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

The CSLP's Annual Report 2009-2010 *Special Renewal Year Edition*

Director's Message

In our effort to conserve, the current version of the CSLP/CEAP Annual Report is much shorter than in past years. But although we are also conserving paper, the major conservation is human energy. We have just completed the arduous task of applying to renew our centre infrastructure grant, a chore we have not had to complete for eight years, and so the team needed a break. At last count, the full application was upward of 1200 pages and took us more than six months to prepare. So I hope you will understand why we have elected to keep this annual report brief. We are relieved to be able to "recycle" some of the summary data from the renewal application in what follows and you will see that the members, staff, students and partners of the CSLP have been quite productive.

I would be remiss if I did not take this opportunity to thank the people of the FQRSC Regroupements Stratégiques grant writing machine. Randall Halter, Norm Segalowitz, Pat Yetman, and Anne Wade did an incredible job: organizing and correcting all the material they received from CSLPers; preparing reports on a wide range of activities; and dealing with the countless gremlins and quirks of a massive, complex online filing system. We also survived each other's grammatical idiosyncracies including the use of the Oxford comma and the proper application of the virgule* in the bilingual name of the Centre.

There were lots of wonderful developments in the past twelve months. Bev White won the Todd Rogers Award; Laura Collins and her team won the ACTFL-ML J Paul Pimsleur Award, and yours truly garnered the CEA Whitworth Award. One of our graduates, Rana Tamim had her paper, co-authored with others from the systematic review team, accepted for publication with high praise and without modifications of any sort — a first for the editor — in the prestigious and high impact Review of Educational Research. Tom Cobb's

online tool, the Compleat Lexical Tutor, has thousands of daily hits worldwide. And two longitudinal RCTs of our early literacy tool, ABRACADABRA, were completed with positive results — one a pan-Canadian study and the other a study in the Northern Territory of Australia.

I could go on and on but you get the picture. The quality and scope of the CSLP/CEAP's research and development activities continue to be more and more impressive. Our research has growing local, federal, and international import. What we do today has increasing global importance tomorrow.

On a recent trip to New Zealand, I awoke one morning to an editorial in the Queenstown newspaper decrying the low literacy skills among too large a percentage of schoolchildren. Why, the editors wondered, was this crisis allowed to continue and what, they asked, were educators going to do about it? Needless to say, I wrote a letter to the paper about our Learning Toolkit. I left before learning whether the letter was published but confident that our approach to evidence-based practice is one that is not constrained by geographical boundaries.

Thanks to all of you — members, supporters, and partners alike — for making this our best year ever.

Phil Abrami, Director
*Centre for the Study of Learning and Performance /
Centre d'études sur l'apprentissage et la performance*

* The virgule is a diagonal mark (/) used especially to separate alternatives.

Message du directeur

Dans la lignée de nos efforts de préservation, la présente mouture du rapport annuel du CSLP/CEAP est beaucoup plus courte que celles des années précédentes. Bien que l'économie de papier ainsi réalisée ait contribué à la préservation des forêts, la principale économie se situe en termes d'énergie humaine. Nous venons tout juste de terminer la tâche ardue consistant à déposer une demande de renouvellement de la subvention d'infrastructure de notre centre, une corvée que nous n'avions pas eu à remplir au cours des huit dernières années, aussi, l'équipe avait-elle besoin d'une pause. Au dernier décompte, le document complet de demande de subvention comptait plus de 1 200 pages et nous avait demandé plus de six mois de préparation. J'espère donc que vous comprendrez pourquoi nous avons choisi de garder ce rapport annuel très bref. Nous sommes soulagés de pouvoir « recycler » une partie des données de synthèse utilisées dans notre demande de renouvellement au sein des pages qui suivent. Vous pourrez constater que les membres, le personnel, les étudiants et les partenaires du CEAP ont été très productifs.

