Minimisation des paramètres du vacillement attentionnel*. Poster presented at the XXVIII<sup>ème</sup> Congrès de la Société Québécoise pour la recherche en psychologie, Montreal, QC.
- Pilgrim, K., & von Grünau, M. W. (2005, June). *Simulated head oscillations and discrimination of optic flow speed*. Paper presented at the Canadian Society for Brain, Behavior and Cognitive Science 15th Annual Meeting, Université de Montréal, QC.
- Pillay, V., Melidona, S., & Savage, R. S. (2005, June). *Response inhibition, RAN, and reading difficulties*. Paper presented to the staff of Vanguard school for children with Learning Disabilities, Lake Wales, FL.
- Polly, D., Webb, H. T., Subramony, D., Park, S., & Strobel, J. (2005, October). *Maximizing AECT involvement as a graduate student: Reflections from the 2004 AECT interns*. Presentation at the Annual International Convention of the Association for Educational Communications and Technology, Orlando, FL.
- Potechin, C., & Gurnsey, R. (2005, June). *Texture discrimination asymmetries along the visual field*. Poster presented at the Canadian Society for Brain, Behaviour and Cognitive Science, Montreal, QC.
- Purton, A., Chappie, K., Wisniecki, A., Cannizzaro, M., Cohen, H., & Snyder, P. J. (2006, February). *Motor speech and cognitive discourse changes are not correlated in early Parkinson's Disease*. Paper presented at the International Neuropsychological Society annual meeting, Boston, MA.
- Ranger, F., Moreau, E., Boucher, E., Gingras, I., Koestner, R., & Mageau, G. A. (2006, January). *Internalizing parental guidelines*. Paper presented at the 7th Annual Meeting for the Society for Personality and Social Psychology, Palm Springs, CA.

- Ranger, F., Moreau, E., Boucher, E., Koestner, R., & Mageau, G. A. (2006, March). *Intériorisation des guides parentaux: L'impact relatif des attentes parentales et des différents guides du soin des jeunes adultes*. Paper presented at the Congrès annuel de la Société québécoise pour la recherche en psychologie, Montreal, QC.
- Rémillard, S., & Cohen, H. (2006, February). *The longterm effects of neuroleptics on verbal memory, attention, and symptomatology in schizophrenia*. Paper presented at the International Neuropsychological Society annual meeting, Boston, MA.
- Sally, S. L., & Gurnsey R. (2006, May). *Orientation discrimination threshold-as-a-function-of-size-curves shift more dramatically with increased stimulus contrast at 0 than 10 degrees in the temporal visual field*. Paper presented at the Annual Meeting of the Vision Sciences Society, Sarasota, FL.
- Savage, R. S. (2005, April). *A developmental model of reading acquisition based upon early scaffolding errors and subsequent vowel inferences*. Paper accepted for discussion session. American Educational Research Association. Montreal, QC.
- Savage, R. S. (2005, June). *Epi- and meta-linguistic phonological skills in pre-reading children*. Interactive paper presented at annual conference of the Society for the Scientific Study of Reading, Toronto, ON.
- Savage, R. S. (2005, November). *Recent research on computer-based reading interventions*. Paper presented at the annual research fair Centre for the Study of Learning and Performance, Concordia University, Montreal, QC.
- Savage, R. S. (2006, March). *Recent research on effective early literacy interventions*. Paper presented to the FQRSC mid-term evaluation committee international site visit team.
- Savage, R. S. (2006, January). *Recent research on reading and spelling acquisition and interventions*. Paper presented to the McGill University, Faculty of Education, Research Exchange Forum, Montreal, QC.
- Savage, R. S. (2005, April; 2005, May). *The simple view of reading: A two-day workshop for successful strategies to improve word reading and reading comprehension*. Paper presented at the University of London Institute of Education, London, UK.
- Savage, R. S. (2006, January). *The structure of phonological awareness and its relationship with early reading and writing*. Paper presented to the Applied Linguistics Research group, Concordia University, Montreal, QC.
- Savage, R. S. (2005, May). *Using WEBCT and the worldwide web in a graduate research methods class*. Paper presented at the University-Wide Teaching and Technology Fair. Faculty Club, McGill University, Montreal, QC.
- Savage, R. S., Deault, L., Moskovic, B., & Comaskey, E. (2006, January). *An independent evaluation of the ADOR reading program and other forms of effective teaching of reading in Level 1 Cycle 1*. Paper presented to the Principals Development Meeting Sir Wilfred Laurier School Board, Rosemère, QC.
- Savage, R. S., Pillay, V., & Melidona, S. (2005, June). *Rapid naming, response inhibition, and the prediction of reading difficulties*. Poster presented at the Canadian Language and Literacy Research Network Annual Conference, Toronto, ON.
- Savage, R. S., Pillay, V., & Melidona, S. (2005, November). *Rapid naming, response inhibition, and the prediction of reading difficulties*. Poster presented at the annual research fair Centre for the Study of Learning and Performance. Concordia University, Montreal, QC.

- Savage, R. S., & Slee, R. (2005, November). *Inclusion and change issues in New Frontiers School Board*. Paper presented to the staff of New Frontiers School Board, Châteauguay, QC.
- Savage, R. S., & Slee, R. (2006, March). *A model for researching movement toward Inclusion in New Frontiers School Board*. Paper presented to the staff of New Frontiers School Board, Châteauguay, QC.
- Schmid, R. F., Di Francesco, N., & Miodag, N. (2006, May). *The tutor/student/computer triangle: Using an electronic performance support system to promote the acquisition of early literacy skills*. Paper presented at the Canadian Society for the Study of Education, Toronto, ON.
- Schmid, R. F., Tucker, B., Jorgensen, A., Abrami, P. C., Lacroix, G., & Nicoladou, N. (2006, April). *Implementation fidelity of computer assisted tutoring in Success for All*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Segalowitz, N. (2005, November). *Assessing cognitive fluency*. Workshop presented at the Mental Lexicon Fall Workshop, Concordia University, Montreal, QC (with participation from across Canada).
- Segalowitz, N. (2006, February). *Cross-linguistic communication in health care delivery to minority language populations*. Discussion panelist and speaker at the Sixième Conférence provinciale sur l'accessibilité des services de santé et des services sociaux en anglais, Montreal, QC.
- Segalowitz, N., Lacroix, G. L., & Job, J. (2005, July). *The semantic attentional blink in bilinguals: Processing interactions revealed by a paradoxical processing advantage in the weaker language*. Poster presented to the Canadian Society for Brain, Behaviour and Cognitive Science (BBCS), Montreal, QC.
- Severgin, V., Wade, A., Therrien, M., Sclater, J., & Abrami, P. C. (2005, April). *The CSLP's e-portfolio software for schools: Simple yet powerful*. Paper presented at the American Educational Research Association (AERA), Montreal, QC.
- Severgin, V., Wade, A., Therrien, M., Sclater, J., & Abrami, P. C. (2005, June). *The CSLP's e-portfolio software for schools: Simple yet powerful*. Paper presented at the annual meeting of ED-MEDIA Conference, Montreal, QC.
- Severgin, V., Wade, A., Therrien, M., Sclater, J., & Abrami, P. C. (2005, May). *The CSLP's e-portfolio software for schools: Simple yet powerful*. Paper presented at the annual meeting of VRQ-DIVA, Montreal, QC.
- Sezikeye, F. X., & Gurnsey, R. (2005, May). *Modelling texture discrimination asymmetries using quadratic forms of random variables*. Paper presented at the Annual Meeting of the Vision Sciences Society, Sarasota, FL.
- Sezikeye, F. X., & Gurnsey, R. (2006, June). *Texture discrimination asymmetries are scale dependent*. Paper presented at the Canadian Society for the Brain, Behavior and Cognitive Science, Montreal, QC.
- Shore, B. M. (2005, October). *Like student, like professor: A research integrity policy for all*. Paper presented at the annual meeting of the Center for Academic Integrity, Blacksburg, VA.
- Shore, B. M., Assouline, S. L. G., Birlean, C., Borovay, L., & Bramer, D. H. H. (2005, November). *What school psychologists need to know from research about giftedness and gifted education*. Symposium paper presented at the annual meeting of the National Association for Gifted Children, Louisville, KY.

- Slavin, R. E., Chambers, B., Abrami, P. C., & Hipps, G. (2005, August). *Technology infusion in Success for All*. Poster presented at the Interagency Education Research Initiative (IERI), Annual Principal Investigators' Meeting, Washington, DC.
- Spector, I., Libman, E., Bailes, S., Creti, L., & Fichten, C. S. (2005, June). *Behavioral and psychophysiological differences between individuals with and without social phobia during a public speaking task*. Paper presented at the Canadian Psychological Association Conference, Montreal, QC.
- Starke-Meyerring, D., McAlpine, L., & Pare, A. (2006, May). *Transitioning to doctoral work: A comparative case study of shifting rhetoric and identities in four disciplines*. Paper presented at the conference on Writing Development in Higher Education, London, UK.
- Strobel, J. (2006, March). *Blogs for performance improvement*. Invited presentation at the International Society for Performance (ISPI), Montreal Chapter, Montreal, QC.
- Strobel, J. (2005, April). *Questions, goals, and ownership in historical inquiry projects*. Paper presented at the 2005 Meeting of the American Educational Research Association, Montreal, QC.
- Strobel, J. (2005). *Searching for THE job*. Invited presentation at the International Convention, Association for Educational Communications Technology, Orlando, FL.
- Strobel, J. (2005). *Supporting the conceptual development of students within a hypertext system in a course in Religious Studies*. Invited presentation at Erfurt University, Germany.
- Strobel, J., Hung, W., Jonassen, D. H., Spector, M., & Seel, N. (2005, October). *Learning by modeling*. Symposium paper presented at the Annual International Convention of the Association of Educational Communications and Technology, Orlando, FL.
- Strobel, J., & Jonassen, D. (2005, April). *Conceptual change in religious studies: Learning with a cognitive flexibility authoring system*. Paper presented at the 2005 Meeting of the American Educational Research Association, Montreal, QC.
- Strobel, J., & Jonassen, D. (2005, April). *Contextual epistemologies: Differences on epistemological beliefs within individual students*. Paper presented at the 2005 Meeting of the American Educational Research Association, Montreal, QC.
- Theall, M., Arreola, R., Scriven, M., Abrami, P. C., Nuhfer, E., & Franklin, J. (2005, April). *Valid faculty evaluation data: A symposium report*. Paper presented at the American Educational Research Association (AERA), Montreal, QC.
- Tillberg-Webb, H., Strobel, J., & Williams, D. (2005, October). *Moving towards a critical and humanizing view of instructional technologies*. Symposium paper presented at the Annual International Convention of the Association of Educational Communications and Technology, Orlando, FL.
- Timmermans, J., Jazvac-Martek, M., Berthiaume, D., Arcuri, N., & McAlpine, L. (2005, April). *Training faculty developers for the 21st century university: Issues from theory and practice*. Paper presented for the American Educational Research Association conference, Montreal, QC.
- Trofimovich, P., Ammar, A., & Gatbonton, E. (2005, October). *How effective are recasts? The role of individual learner differences*. Paper presented at the Second Language Research Forum (SLRF), Columbia University, New York.

- Trofimovich, P., Gathbonton, E., & Segalowitz, N. (2005, April). *Testing a dynamic model of acquisition*. Invited presentation at the Département de linguistique et didactique des langues, Université du Québec à Montréal, QC.
- Vavassis, A., & von Grünau, M. W. (2005, November). *Implicit learning of divided visual-spatial attention allocation in easy and difficult tasks*. Poster presented at the Center for the Study of Learning and Performance (CSLP) Bi-Annual Research Fair, Montreal, QC.
- Vavassis, A., & von Grünau, M. W. (2005, August). *Implicit learning of divided visual-spatial attention allocation in easy and difficult tasks*. Poster presented at the European Conference on Visual Perception (ECPV), A Coruña, Spain.
- Vavassis, A., & von Grünau, M. W. (2005, July). *The modulating effect of environmental complexity on visual spatial attention following learning under conditions of divided attention*. Poster presented at the 15th Annual Meeting of the Canadian Society for Brain Behavior and Cognitive Science (CBBCS), Montreal, QC.
- Venkatesh, V., Lowerison, G., Shaw, S., Dicks, D., & Zhang, D. (2005, April). *Developing search technologies using CIP: Empirical evaluation of topic maps in an educational context*. Paper presented at the American Educational Research Association (AERA) annual meeting, Montreal, QC.
- Venkatesh, V., Sanjakdar, R., Shaw, S., Dicks, D., Lowerison, G., & Zhang, D. (2005, June). *Cultural differences in using search-and-retrieval technologies in e-learning contexts: An exploratory study of Arab and North American learners' use of topic maps*. Paper presented at the ED-MEDIA World Conference on Educational Media, Hypermedia and Telecommunications, Montreal, QC.
- von Grünau M. W. and Pilgrim K. (2005). *Velocity discrimination thresholds for flowfield motions with moving observers*. Paper presented at European Conference on Visual Perception (ECPV), A Coruña, Spain.
- Wade, A., & Abrami, P. C. (2005, April). *ePortfolios in Quebec schools*. Paper presented at the LfIA Working Fora 2005, Pan American ePortfolio, Vancouver, BC.
- White, J., & Cleary, D. (2005, Fall). *Pronoun confusion*. Paper presented at the Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ), Montreal, QC.
- Wolforth, J., Fichten, C. S., Asuncion, J. V., & Klomp, R. (2005, June). *Accessibility of elearning for Canadian postsecondary students with disabilities: A preliminary study and its implications*. Paper presented at the Canadian Association of College & University Student Services Conference, Kingston, ON.
- Zhou, M., Muzard, R., Therrien, M., Hipps, G., & Abrami, P. C. (2005, May). *ABRACADABRA: A rich Internet literacy application*. Paper presented at the colloque DIVA 2005, Montreal, QC.
- Zhou, M., Muzard, R. T. M., Hipps, G., & Abrami, P. C. (2005, July). *ABRACADABRA: A rich Internet literacy application*. Paper presented at the ED-MEDIA Conference, Montreal, QC.

## Training and Instruction

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- Abrami, P. C., Bernard, R. M., & Wade, A. (2005, November). *Developing an argument catalogue: Canadian Network for Knowledge Utilization*. Workshop presented at the Canadian Cochrane Collaboration annual meeting, Montreal, QC.
- Abrami, P. C., Bernard, R. M., & Wade, A. (2006, February). *Developing an argument catalogue: Canadian Network for Knowledge Utilization*. Workshop presented at the Campbell Collaboration Colloquium, Los Angeles.
- Amsel, R. (2005, May; 2005, December). *Course Design and Teaching Workshop*. McGill Teaching and Learning Services, Montreal, QC.
- Amsel, R. (2006, January). *Teaching Large Classes Workshop*. McGill Teaching and Learning Services, Montreal, QC.
- Amundsen, C., McAlpine, L., & Weston, C. (2004, April; 2005, April). *Course design and teaching workshop*. Workshop presented at the Simon Fraser University, Vancouver, BC.
- Amundsen, C., McAlpine, L., & Weston, C. (2004, August; 2005, May-June). *Course design and teaching workshop*. Workshop presented at Concordia University, Montreal, QC.
- Bernard, R. M., Abrami, P.C. Wade, A. & C2 Education Coordinating Group. (2006, February). *How to produce C2 systematic reviews to inform evidence-based policy and practice in education*. Workshop presented at the Sixth Annual Campbell Collaboration Colloquium, Los Angeles.
- Boychuk, D., Wade, A., & Seltmann, B. (2006, January). *e-Portfolio*. Workshop presented at Leonardo da Vinci and Coronation Elementary Schools, Montreal, QC.
- Cardoso, W. (2005, August). *Teaching the pronunciation of word-final consonants via computers*. Workshop given at the language school Beverly Escola de Idiomas, Belém, Brazil.
- Carliner, S. (2005-2006, various). *Transferring research and theory into workshop practice*. Workshops presented at the American Society for Training and Development (ASTD); the International Society for Performance Improvement (ISPI); the Society for Technical Communication; the Instructional Design Institute, TRAINING Magazine; E-Learning Guild Instructional Design Symposium; WritersUA User Assistance Conference.
- Cobb, B., Abrami, P. C., Bernard, R. M., Lauver, S., Ritter, G., Scher, L., Turner, H., Wade, A., & Goelich Zief, S. (2005, April). *Producing C2 systematic reviews to inform evidence-based policy and practice in education*. Workshop presented at the American Educational Research Association (AERA), Montreal, QC.
- Collins, L. (2005, May). *Good grammar*. Workshop presented at the Tyndale-St.Georges Community Centre, Montreal, QC.
- Gatbonton, E. (2006, March). *A task-based approach to promoting automatization*. Workshop presented at the University of Alberta, Edmonton, AB.
- Hyslop-Margison, E. J. (2005, November). *Critical thinking in education*. Workshop presented at the Faculty Professional Development Series, Dawson College, Montreal, QC.

- Kleanthous, A., & Cardoso, W. (2005, November). *Using audio weblogs in language teaching*. Workshop presented at the Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ 2005), Montreal, QC.
- MacMillan, S. (2005, October). *Data driven learning and computer use in language teaching*. Workshop presented at the Bridging the Gap Between Teaching and Learning Workshop sessions, Concordia University, Montreal, QC.
- Savage, R. S. (2006, January). *The ABRACADABRA computer-based reading program intervention training day*. Workshop delivered to facilitators for the ABRACADABRA preventative intervention school program in English Montreal and Sir Wilfred Laurier School Boards. Concordia University, Montreal, QC.
- Savage, R. S. (2006, January). *Treatment integrity in the ABRACADABRA computer-based reading program intervention - A training day*. Workshop delivered to staff monitoring implementation fidelity in the ABRACADABRA preventative intervention school program in English Montreal and Sir Wilfred Laurier School Boards at Concordia University, Montreal, QC.
- Wade, A., & Rothstein, H. (2006, February). *Systematic reviews and information retrieval: Searching the databases*. Workshop presented at the Campbell Collaboration Colloquium, Los Angeles.
- Wade, A., & Seltmann, B. (2006, February). *e-Portfolio*. Workshop presented at Leonardo da Vinci School, Montreal, QC.
- Wade, A., & Seltmann, B. (2006, March). *e-Portfolio*. Workshop presented at John Caboto and Honore Mercier Elementary Schools, Montreal, QC.