Je m'en voudrais de ne pas profiter de ce mot pour remercier les personnes qui font fonctionner cette véritable machine à écrire des demandes de subvention pour le programme Regroupements Stratégiques du FQRSC. Je tiens à souligner le travail incroyable de Randall Halter, Norm Segalowitz, Pat Yetman et Anne Wade : ils ont structuré et corrigé l'ensemble du matériel qu'ils ont reçu des membres du CEAP; ils ont préparé des rapports sur un large éventail d'activités; enfin, ils ont su jongler avec les innombrables fantômes et caprices de l'imposant et complexe système de soumission en ligne. Nous avons également survécu à la confrontation de nos idiosyncrasies grammaticales personnelles, y compris celles concernant l'utilisation de la virgule d'Oxford* et la bonne utilisation de la barre oblique dans le nom bilingue du Centre.

Les douze derniers mois ont été riches en développements heureux. Bev White a remporté le prix Todd Rogers, Laura Collins et son équipe ont remporté le prix Paul Pimsleur de l'ACTFL-MLJ et votre humble serviteur a remporté le prix ACE-Whitworth. L'article de l'une de nos étudiantes aux cycles supérieurs, Rana Tamim, rédigé en collaboration avec d'autres membres de l'équipe d'examen systématique, a été accepté pour publication avec éloges et sans modifications d'aucune sorte — une première pour l'éditeur — dans la prestigieuse publication à grande diffusion Review of Educational Research. L'outil en ligne de Tom Cobb, le Compleat Lexical Tutor, reçoit des milliers de visites par jour à travers le monde. Enfin, deux études longitudinales contrôlées et randomisées ont été effectuées — une étude pancanadienne et une étude dans le Territoire du Nord de l'Australie — qui portaient sur notre outil d'alphabétisme chez les jeunes enfants, ABRACADABRA, et toutes deux ont donné des résultats positifs.

Je pourrais donner encore bien des exemples, mais vous voyez le portrait. La qualité et la portée des activités de recherche et développement réalisées au CSLP/CEAP sont de plus en plus impressionnantes. Nos recherches ont davantage de retentissement à l'échelle locale, fédérale et internationale, et ce que nous faisons aujourd'hui revêtira une importance mondiale accrue dans l'avenir.

Lors d'un récent voyage en Nouvelle-Zélande, j'ai lu au déjeuner un éditorial dans le journal de Queenstown décriant le faible niveau d'alphabétisation chez un trop grand pourcentage d'écoliers. Pourquoi cette situation de crise perdurait-elle, se demandait la rédaction, et quelles actions le personnel éducatif prenait-il à ce sujet? Il va sans dire que j'ai écrit une lettre au journal à propos de notre Trousse d'apprentissage. J'ai quitté sans savoir si la lettre avait été publiée, mais confiant à l'effet que notre approche de la pratique fondée sur des faits n'est aucunement limitée par des frontières géographiques.

Merci à vous tous — membres, sympathisants et partenaires — pour avoir fait de cette année la meilleure de notre histoire.

Philip Abrami, directeur
Centre for the Study of Learning and Performance /
Centre d'études sur l'apprentissage et la performance

** En anglais, on appelle « virgule d'Oxford » la virgule facultative qui apparaît
avant la conjonction qui introduit le dernier terme de l'énumération.*

Our Goals

The Centre d'études sur l'apprentissage et la performance / Centre for the Study of Learning and Performance (CEAP/CSLP) conducts research on learner success and on the fulfilment of learning potential. The CSLP aims to understand academic underachievement and to use that knowledge to find ways to address the significant personal, social and economic costs of this underachievement. The CSLP's overall goal is two-fold. One is to strengthen our theoretical understanding of learning and performance so that we can promote learning success and transfer insights about learner success from one social arena to another. The other is to develop evidenced-based tools and strategies that will promote learning success in five specific impact areas that are important in contemporary society—pre-kindergarten to secondary education, post-secondary education, corporations and industry, health and social services, and the NGO/community sector. These two goals interact and are always pursued simultaneously.