## Technology-based Tools and Other Transfer Activities

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- Béland, R., & Mimouni, Z. (2006). *CD-Language Assessment Battery-Batterie d'Evaluation du Langage (LABBEL) The Arabic version/la version arabe*. [CD-ROM].
- CSLP. (2001-present). *Alphie's Alley: Computer-based Learning Environment*. For Success for All Foundation.
- CSLP (2001-present). *Centre for the Study of Learning and Performance/Centre d'études sur l'apprentissage et la performance*. [Website]. Available at <http://doe.concordia.ca/cslp>
- CSLP. (2005, November). *CSLP Research and Technology Fair*. McConnell building, Concordia University, Montreal, QC.
- CSLP (2001-present). *e-Portfolio for elementary schools*. [Software and professional development videos]. Available at <http://grover.concordia.ca/eportfolio/promo/>
- CSLP. (2005-present). *Team Alphie: Computer-based collaborative learning tool for emerging readers*. For Success for All Foundation.
- Hipps, G., Savage, R.S., Abrami, P. C., Therrien, M., & Wade, A. (2003-present). *ABRACADABRA: A literacy resource*. [Computer software]. Prototype learning objects for Canadian repository. Available at <http://grover.concordia.ca/abra/>
- Stephen, M., Wade, A., Abrami, P. C., Peretiatkowicz, A., Ryan, C., & del Vecchio, G. R. (2005). *Handheld computing in K-12 education*. (A literature review conducted for Sir Wilfred Laurier School Board and the CSLP). Montreal: Concordia University, CSLP.
- Strobel, J., Idan, E., & Development team of CSLP. (2006). *Children and biodiversity*. [A web-site containing goal-based scenarios for children developed for the UN Environment Programme]. Available at Convention on Biodiversity on <http://kids.biodiv.org>
- Strobel, J., & Vincelli, D. (2006). *Crisscrossing*. [A support system for collaborative co-authoring of web-sites with scaffolding structures].
- Wade, A. (2001-present). *Library research practices*. [Website]. Available at <http://doe.concordia.ca/inst250>



# Students

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## Fellowships

Berthiaume, D. (2001-2005). Scholarship. *Social Sciences and Humanities Research Council of Canada (SSHRC)*. Rewarded: \$20,000 per year.

Grumberg, T. (2005-2006). Fellowship. *Concordia Entrance Fellowship*. Awarded: \$5,000.

Hou, C. (2005-2006). Fellowship. *Sir. Yue-Kong Pao Fellowship*. Awarded: \$25,000.

McBride, J. (2005). Travel funding to conferences. *Fonds québécois de la recherche sur la société et la culture (FQRSC)*. Awarded: \$2,500.

Nicolaidou, I. (2004-2007). Scholarship. *Concordia University Graduate Entrance Scholarship*. Rewarded: \$15,000.

Nicolaidou, N. (2004-2007). Scholarship. *Concordia University Graduate Fellowship*. Rewarded: \$10,800.

Paradis, D. (2006). Fellowship. *Natural Science and Engineering Research Council of Canada (NSERC) Summer Scholarship*. Awarded: \$5,000.

Rayner, V. (2005-2007). Fellowship. *Dean's scholarship, Concordia University*. Rewarded: \$10,000.

Redden, K. (2003-2005). Fellowship. *Social Sciences and Humanities Research Council of Canada (SSHRC)*. Awarded: \$31,400.

Vavassis, A. (2005-2007). Scholarship. *FQRNT Bourse de Maîtrise en Recherche*. Rewarded: \$30,000.

## Ph D Supervision In Progress

Acemian, N. (in progress). *Topic not available*. Doctoral dissertation, supervised by R. F. Schmid.

Aslan, O. (in progress). *Topic not available*. Doctoral dissertation, supervised by R. F. Schmid.

Audy, P. (in progress). *Topic not available*. Doctoral dissertation, co-supervised by S. Parent and D. Cousineau.

Barrington, J. (in progress). *Learning teams: A communities-of-practice approach for initiating change in university course design*. Doctoral dissertation, supervised by P. C. Abrami.

Benson, F. (in progress). *Emancipatory pedagogy - Reflections of teacher educators*. Doctoral dissertation, supervised by L. McAlpine.

Bergeron, J. (in progress). *Topic not available*. Doctoral dissertation, supervised by H. Cohen.

Berthiaume, D. (in progress). *The relationship between reflection and the use and development of pedagogical content knowledge*. Doctoral dissertation, supervised by C. Weston.

- Birlean, C. (in progress). *Teachers' inquiry versus subject expertise and the evaluation of learners' inquiry products*. Doctoral dissertation, supervised B. M. Shore.
- Borokhovski, E. (in progress). *Automaticity, the RAN task and second language reading*. Doctoral dissertation, supervised by N. Segalowitz.
- Borovay, L. A. (in progress). *The "Flow" theory of intrinsic motivation, ability, and the inquiry experience*. Doctoral dissertation, supervised by B. M. Shore.
- Bouchard, M.-E. (in progress). *Topic not available*. Doctoral dissertation, supervised by H. Cohen.
- Boufrahi, S. (in progress). *Pragmatic/lexical phrase competence in Spanish learners*. Doctoral dissertation, supervised by T. Cobb.
- Charbonneau, D. (in progress). *Topic not available*. Doctoral dissertation, supervised by D. Cousineau.
- Chouinard, S. (in progress). *Topic not available*. Doctoral dissertation, supervised by H. Cohen.
- Chung, N. (in progress). *Attention and the second language proficiency*. Doctoral dissertation, supervised by N. Segalowitz.
- Constantinescu, I. (in progress). *Sentence parsing in reading disabled adolescents*. Doctoral dissertation, supervised by R. G. de Almeida.
- Dagenais, J. (in progress). *Facility development and changes in knowledge of teaching*. Doctoral dissertation, supervised by L. McAlpine.
- Del Vecchio, A.-S. (in progress). *First and second-order motion aftereffects in complex plaid stimuli*. Doctoral dissertation, supervised by M. W. von Grünau.
- Di Nardo, J. (in progress). *Language processing in dynamic visual scenes*. Doctoral dissertation, supervised by R. G. de Almeida.
- Elsabbach, M. (in progress). *Topic not available*. Doctoral dissertation, supervised by H. Cohen.
- Engmann, S. (in progress). *Topic not available*. Doctoral dissertation, supervised by D. Cousineau.
- French, L. R. (in progress). *Gifted students prefer to work alone: True or false?* Doctoral dissertation, supervised by B. M. Shore.
- Gonsalves, A. (in progress). *The influence of gender on doctoral student experience in the sciences*. Doctoral dissertation, supervised by L. McAlpine.
- Han, J. H. (in progress). *Topic not available*. Doctoral dissertation, supervised by C. Weston.
- Hong, Y.-J. (in progress). *What is meaningful learning in inclusive settings? A comparative case study of primary students believed to be different in self-efficacy and literacy relevant to other self regulatory strategies*. Doctoral dissertation, supervised by M. W. Aulls.
- Hou, C. (in progress). *Conceptions about learning among different cultural groups*. Doctoral dissertation, supervised by M. W. Aulls.

- Irving, J. A. (in progress). *Impact of multicultural competence on clients' counseling satisfaction*. Doctoral dissertation, co-supervised by J. Park and B. M. Shore.
- Izquierdo, J. (in progress). *Computer-mediated focus on form*. Doctoral dissertation, co-supervised by R. Lyster & L. Collins.
- Iordanova, M. (in progress). *Asymmetries in speed discrimination in global and local stimuli*. Doctoral dissertation, supervised by M. W. von Grünau.
- Jazvac-Martek, M. (in progress). *Academic identity*. Doctoral dissertation, supervised by L. McAlpine.
- Kouros, C. (in progress). *Attitudes toward group learning experiences in reference to cooperative learning*. Doctoral dissertation, supervised by P. C. Abrami.
- Lacroix, G. (in progress). *Development of perceptual/cognitive tests for early literacy*. Post-doctoral research, co-supervised by N. Segalowitz and P. C. Abrami.
- Laflamme, E. (in progress). *Topic not available*. Doctoral dissertation, supervised by C. Weston.
- Lasry, N. (in progress). *Success and persistence in physics: Where multiple intelligences meet problem-based learning*. Doctoral dissertation, supervised by M. W. Aulls.
- Lefebvre, C. (in progress). *Topic not available*. Doctoral dissertation, co-supervised by S. Larochelle and D. Cousineau.
- Linn, B. (in progress). *The reading wars: Psychologists' and educators' differing views of how we learn to read*. Doctoral dissertation, supervised by B. M. Shore.
- Lowerison, G. (in progress). *Pedagogy & technology in higher education*. Doctoral dissertation, co-supervised by P. C. Abrami and R. F. Schmid.
- Luconi, F. (in progress). *The effectiveness of a theory driven on-line CME program for influencing learning and practice of rural physicians*. Doctoral dissertation, supervised by C. Weston.
- Lysenko, L. (in progress). *Topic not available*. Doctoral dissertation, supervised by P. C. Abrami.
- Margison, J. (in progress). *Gender differences in response to inquiry instruction in higher education*. Doctoral dissertation, supervised by B. M. Shore.
- Martel, C. (in progress). *Topic not available*. Doctoral dissertation, supervised by R. M. Bernard.
- Menard, A. (in progress). *Topic not available*. Doctoral dissertation, supervised by H. Cohen.
- Mobayyen, F. (in progress). *Verb conceptual deficits in Alzheimer's*. Doctoral dissertation, supervised by R. G. de Almeida.
- Morin, M. (in progress). *Effects of a traditional mentoring program (Big Brothers Big Sisters) on the educational, social, emotional, and behavioural needs of children in single parent homes, and on single parents and volunteer mentors*. Doctoral dissertation, co-supervised by M. Kitano and B. M. Shore.
- Morisano, D. (in progress). *Goal setting as an educational intervention*. Doctoral dissertation, supervised by B. M. Shore.

- Morris, K. (in progress). *Topic not available*. Doctoral dissertation, supervised by P. C. Abrami.
- Moskovich, B. (in progress). *Orthographic inferences in multilingual reading acquisition*. Doctoral dissertation, supervised by R. S. Savage.
- Najman, G. (in progress). *Reading, fluency and multi-literacy*. Doctoral dissertation, supervised by R. S. Savage.
- Ouellet, C. (in progress). *Topic not available*. Doctoral dissertation, supervised by H. Cohen.
- Panagopoulos, A. (in progress). *Splitting the attentional spotlight*. Doctoral dissertation, supervised by M. W. von Grünau.
- Potechin, C. (in progress). *Characteristics of the central performance drop*. Doctoral dissertation, supervised by R. Gurnsey.
- Redden, K. C. (in progress). *Outcomes from inquiry-oriented statistics education: Secondary students' self-efficacy and development of statistical reasoning about every-day text*. Doctoral dissertation, supervised by B. M. Shore.
- Rémillard, S. (in progress). *Topic not available*. Doctoral dissertation, supervised by H. Cohen.
- Rose, S. (in progress). *Mental causality*. Doctoral dissertation, co-supervised by R. G. de Almeida, C. Reiss and M. Clarke.
- Saunders, K. S. (in progress). *Learning-outcome preferences of gifted and other students in an inquiry context*. Doctoral dissertation, supervised by B. M. Shore.
- Sezikeye, F. X. (in progress). *Texture/Asymmetries*. Doctoral dissertation, supervised by R. Gurnsey.
- Simon, R. (in progress). *Explaining student persistence in the sciences from high school through CEGEP. A social-cognitive-motivational model*. Doctoral dissertation, supervised by M. W. Aulls.
- Sirois, M. (in progress). *Topic not available*. Doctoral dissertation, supervised by H. Cohen.
- Syer, C. A. (in progress). *Student teachers' representations of inquiry engagement*. Doctoral dissertation, supervised by B. M. Shore and M. W. Aulls.
- Szpilberg, A. (in progress). *Timing the muse: Creative variability in complex musical performance, its implication for the development of a general theory of complex human performance*. Doctoral dissertation, co-supervised by N. Segalowitz and M. Corwin.
- Tamim, R. (in progress). *Topic not available*. Doctoral dissertation, supervised by R. F. Schmid.
- Timmermans, J. (in progress). *Topic not available*. Doctoral dissertation, supervised by C. Weston.
- van de Velde, C. (in progress). *Interaction between visual and linguistic processes*. Doctoral dissertation, co-supervised by R. G. Almeida and M. W. von Grünau.
- Villa, G. (in progress). *Topic not available*. Doctoral dissertation, supervised by P. C. Abrami.
- Wada, N. (in progress). *Visual deficits in poor readers*. Doctoral dissertation, supervised by M. W. von Grünau.

Wozney, L. (in progress). *A systematic review of school improvement programs*. Doctoral dissertation, supervised by P. C. Abrami.

## **Dissertations Defended**

Atkins, S. (2005). *A qualitative study into the development of multi-cultural awareness of white counselors*. Doctoral dissertation, supervised by M. W. Aulls.

Beauchamp, C. (2005). *An epistemological framework for understanding reflection on teaching*. Doctoral dissertation, supervised by L. McAlpine.

Chan, A. (2005). *Unblocking performance blocks: An interdisciplinary approach towards an exploratory study on musical performance blocks in 'late arriving' pianists*. Doctoral dissertation, co-supervised by N. Segalowitz and P. Cohen.

McBride, J. (2005). *Evidence of learning in the work of teacher researchers*. Doctoral dissertation, supervised by M. W. Aulls.

O'Brien, I. (2005). *Phonological memory and second language speech production: A longitudinal study of English-speaking adults learning Spanish*. Doctoral dissertation, supervised by N. Segalowitz.

## **M.A. Thesis/Internship Supervision In Progress**

Ayed, S. (in progress). *Attitudes of L2 learners to English idioms and group identity*. M.A. thesis, supervised by E. Gatlinton.

Barrett-Morrisette, N. (in progress). *Topic not available*. M.Ed. thesis, co-supervised by M. Kitano and B. M. Shore.

Beaupré, M. F. (in progress). *Topic not available*. M.A. thesis, supervised by D. Cousineau.

Boudaoud, M. (in progress). *Topic not available*. M.A. thesis, supervised by W. Cardoso.

Chen, S. (in progress). *The influence of culture on graduate experience*. M.Ed. thesis, supervised by L. McAlpine.

Cleary, D. (in progress). *The Newfoundland variety of English: An investigation into the attitudes, identity and behavioral effects associated with the non-standard variety*. M.A. thesis, co-supervised by E. Gatlinton and P. Trofimovich.

Cohene, E. (in progress). *Design, implementation, and evaluation of an inquiry-based program focused on mathematics and science for gifted secondary-school students*. M.Ed. thesis, supervised by B. M. Shore.

Comaskey, E. (in progress). *The impacts of the ABRACADABRA system on the literacy skills of kindergarten children*. M.Ed. thesis, supervised by R. S. Savage.

Coté, C. (in progress). *Knowledge translation: using current and emerging best evidence in education and instructional design to develop quality CME program at Merck Frosst Canada Ltd*. M.A. Internship, supervised by R. F. Schmid.

- De La Torre, C. (in progress). *Topic not available*. M.A. Internship/thesis, supervised by H. P. Osana.
- Deault, L. (in progress). *Computer-based literacy intervention for students at-risk of attention problems*. M.A. thesis, supervised by R. S. Savage.
- Dery, C. (in progress). *Transfer effects and multilingual learners*. M.A. thesis, supervised by L. Collins.
- D'Onofrio, G. (in progress). *Topic not available*. M.A. thesis, supervised by M. Horst.
- Downie, M. (in progress). *Internalization of cultural norms among immigrants*. M.A. Thesis, supervised by R. Koestner.
- Farris, C. (in progress). *The effect of L2 proficiency and cognitive workload on performance accuracy and speech production in a simulated pilot navigation task*. M.A. thesis, supervised by P. Trofimovich.
- Fraser, K. (in progress). *Is nonsense word decoding a prerequisite for reading comprehension in adolescent poor readers?* M.Ed. thesis, supervised by R. S. Savage.
- Frediani, V. (in progress). *The effect of task cognitive requirements on performance on different second language proficiency measures*. M.A. thesis, supervised by J. White.
- Fuchs, A. (in progress). *Topic not available*. M.A. Internship/thesis, supervised by H. P. Osana.
- Gagnon, H. (in progress). *Motivational factors in university persistence*. M.A. Thesis, supervised by R. Koestner.
- Gillis, L. (in progress). *Teacher use of students' first language in the second language classroom: Beliefs and practices for Quebec secondary-level ESL teachers*. M.A. thesis, supervised by J. White.
- Goodman, J. (in progress). *Topic not available*. M.Ed. thesis, supervised by M. W. Aulls.
- Grumberg, T. (in progress). *Attention in skilled performance*. M.A. thesis, supervised by N. Segalowitz.
- Hebert, N. (in progress). *Francoophone learners' cognate recognition and processing*. M.A. thesis, supervised by T. Cobb.
- Iatauro, S. (in progress). *Web-based graduate distance education research training course in psychosocial oncology*. M.A. thesis, supervised by R. F. Schmid.
- Ing, W. (in progress). *Topic not available*. M.A. Internship/thesis, supervised by H. P. Osana.
- Jeremie, D. (in progress). *Ethnic group loyalty issues and attitudes towards Seselwa Kreole*. M.A. thesis, supervised by E. Gatlinton.
- Khoury, M. (in progress). *Multimedia instructional design at Technomedia Formation Inc.* M.A. Internship/thesis, supervised by R. F. Schmid.
- Lacaille, N. (in progress). *A motivational analysis of musician's performance anxiety*. M.A. Thesis, supervised by R. Koestner.
- Landry, R. (in progress). *Parental trust in organismic development*. M.A. Thesis, supervised by R. Koestner.
- Levesque, A. (in progress). *Topic not available*. M.A. thesis, supervised by H. P. Osana.