We achieve these goals by using diverse methodologies and by providing a rich, interdisciplinary work environment for CSLP researchers, also acknowledging that there is value in both evidence-based practice and in learning from the contexts of practice-based evidence.

Organization of CSLP Activities

The organization reflects the importance the centre places on the scientific and applied contexts just described. Conceptually, the research activities may be described as being organized along four strands, each strand being a particular focus, thrust or line of research. Figure 1 shows the activities in terms of their interrelationships.

Figure 1

▶ Research programs fall within four research strands: educational technology, language and literacy, inquiry teaching and learning, and fluency and cognitive efficiency in skilled performance.

▶ Within each strand there are from two to four principal theme areas, examples of which are described below. Within each of these theme areas there are many research projects that members work on.

▶ Common to all theme areas are three categories of research methods: field studies, lab studies and systematic reviews.

▶ The CSLP ensures that its work will have an impact on the scientific community and on the wider society by focusing on four vehicles of knowledge mobilization: research dissemination; tools and software; instruments; and professional development and training.

▶ Finally, the CSLP's work is oriented toward finding solutions to problems of underachievement that can be implemented in five particular impact areas (or communities of practice): Pre-kindergarten to secondary; postsecondary education; corporation and industry; health & social ser-vices; and NGO/Community organizations.
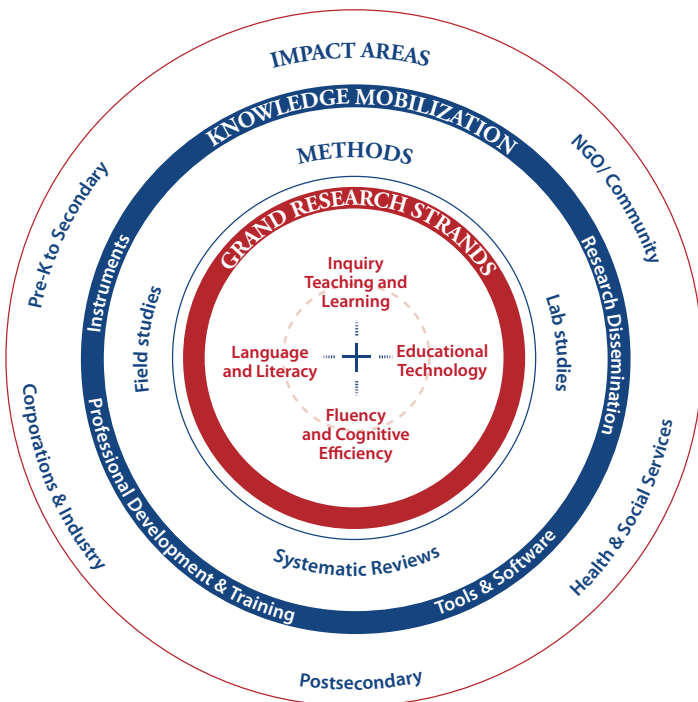
Evolution of the CSLP

The CSLP has evolved gradually through a continuous process of self-evaluation, renewal, and rededication to its original goals. Over the years, its structure and membership has changed, in a planned way in order to preserve and enhance the added value coming from the collaborations it fosters among its researchers. The CSLP conducts a regular internal review process to check that as a Centre we remain on track in terms of our values, goals and the guidelines and objectives articulated by the Regroupements stratégiques program.

Activities (Representative achievements)
In the table below, we highlight 11 of the CSLP's many achievements organized by Strand, Theme and Project. We have selected items that illustrate work done in each strand and in selected theme areas, across a variety of impact areas.