- Libersan, L. (in progress). *Vocabulary growth of an exceptional learner: A vocabprofile case study*. M.A. thesis, supervised by T. Cobb.
- Licursi, A. (in progress). *Topic not available*. M.Ed. thesis, supervised by M. W. Aulls.
- Llama, R. (in progress). *Trilingual acquisition*. M.A. thesis, co-supervised by L. Collins and W. Cardoso.
- Maia, J. (in progress). *Parsing, prosody and visual context*. M.A. thesis, supervised by R. G. de Almeida.
- Mittemperger, M. (in progress). *Designing a blended learning environment at Vanier College*. M.A. Internship/thesis, supervised by R. F. Schmid.
- Muhammad, A. (in progress). *The effects of context on preservice teachers' statistical reasoning*. M.A. Internship/thesis, supervised by H. P. Osana.
- Ovtcharov, V. (in progress). *Lexical correlates of success in civil service oral interviews*. M.A. thesis, supervised by T. Cobb.
- Peters, S. (in progress). *Pioneering online collaborative learning for high school students using a blended approach (for the promotion of self-monitoring skills)*. M.A. thesis, supervised by R. F. Schmid.
- Pillay, V. (in progress). *The Effects of Wordlikeness on Literacy and Memory in 9 year-old Readers*. M.Ed. thesis, supervised by R. S. Savage.
- Pitsolanitis, N. (in progress). *Topic not available*. M.A. Internship/thesis, supervised by H. P. Osana.
- Plomer, M. (in progress). *The use of the concordancer in ESL writing*. M.A. thesis, supervised by M. Horst.
- Proulx, S. (in progress). *Topic not available*. M.A. thesis, supervised by D. Cousineau.
- Raissadat, H. (in progress). *Effects of an asynchronous online course on safer sex practices for university-age young adults*. M.A. thesis, supervised by S. Carliner.
- Rayner, V. (in progress). *Topic not available*. M.A. Internship/thesis, supervised by H. P. Osana.
- Roncero, C. (in progress). *Processing similes and metaphors*. M.A. thesis, supervised by R. G. de Almeida.
- Sauve, L. (in progress). *Topic not available*. M.A. thesis, supervised by R. S. Savage.
- Sirhan, S. (in progress). *Topic not available*. M.A. Internship/thesis, supervised by H. P. Osana.
- Song, H. (in progress). *English for academic purposes: Speaking skills and the new TOEFL*. M.A. thesis, supervised by L. Collins.
- St-Marseille, J. (in progress). *The perception and production of English h in interlanguage*. M.A. thesis, supervised by W. Cardoso.
- Stathopoulos, H. (in progress). *Topic not available*. M.A. Internship/thesis, supervised by H. P. Osana.
- Taylor, R. (in progress). *A blended learning approach to physical education*. M.A. thesis, supervised by R. F. Schmid.

Vavassis, A. (in progress). *The contextual effects of visual stimulus duration*. M.A. thesis, supervised by M. W. von Grünau.

Watts, J. (in progress). *Topic not available*. M.Ed. thesis, supervised by M. W. Aulls.

## **Theses Defended and Internships Completed**

Crisfield Burr, E. (2005). *Motivation research and SLA: Bringing it into the classroom*. M.A. thesis, supervised by J. White.

Durand, C. (2006). *Making sense of Japanese locative particles: The acquisition of 'ni', 'de' and 'e' by French- and English-speaking learners*. M.A. thesis, supervised by L. Collins.

Escartin, C. (2005). *The development of sC onset clusters in Spanish English*. M.A. thesis, supervised by W. Cardoso.

Gordon, A. (2006). *Authentic language versus English language teaching recommendations and predictions*. M.A. thesis, supervised by E. Gatlinton.

John, P. (2006). *Variable h-epenthesis in the interlanguage of francophone ESL learners*. M.A. thesis, supervised by W. Cardoso.

Karchava, E. (2006). *Corrective Feedback: Novice ESL teachers' beliefs and classroom practices*. M.A. thesis, supervised by E. Gatlinton.

Kumar, N. (2005). *The relationship between heritage language fluency loss and the cultural value of filial duty: An Indo-Canadian Hindu perspective*. M.A. thesis, co-supervised by P. Trofimovich & E. Gatlinton.

Quintieri, M. (2005). *The role of model compositions in teacher evaluations of student compositions*. M.A. thesis, supervised by E. Gatlinton.

Redden, K. (2005). *Students' perceptions of teachers and instruction*. M.A. thesis, supervised by M. W. Aulls.

Ring, A. (2005). *The relationship between cognitive proficiency and oral fluidity in second language mastery*. M.A. thesis, supervised by N. Segalowitz.

Wolfe, K. (2005). *Topic not available*. M.Ed. thesis, supervised by M. W. Aulls.

## **Research Assistants**

These are students who are not supervised by CSLP members but were hired as research assistants.

Anderson, G. *M.A. student*. Employed by R. F. Schmid.

Bisson, M. *M.A. student*. Employed by R. S. Savage.

Brisson, J. *B.A. student*. Employed by P. C. Abrami.

Cankaya, O. *M.A. student*. Employed by R. S. Savage.

Cote, R. *M.A. student*. Employed by J. Strobel.

DeBono, S. *B.A. student*. Employed by P. C. Abrami.

Desrosiers, C. *M.A. student*. Employed by H. P. Osana.

Essex, J. *M.A. student*. Employed by S. Carliner.

Feng, J. *M.A. student*. Employed by P. C. Abrami.



Fitzgerald, A. *Ph.D. student*. Employed by R. F. Schmid.  
 Guberman-Caron, A. *M.A. student*. Employed by P. C. Abrami.  
 Huang, Y. *M.A. student*. Employed by P. C. Abrami.  
 Jacek, C. *B.A. student*. Employed by P. C. Abrami.  
 Idan, E. *M.A. student*. Employed by H. P. Osana and J. Strobel.  
 Jabbour, G. *B.A. student*. Employed by H. P. Osana and P. C. Abrami.  
 Jiang, B. *M.A. student*. Employed by P. C. Abrami.  
 Job, J. *B.A. student*. Employed by N. Segalowitz.  
 Kalinina, G. *B.A. student*. Employed by P. C. Abrami.  
 Keller, W. *M.A. student*. Employed by R. M. Bernard.  
 Kwan, J. *M.A. student*. Employed by P. C. Abrami.  
 Lavoie, M.-C. *M.A. student*. Employed by P. C. Abrami.  
 Léonard, M. *Ph.D. student*. Employed by P. C. Abrami.  
 Li, W. *B.A. student*. Employed by P. C. Abrami.  
 MacMillan, S. *Ph.D. student*. Employed by S. Carliner.  
 McMellan, M. *B.A. student*. Employed by P. C. Abrami.  
 Milsom, C. *B.A. student*. Employed by P. C. Abrami.  
 Mitroi, J. *B.A. student*. Employed by M. von Grünau.  
 Newman, S. *M.A. student*. Employed by P. C. Abrami.  
 Nguyen, M. *B.A. student*. Employed by C. Fichten.  
 Nicolaidou, I. *Ph.D. student*. Employed by R. F. Schmid.  
 Nudo, S. *B.A. student*. Employed by P. C. Abrami.  
 Paterson, V. *M.A. student*. Employed by P. C. Abrami.  
 Pehlivanian, R. *M.A. student*. Employed by P. C. Abrami.  
 Penny, S. *B.A. student*. Employed by P. C. Abrami.  
 Peretiatkowicz, A. *B.A. student*. Employed by P. C. Abrami.  
 Pigeon, M.-E. *Ph.D. student*. Employed by P. C. Abrami.  
 Pongratz, K. *B.A. student*. Employed by P. C. Abrami.  
 Qayyum, A. *Ph.D. student*. Employed by S. Carliner.  
 Rayner, V. *M.A. student*. Employed by H. P. Osana.  
 Romain, C. *B.A. student*. Employed by R. S. Savage.  
 Saucier, T. *B.A. student*. Employed by P. C. Abrami.  
 Sciortino, A. *B.CompSc. student*. Employed by H. P. Osana.  
 Sokolovskya, A. *B.A. student*. Employed by N. Segalowitz.  
 Stephen, M. *M.A. student*. Employed by P. C. Abrami.  
 Sun, B. *M.A. student*. Employed by P. C. Abrami.  
 Surkes, M. *Ph.D. student*. Employed by R. M. Bernard.  
 Zhang, D. *Ph.D. student*. Employed by R. M. Bernard.  
 Zheng, Y. *M.A. student*. Employed by P. C. Abrami.  
 Zhou, R. *B.A. student*. Employed by M. W. von Grünau.

## Thesis Examination Committee

Cardoso, W. (current). Thesis Committee Member. *G. D'Onofrio, M.A. thesis, Concordia University; S. Ayed, M.A. thesis, Concordia University; D. Jeremie. M.A. thesis, Concordia University.*

Collins, L. (current). Thesis Examination Committee. *K. Heuwon, Doctoral dissertation, McGill University; D. Clearly, M.A. thesis, Concordia University; E. Karchava, M.A. thesis, Concordia University; V. Frediani, M.A. thesis, Concordia University.*

Gatbonton, E. (2006). External Thesis Examination Committee Member. *M. Kazumfumi, M.A. thesis, McGill University.*

- Gatbonton, E. (current). Thesis Committee Member. *P. Seong Man, Doctoral dissertation, McGill University; C. Farris, M.A. thesis, Concordia University.*
- Gatbonton, E. (2006). Thesis Examination Committee Chair. *L. Camel, Doctoral dissertation, Concordia University; C. Durand, M.A. thesis, Concordia University.*
- Horst, M. (2005). Thesis Examination Committee. *Quintieri, M., M.A. thesis, Concordia University; Crisfield-Burr, E., M.A. thesis, Concordia University.*
- Hyslop-Margison, E. J. (2006). Thesis Committee Member. *R. Bevan, M.A. thesis, Concordia University.*
- Hyslop-Margison, E. J. (current). Thesis Committee Member. *G. Vukevich, Doctoral dissertation, Concordia University.*
- Segalowitz, N. (2006). Thesis Committee Member. *J. Levy-Bencheton, Doctoral dissertation, Concordia University.*
- Segalowitz, N. (2005). Thesis Committee Member. *J. Di Nardo, M.A. thesis, Concordia; S. Kousaie, M.A. thesis, Concordia University.*
- Segalowitz, N. (current). Thesis Committee Member. *S. Frenkiel-Fishman, Doctoral dissertation, Concordia University; C. Potechin, Doctoral dissertation, Concordia University; N. Wada, Doctoral dissertation, Concordia University; A. Vavassis, M.A. thesis, Concordia University; Y. Zhang, Doctoral dissertation, Concordia University; C. Farris, M.A. thesis, Concordia University; A. Lambrinos, Doctoral dissertation, Concordia University; A.-S. Del Vecchio, Doctoral dissertation, Concordia University; T. Dougherty, Doctoral dissertation, McGill University; F. Mobayyen, Doctoral dissertation, Concordia University; S. Auchterlonie, Doctoral dissertation, Concordia University; L. Cameli, Doctoral dissertation, Concordia University.*
- Shore, B. M. (current). Thesis Examination Committee. *T. Glen, Doctoral dissertation, Concordia University; E. Franz, Doctoral dissertation, Concordia University.*
- Trofimovich, P. (2005). Thesis Examination Committee. *C. I. Escartin Ortiz, M.A. thesis, Concordia University; M. Quintieri, M.A. thesis, Concordia University.*
- Trofimovich, P. (2006). Thesis Examination Committee. *C. Durand, M.A. thesis, Concordia University; A. Gordon, M.A. thesis Concordia University; P. John, M.A. thesis, Concordia University; E. Karchava, M.A. thesis, Concordia University.*
- Trofimovich, P. (current). Thesis Examination Committee. *V. Frediani, M.A. thesis, Concordia University; M. Lavoie, M.A. thesis, Université du Québec à Montréal; T. Isaacs, Doctoral dissertation, McGill University; Y. Zhang, Doctoral dissertation, Concordia University.*
- von Grünau, M. W. (current). External PhD examiner. *J. Rossini, Doctoral dissertation, Universidade de São Paulo (USP), Brazil; S. Desjardin, Doctoral dissertation, Université du Québec à Montréal; M. Vanni, Synthesis, Université de Montréal; C. Lefebvre, Doctoral dissertation, Université de Montréal.*
- White, J. (2006). Thesis Committee Member. *N. Koomer, M.A. thesis, Concordia University; C. Durand, M.A. thesis, Concordia University; A. Gordon, M.A. thesis, Concordia University; P. John, M.A. thesis, Concordia University.*
- White, J. (current). Thesis Committee Member. *G. D'Onofrio, M.A. thesis, Concordia University; C. Colby-Kelly, Doctoral dissertation, Concordia University.*

## Professional Activities

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- Abrami, P. C. (current). Advisory Board Member. *Disability Research Team, Dawson College.*
- Abrami, P. C. (2004-2005). Co-Chair. *Education Coordinating Group, The International Campbell Collaboration.*
- Abrami, P. C. (current). Committee Member. *Centres for Research in Youth, Science Teaching and Learning (CRYSTAL); National Science and Engineering Research Council (NSERC); Education Department PhD Graduate Curriculum Committee; Education Department Research Ethics Committee; Educational Technology Programme Committee, Concordia University.*
- Abrami, P. C. (current). Consultant. *Quebec Anglophone Director Generals' Forum.*
- Abrami, P. C. (current). Consulting Editor. *Research in Higher Education.*
- Abrami, P. C. (current). Editorial Board Member. *Canadian Journal of Instructional Technology; Educational Research and Evaluation.*
- Abrami, P. C. (current). External Reviewer. *Canadian Foundation for Innovation; Canadian Journal of Learning and Technology; Research in Higher Education.*
- Abrami, P. C. (2005). Guest Editor. *[Special Issue: Electronic Portfolios] Canadian Journal of Technology and Learning.*
- Abrami, P. C. (current). Member. *American Educational Research Association; American Psychological Association; Canadian Psychological Association; International Campbell Collaboration; Society for Research Synthesis Methodology.*
- Abrami, P. C. (2004-2005). Steering Committee Member. *The International Campbell Collaboration.*
- Amsel, R. (current). Member. *American Statistical Association; Canadian Psychological Association (CPA); Institute of Mathematical Statistics; International Society for Behavioural Neuroscience (ISBN), McGill Association of University Teachers (MAUT); McGill Centre for Research and Teaching on Women (MCRTW); Society for Teaching and Learning in Higher Education (STLHE).*
- Aulls, M. W. (2005). Chair. *Division K/Section 5, American Educational Research Association (AERA) annual meeting, Montreal, QC.*
- Aulls, M. W. (2005). Organizer and Chairman. *12<sup>th</sup> Annual International Conference on Teacher Research, McGill University.*
- Aulls, M. W. (2005-2006). Reviewer. *American Educational Research Association, Division K, AERA Division C.*
- Aulls, M. W. (2005-2006). Reviewer. *American Educational Research Association (AERA) annual meeting.*
- Aulls, M. W. (current). Reviewer. *2007 Handbook of Educational Psychology, Published by American Educational Research Association (AERA), Mc Millan Press.*

- Bernard, R. M. (2004-2006). Co-Chair. *Education Coordinating Group, International Campbell Collaboration*.
- Bernard, R. M. (current). Editorial Board member. *Educational Technology Research and Development (U.S., AECT); Distance Education (Australia); Canadian Journal of Learning and Technology (Canada, AMTEC)*.
- Bernard, R. M. (current). Reviewer. *Review of Educational Research (AERA); Journal of Educational Psychology (CADE); Distance Education; Journal of Educational Psychology (APA); Educational Technology & Research Development; Social Sciences and Humanities Research Council of Canada (SSHRC)*.
- Cardoso, W. (2005-2006). Co-Chair. *2006 American Association of Applied Linguistics (AAAL) Conference*.
- Cardoso, W. (2005). Evaluator. *Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grants competition*.
- Cardoso, W. (current). International Correspondant. *Clube do Áudio e Vídeo (A specialized audiophile magazine), São Paulo, Brazil*.
- Cardoso, W. (current). Invited Member. *Grupo de Trabalho em Fonética e Fonologia (GTFF) of the Associação Nacional de Pós-Graduação e Pesquisa em Letras e Lingüística (ANPOLL), Brazil*.
- Cardoso, W. (current). Linguistic Consultant. *Brand name evaluator for Brazilian Portuguese and brand name creator for Lexicon Branding Inc., Sausalito, USA, (a company that designs and evaluates brand names for new products)*.
- Cardoso, W. (2005). Reviewer. *Language Learning; Secondary II textbook materials for ESL Publishing ERPI*.
- Cardoso, W. (current). Reviewer. *Language Acquisition; Canadian Journal of Linguistics (Special issue on Hispanic Linguistics); Language and Learning Technology Journal; Canadian Modern Language Review (Special issue on Vocabulary); European Second Language Association Conference (EUROSLA 2006), Boaziçi University, Turkey; 2006 Hispanic Linguistics Symposium, The University of Western Ontario; Generative Approaches to Language Acquisition in North America Conference (GALANA 2006), McGill University*.
- Carliner, S. (2005). Committee member. *International Society for Performance Improvement; Canadian Society for Training and Development*.
- Carliner, S. (current). Editorial board member. *Canadian Journal of Learning and Technology, Information Design & Document Design Journal; IEEE Transactions on Professional Communication*.
- Carliner, S. (current). Manager/Organizer. *2007 Society for Technical Communication Annual Conference*.
- Cobb, T. (2004). Co-Editor. *[Special Volume on Vocabulary Research] Canadian Modern Language Journal*.
- Cobb, T. (current). Editor. *Canadian Modern Language Review [Special Edition: Second language vocabulary acquisition]*.
- Cobb, T. (current). External Assessor for Grant Applications. *Habilitation statutaire au programme de doctorat en éducation, UQAM*.
- Cobb, T. (2005). External Examiner for PhD dissertations. *University of Ottawa, ON*.