STRAND	THEME	EXAMPLES OF PROJECTS
Strand 1 Educational Technology	Learning Toolkit (LTK)	ePEARL; ABRACADABRA; ISIS-21
	Distance Education	Developing Systematic Review Techniques
	Accessibility	Adaptech Research Network (accessibility of e-learning tools for students with disabilities)
Strand 2 Language & Literacy	L2 proficiency	L2 instructional efficiency; Assessing nurses' L2 speech competency
	Early Reading Literacy	ABRACADABRA (see also Strand 1)
Strand 3 Inquiry learning & teaching	High ability and inquiry	HAIR: High Ability and Inquiry Research
	Critical Thinking	Psychometric structure of measures; instructional impacts
	Inquiry Strategies	ISIS-21 (see also Strand 1)
Strand 4 Fluency & Cognitive Efficiency	Automatic & attention-based processes in lang. & vision	Automatic & attention-based processes in L2; Automaticity & RT distributions
	Basic processes in L2 functioning	Automatic & attention-based processes in L2; Automaticity & RT distributions
Cutting across strand boundaries	Theory of Inquiry Instruction.	Aulls & Shore (2008). *Inquiry in education. 2 vols.*
	Theory of Performance fluency	Segalowitz (2010). *Cognitive bases of L2 fluency.*

Concordia UNIVERSITY

McGill

Université de Montréal

UQAC

BISHOP'S UNIVERSITY

UQÀM

CÉGEP VANIER COLLEGE

DAWSON COLLEGE

Lakeside View Global Vision
CEGEP JOHN ABBOTT COLLEGE

Productivity of the CSLP

The following is a summary of the grants and contracts and their value, as awarded to CSLP/ CEAP Faculty (full members) for the period April 1, 2009 to March 31, 2010. Also included is the number of publications, workshops and conference presentations by full members, professional staff, and graduate students. The number of students supervised or hired as research assistants by full members is listed last.

EXTERNAL FUNDING

The total number of grants and contracts awarded to full faculty members is 83. The estimated total value held by CSLP/CEAP full members only, for the 2009-2010 period (i.e. one year of multi-year grants) is over $4,000,000.

GRANTS AND CONTRACTS

Social Sciences and Humanities Research Council of Canada (SSHRC)	20
Fonds québécois de la recherche sur la société et la culture (FQRSC)	18
Ministère de l'éducation, du loisir et du sport (MELS)	7
Canadian Language and Literacy Research Network (CLLRNet)	4
Programme d'aide à la recherche sur l'enseignement et l'apprentissage (PAREA)	4
Natural Sciences and Engineering Research Council of Canada (NSERC)	3
Concordia University	3
Bishop's	2
Success For All Foundation (SFA)	2
Australian Research Council (ARC)	1
Bank of Nova Scotia	1
Canadian Heritage	1
Canadian Institutes of Health Research (CIHR)	1
Cypress Research Promotion Foundation	1
David M. Thompson	1
Health Canada	1
Institute for Effective Education (IEE)	1
Le Canada Foundation for Innovation (CFI)	1

GRANTS AND CONTRACTS - continuation

Le centre de transfert pour la réussite educative du Québec (CTREQ)	1
Max Bell Foundation	1
McGill	1
Ministère de l'Emploi et de la Solidarité sociale, Emploi-Québec	1
Ministère du développement économique, de l'innovation et de l'exportation (MDEIE)	1
Morton Brownstein	1
Office des personnes handicapées du Québec (OPHQ)	1
St. Mary's Hospital	1
Telstra Foundation Social Innovation Grants	1
Torngasok Cultural Centre	1
Webster Foundation	1

PUBLICATIONS

Journal Articles & Manuscripts	144
Books/ Chapters/ Proceedings	52
Other	33
Total publications:	**229**

OTHER DISSEMINATION ACTIVITIES

Presentations and Seminars	130
Training and Instruction	65
Technology Based Tools and Other Transfer Activities	47
Total Dissemination activities:	**471**

TRAINING OF STUDENTS

M.A. Theses and Internships	80
PhD supervision	66
Research Assistants	88
Post Docs	**4**
Fellowships	**3**
Total students:	**241**

An itemized list of grants, publications, presentations, training, transfer and professional activities, students, fellowships and awards is available in the full FQRSC Regroupements stratégiques application.