- Cobb, T. (2005). Submission Reviewer. *Symposium: Les nouvelles technologies et le traitement automatique des langues au coeur des dispositifs d'apprentissage for the 72e Congrès de L'Association canadienne-française pour l'avancement des sciences (ACFAS), UQAM.*
- Cobb, T. (2004-2005). Webmaster. *Association canadienne de linguistique appliquée/Canadian Association of Applied Linguistics (ACLA-CAAL) (<http://www.aclacaal.org>).*
- Cobb, T. (current). Webmaster. *Applied Linguistics, UQAM website.*
- Cohen, H. (current). Associate Editor. *Brain and Cognition.*
- Cohen, H. (2002-2005). Coordinateur. *Institut des Sciences Cognitives, UQAM.*
- Cohen, H. (2005). Editor. [*Special Issue: Theoretical and Experimental Neuropsychology*], XV. *Brain and Cognition, 57, 1-106.*
- Cohen, H. (current). Editor. *Journal of Neurolinguistics.*
- Cohen, H. (current). Editorial Board Member. *Brain and Language.*
- Cohen, H. (2003-2006). Invited researcher. *Pfizer Inc. (USA).*
- Collins, L. (current). Assistant Vice President. *Canadian Association of Applied Linguistics (CAAL).*
- Collins, L. (current). Co-Director. *Skills Acquisition in Group Environments (SAGE) Lab.*
- Collins, L. (2005). Conference Organization Committee. *Canadian Association of Applied Linguistics, London, ON.*
- Collins, L. (current). Conference Organization Committee. *American Association for Applied Linguistics & Canadian Association of Applied Linguistics (joint conference), Local Chair, Montreal, QC.*
- Collins, L. (2004-2005). Member at Large. *Canadian Association of Applied Linguistics.*
- Collins, L. (2005). Reviewer. *Canadian Association of Applied Linguistics.*
- Collins, L. (current). Reviewer. *Language Learning; TESOL Quarterly; The Canadian Modern Language Review; Modern Language Journal; Studies in Second Language Acquisition; American Association for Applied Linguistics.*
- de Almeida, R. G. (2006). Chair and Committee Member. *SSHRC Social Sciences Post-Doctoral Fellowships Committee.*
- de Almeida, R. G. (2006). Reviewer. *Brain and Language; The Mental Lexicon; Cognitive Science.*
- de Almeida, R. G. (2006). Reviewer of Abstracts. *19th Annual CUNY Conference on Human Sentence Processing.*
- Fichten, C. S. (current). Editorial Board Member. *Behavioral Sleep Medicine; Journal of Postsecondary Education and Disability.*
- Fichten, C. S. (current). Ethics Committee Member. *Dawson College Research Ethics Board (REB).*

- Fichten, C. S. (2005). Grant Reviewer. *Social Sciences and Humanities Research Council of Canada (SSHRC)*.
- Fichten, C. S. (2005). Manuscript Reviewer. *Journal of Psychosomatic Research; Rehabilitation Psychology*.
- Fichten, C. S. (current). Member. *American Psychological Association (APA); Association canadienne-française pour l'avancement des sciences (ACFAS); Association des applications pédagogiques de l'ordinateur au postsecondaire (APOP); Assistive Devices Industry Association of Canada (CanADIA); Association québécoise des étudiantes ayant des incapacités au post secondaire (AQEIPS); Association for Behavioral and Cognitive Therapies (ABCT); Association on Higher Education and Disability (AHEAD); Association pour la recherche au collégial (ARC); Canadian Association of College and University Student Services; Canadian Disability Studies Association; Canadian Psychological Association (CPA); Canadian Sleep Society; International Commission on Technology & Accessibility (ICTA); Metropolitain Montreal Independent Living Resource Centre; National Educational Association of Disabled Students (NEADS); Alliance for Equality of Blind Canadians (AEBC); Network for the Evaluation of Education and Training Technologies Research Committee; National Federation of the Blind: Advocates for Equality (Greater Montreal Chapter); Sleep Research Society (SRS)*.
- Fichten, C. S. (1997-2005). Research Network Member. *FQRSC Réseau en santé mentale et neurosciences du Québec*.
- Fichten, C. S. (current). Research Network Member. *Centre de research interdisciplinaire en réadaptation du Montréal métropolitain (CRIR); FQRSC Centre de recherche: Institut Lady Davis de Research Médicales; La réseau provincial de recherche en adaptation-réadaptation du Fonds de la recherche en santé du Québec*.
- Fichten, C. S. (2005). Scientific Evaluation Committee Member. *Centre de research interdisciplinaire en réadaptation du Montréal métropolitain (CRIR)*.
- Fichten, C. S. (2004-2005). Steering Committee member. *Access to Academic Materials for Print-Disabled Post-Secondary Students [Project carried out by NEADS in partnership with the Council on Access to Information for Print-Disabled Canadians and the Learning Disabilities Association of Canada (LDAC)]*.
- Gatbonton, E. (current). Advisory Board Member. *Canadian Modern Language Review*.
- Gatbonton, E. (1999-2005). Author's Club Member. *Modern Language Journal*.
- Gatbonton, E. (2006). Grant Application Reviewer. *Social Sciences and Humanities Research Council of Canada (SSHRC)*.
- Gatbonton, E. (current). Member. *Teaching English to Speakers of Other Languages (TESOL); American Association of Applied Linguistics (AAAL); Asociacion internacional de linguistique appliquée (AILA); International Association of Teachers of English as a Foreign Language; Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ); TESL Canada; Canadian Association of Applied Linguistics (CAAL)*.
- Gurnsey, R. (current). Reviewer. *Perception & Psychophysics; Psychological Review; Vision Research; Spatial Vision, Psychological Research; Ophthalmology and Physiological Optics; Nature; Natural Science and Engineering research Council (NSERC); National Research Council (NRC) (U.S.A.); Fonds pour la formation de chercheurs et l'aide à la recherche (FCAR); Fonds québécois de la recherche de la nature et les technologies (FQRNT)*.

- Horst, M. (current). Editor. *Language Learning and Technology [Special issue on Technology and learning to read]*.
- Horst, M. (current). Editor. *Technology and learning to read, Language Learning and Technology; Canadian Modern Language Review [Special Edition: Second language vocabulary acquisition]*.
- Horst, M. (current). Reviewer. *Focus on vocabulary for Pearson Longman*.
- Hou, D. (2005). Facilitator. *Workshop: The ABC's of the PhD, McGill University*.
- Hou, D. (current). Member. *High Ability and Intelligence Research (HAIR) group; Committee for Doctoral Studies in Education (CDSE)*.
- Hou, D. (2005). Student Assistant. *Workshop: Course Design and Teaching Workshop organized by Teaching and Learning Service, McGill University*.
- Hyslop-Margison, E. J. (2006). Book Display Coordinator. *Philosophy of Education Society Conference*.
- Hyslop-Margison, E. J. (2005-2006). Conference Paper Reviewer. *American Educational Research Association annual meeting*.
- Hyslop-Margison, E. J. (current). Editorial Review Board Member. *Paideusis: Journal of Canadian Philosophy of Education Society; The Journal of Educational Thought; Educational Theory*.
- Hyslop-Margison, E. J. (2002-2005). Editorial Review Board Member. *The Teacher Educator*.
- Hyslop-Margison, E. J. (2005). Reviewer. *Alberta Journal of Educational Research; Educational Researcher; Educational Theory*.
- Hyslop-Margison, E. J. (current). Reviewer. *The Canadian Journal of Education*.
- Koestner, R. (current). Ad Hoc Reviewer. *Journal of Personality and Social Psychology; Developmental Psychology; Journal of Applied Psychology; Journal of Child Clinical Psychology; Journal of Research in Personality; Motivation and Emotion; Psychological Bulletin; Sex Roles*.
- Koestner, R. (current). Consulting editor. *Personality and Social Psychology Bulletin; Journal of Personality*.
- Lowerison, G. (2005). Conference Session Chair. *Interactive Computer-Aided Learning Conference (ICL), Villach, Austria*.
- Lowerison, G. (current). Member. *American Educational Research Association, Student Member; American Psychological Association, Associate Member; Association for the Advancement of Computing in Education; Association for Educational Communications and Technology; International Society for Technology in Education; Society of Teachers of Psychology*.
- Lowerison, G. (2006). Reviewer. *American Educational Research Association (AERA) annual meeting*.
- McAlpine, L. (2005, August). Discussant. *Symposium for the European Association for Research on Learning and Instruction, Cyprus, Greece*.
- McAlpine, L. (2006). Editor. *International Journal for Academic Development*. 10(1).

- McAlpine, L. (2005). Editor, conversations: negotiating professional learning and power. *International Journal for Academic Development*. 10(1), 1-2.
- McAlpine, L. (current). Reviewer. *Social Science and Humanities Research Council adjudication committee; Social Science and Humanities Research Council research proposals; American Educational Research Association proposals; Canadian Society for Studies in Higher Education proposals and awards; UK Economic and Social Science Research Council*.
- McAlpine, L. (current). Reviewer. *Studies in Higher Education Journal; Learning and Instruction Journal; International Journal of Inclusive Education; Active Learning in Higher Education Journal; British Journal of Educational Technology; Innovations in Education and Teaching International Journal; International Journal of Qualitative Studies in Education; Asia Pacific Journal of Teaching Education and Development; Teaching and Teacher Education Journal; Canadian Journal of Higher Education; Canadian Journal of Education; McGill Journal of Education; McGill/Queen's University Press*.
- McAlpine, L. and Sharpe, R. (2006). Editor. *International Journal for Academic Development*. 11(1).
- McAlpine, L. and Sharpe, R. (2006). Editor, Examining, questioning and challenging our taken-for-granted assumptions. *International Journal for Academic Development*. 11(1), 1-2.
- Mimouni, Z. (current). Member. *Comité d'arrimage des projets, Centre de transfert pour la réussite éducative du Québec (CTREQ)*.
- Osana, H. P. (current). Ad Hoc Reviewer. *Departmental Psychology; Journal for Research in Mathematics Education; Journal of Educational Psychology; Group Dynamics: Theory Research and Practice*.
- Osana, H. P. (current). Reviewer. *Canadian Journal of Learning and Technology; Allyn & Bacon; Cognitive Science Society; Computer Supported Collaborative Learning Conference; American Educational Research Association; Educational Research and Evaluation*.
- Savage, R. S. (2005). Chair for session: Phonological processes basic to reading. *Society for the Scientific Study of Reading, Toronto, ON, June 25th 2005*.
- Segalowitz, N. (in press). Invited Reviewer. *Processing instruction: theory, research and commentary, in Studies of Second Language Acquisition, B. Van Patten, (Ed.)*. 28(1).
- Segalowitz, N. (in press). Invited reviewer. *Beyond knowledge: Extracognitive aspects of developing high ability, L.V. Shavinina, & M. Ferrari (Eds.)*.
- Segalowitz, N. (current). Member. *Management Committee of the Interuniversity Research Group, "Développement, intégration et évaluation des technologies de formation et d'apprentissage (DIVA)" funded by Valorisation-Recherche Québec (VRQ), Fonds québécois de la recherche sur la société et la culture (FQRSC) (volet équipes) evaluation committee*.
- Segalowitz, N. (current). Member. *Canadian Society for the Brain, Behavior and Cognitive Science; Psychonomic Society; American Association for Applied Linguistics; American Psychological Society; Cognitive Science Society*.
- Segalowitz, N. (current). Member. *Canadian Modern Language Review Advisory Committee, Concordia University School of Graduate Studies Subcommittee for Specialized Individualized Programs, Concordia University Chair's Advisory Committee*.



- Segalowitz, N. (current). Reviewer. *Natural Sciences and Engineering Research Council of Canada (NSERC), Social Sciences and Humanities Research Council of Canada (SSHRC), Fonds québécois de la recherche sur la nature et les technologies, National Science Foundation (USA)*.
- Shore, B. M. (current). Editorial Board Member. *Exceptionality Education Canada; Gifted Education International (UK)*.
- Shore, B. M. (current). Editorial Review Board Member. *Journal of Secondary Gifted Education; Gifted and Talented International*.
- Shore, B. M. (current). Member. *American Psychological Association, Canadian Association for Educational Psychology; European Council for High Ability; Board of Directors for the Center for Academic Integrity, Duke University*.
- Shore, B. M. (current). Review Board Member. *Canadian Journal of School Psychology*.
- Shore, B. M. (current). Reviewer. *Journal for the Education of the Gifted; Social Sciences and Humanities Research Council of Canada (SSHRC) research grants*.
- Strobel, J. (current). Consulting Editor. *Interdisciplinary Journal of Problem Based Learning*.
- Strobel, J. (current). Member. *American Educational Research Association (AERA); Association for Educational Communications and Technology (AECT); International Society of the Learning Sciences (ISLS); American Academy of Religion (AAR)*.
- Strobel, J. (current). Reviewer. *International Journal of Education Development using ICT*.
- Trofimovich, P. (current). Faculty advisor. *Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ) Campus (interuniversity student-run conference) Committee*.
- Trofimovich, P. (current). Member. *American Association for Applied Linguistics (AAAL); Canadian Association of Applied Linguistics (CAAL); Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ)*.
- Trofimovich, P. (current). Reviewer. *Studies in Second Language Acquisition; Language Learning; Applied Psycholinguistics; Canadian Modern Language Review; Prospect (Australia)*.
- Vavassis, A. (current). Associate member. *Sigma Xi, The Scientific Research Society*.
- Vavassis, A. (current). Member. *American Chemical Society*.
- Vavassis, A. (current). Student member. *Vision Sciences Society (VSS); European Conference on Visual Perception (ECVP); Canadian Society for Brain Behaviour and Cognitive Science (CBBCS)*.
- Von Grünau, M. W. (current). Advisory Board member for Quebec Educational Mathematics and Science Alignment Project (QEMSAP).
- Von Grünau, M. W. (current). Reviewer. *Perception & Psychophysics; Vision Research; Spatial Vision, Psychological Research; Journal of Experimental Psychology: Human Perception and Performance (JEP:HPP); Perception; Perception & Psychophysics; Canadian Journal of Psychology; Visual Neuroscience; Neuropsychologia; Brazilian Journal of Medical and Biological Research; Natural Science and Engineering research Council (NSERC); Fonds pour la formation de chercheurs et l'aide à la recherche (FCAR); Fonds québécois de la recherche de la nature et les technologies (FQRNT)*.

- Von Grünau, M. W. (current). Consulting Editor. *Journal of Experimental Psychology: Human Perception and Performance*.
- Wade, A. (current). Convenor. *Information Retrieval Methods Group, The International Campbell Collaboration*.
- Wade, A. (current). IRMG liaison. *Education Coordinating Group, The International Campbell Collaboration*.
- Weston, C. (current). Reviewer. *Canadian Journal of Higher Education; Social Sciences and Humanities Research Council of Canada (SSHRC); NSPI Awards committee, Outstanding Student Research*.
- White, J. (current). Advisory Committee Member. *Canadian Modern Language Review*.
- White, J. (current). Editorial Advisory Committee Member. *The Canadian Journal of Applied Linguistics*.
- White, J. (current). Manuscript Reviewer. *Journal of French Language Studies; Language Teaching; Canadian Journal of Applied Linguistics (CAAL); Language Awareness; Language Learning; The Canadian Modern Language Review; Spanish Applied Linguistics; TESL Canada Journal; Newbury House Publishers; Les Editions HRW, Ltée; Modulo Editeur*.
- White, J. (current). Member. *American Association for Applied Linguistics (AAAL); Association for Language Awareness (ALA); Canadian Association of Applied Linguistics (CAAL); Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ); Teachers of English to Speakers of Other Languages (TESOL)*.

## Awards and Distinctions

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- Abrami, P. C. (2001-present). Concordia University Research Chair (CURC). *Concordia University*.
- Comaskey, E. (2005). Educational Research Award. *Area of literacy, McGill University*. Rewarded: \$5,000.
- Hyslop-Margison, E. J. (2006-2011). Tier II Canada Research Chair (CRC).
- McAlpine, L. (2005). W.J. McKeachie Career Achievement Award. *Special Interest Group For Faculty Teaching, Evaluation, and Development of the American Educational Research Association*.
- Morris, K. L. (2005). Distinguished Achievement Award. *San Francisco State University*.
- Turner, H. M. and Bernard, R. M. (2006). Editor's Award. *The National Student Speech Language Hearing Association*.

## Articles about CSLP Activities

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Allard, M. (2005, April 9). Les cégépiens ont aussi des problèmes de lecture. *La Presse*, p. A16.

Cohen, M. L. (Ed.). (2005, October 28). Early Literacy. *Fielding Focus: The monthly news bulletin of the EMSB*, 8(3), pp. 6-7.

Lampert, A. (2005, August 7). Success is spelled r-e-a-d-i-n-g. *The Gazette (Montreal)*, p. A3.