



Annual Report

Centre for the Study
of Learning and Performance

Centre d'études
sur l'apprentissage et la performance

2011-2012

Part 2

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, 2011 – March 31, 2012. For a description of our theme areas, membership and partners for this period, please consult the Annual Report 2011-2012.

Acknowledgments

The information in this document was compiled by Patricia Yetman (Administrative Assistant), Randall Halter (Research Associate), and Evelyne Cypihot (Grants Officer) 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)
December 2012

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The total number of grants and contracts awarded to full faculty members is 85. The estimated total value held by CSLP/CEAP full members only, for the 2011-2012 period (i.e., one year of multi-year grants) is approximately \$ 4,000,000

Grants and Contracts:

Australian Research Council (ARC) (1); Canada Foundation for Innovation (CFI) (2); Canada Quebec Entente (1); Canadian Heritage (1); Commission scolaire Marie-Victorin (CSMV) (1); Commission scolaire de Montréal (CSDM) (1); Commission scolaire de la Rivière-du-Nord (CSRN) (1); Concordia University (9); Conférence des Recteurs et des Principaux des Universités du Québec (CREPUQ) (1); Conseil canadien des normes (CCN) (1); David M. Thompson (1); European Commission (EC 2010) (1); Fonds québécois de la recherche sur la société et la culture (FQRSC) (13); Government of Canada (1); Institute for Effective Education (IEE) (1); Institute of Educational Sciences (IES) (1); John Hardie Mitchell family foundation (1); Max Bell Foundation (1); McGill (5); Ministère du développement économique, de l'innovation et de l'exportation (MDEIE) (1); Ministère de l'éducation, du loisir et du sport (MELS) (7); Ministère de l'Emploi et de la Solidarité sociale, Emploi-Québec (1); Morton Brownstein (1); National Institutes of Health (1); Natural Sciences and Engineering Research Council of Canada (NSERC) (2); Office des personnes handicapées du Québec (OPHQ) (1); Queensland University of Technology (Australia): School of Psychology and Counselling Internal (1); Research and Evaluation on Education in Science and Engineering (REESE) (1); Social Sciences and Humanities Research Council of Canada (SSHRC) (22); Torngasok Cultural Centre (1); Webster Foundation (1)

Funding

Under Review

Abrami, P. C., Azevedo, R., Farmer, L. S. J., Henry, L. A., Segalowitz, N., Venkatesh, V., & Wade, A.. (under review). *Inquiry strategies for the information society in the twenty-first century (ISIS-21)* (Requested: \$1,458,612USD). Institute of Educational Sciences (IES), Education Research, Development and Dissemination.

Abrami, P. C., Bernard, R. M., Brodeur, M., Bures, E., Schmid, R. F., Siegel, L., & Venkatesh, V. (under review). *Knowledge-based technologies for learning* (Requested: \$2,600,040). Social Sciences and Humanities Research Council of Canada (SSHRC), Partnership Grant and Canada Foundation for Innovation- Leaders Opportunity Fund - Funding for infrastructure and research support.

Abrami, P. C., Dedic, H., Rosenfield, S., Wade, A., Lebel, C., & White, B. (under review). *Developing foundational skills in Quebec students: Orienter la réussite des mathématiques émergentes (ORME) software*. (Requested: \$500,000). Ministère du développement économique, de l'innovation et de l'exportation (MDEIE), Program for Supporting Development and Transfer.

Azevedo, R. (under review). *The role of emotions on medical decision-making in a dynamic multi-agent simulation environment* (Requested: \$14,600). McGill Internal Social Sciences and Humanities Research Council of Canada to CIHR Grant.

Bernard, R. M. (under review). *A systematic review of the differential effects of teacher-centered and student-centered pedagogy in pre-K through Grade 12 science and mathematics instruction* (Requested: \$540,698). U.S. Department of Education (USA) Institute of Education Sciences (IES), Education Research.

- Bernard, R. M., Abrami, P. C., Anderson, T., Schmid, R. F., Tamim, R., & Wade, A. (under review). *Gauging the effects of student-centred versus teacher-centred pedagogy in technology-rich distance education, online and blended learning environments: Quantitative and qualitative syntheses* (Requested: \$279,496). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Biswas, G., & Azevedo, R. (under review). *SimSelf: A simulation environment designed to model and scaffold learners' self-regulatory skills to optimize complex science learning* (Requested: \$1,218,424). Institute of Education Sciences (IES), Goal 2.
- Brodeur, M., & Abrami, P. C. (under review). *ABRACADABRA : une ressource en ligne et gratuite, appuyée par la recherche, pour soutenir l'apprentissage de la lecture et de l'écriture de la maternelle à la 2e année du primaire* (Requested: \$300,000). Banque Nationale, Fondation UQAM.
- Brodeur, M., & Abrami, P. C. (under review). *ABRACADABRA : une ressource en ligne et gratuite, appuyée par la recherche, pour soutenir l'apprentissage de la lecture et de l'écriture de la maternelle à la 2e année du primaire* (Requested: \$300,000). Standard Life, Fondation UQAM.
- Brook, J., Upitis, R., & Abrami, P. C. (Under review). *Using a web-based portfolio for studio music instruction in rural and northern communities* (Requested: \$290,522). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.
- Chambers, B., Abrami, P. C., Slavin, R., & Tracey, L. (under review). *Evaluating a technology-based nursery programme for children from deprived families* (Requested: \$456,492 GBP; CSLP's portion: \$130,585 GBP). Institute for Effective Education (IEE) – University of York, Economic & Social Research Council (ESRC).
- Chambers, B., Hardman, F., & Abrami, P. C. (under review). *Implementing cross-age peer tutoring in Kenya to improve children's reading* (Requested: \$259,619 GBP; CSLP's portion \$56,182 GBP). Institute for Effective Education (IEE) - University of York.
- Dagenais, C., & Abrami, P. C. (Under review). *Le transfert des connaissances issues de la recherche dans le domaine social : recherche sur les stratégies, les processus et les effets* Fonds de recherche du Québec société et culture (FRQSC), Soutien aux équipes de recherche.
- Frasson, C., Azevedo, R., Lajoie, S., & Aimeur, E. (under review). *Intelligence émotionnelle dans l'apprentissage* (Requested: \$520,000). Fonds de recherche du Québec société et culture (FRQSC), Soutien aux équipes de recherche.
- Lajoie, S., Hmelo-Silver, C., Frasson, C., Jang, E., Leighton, J., Lester, J., Azevedo, R., ... Shute, V. (Under review). *Supporting technology rich learning across disciplines* (Requested: \$2,500,000). Social Sciences and Humanities Research Council of Canada (SSHRC), Partnership Grant.
- Schmid, R. F., Abrami, P. C., Bernard, R. M., Wade, A., & Wozney, L. (under review). *The malleable correlates of dropout intervention: A systematic review and detailed policy analysis description* (Requested: \$199,856). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant.

Villa Sanchez, A., Abrami, P. C., Venkatesh, V., Bures, E., Davidson, A.-L., & Lysenko, L. (under review). *The e-portfolio as a tool for self-regulation of students and teacher professional development*, Memoriatécnica para proyectos tipo A o B, Universidad de Deusto.

Newly Awarded

Abrami, P. C., Bernard, R. M., Brodeur, M., Bures, E., Schmid, R. F., Siegel, L., Venkatesh, V., Wade, A., & White, B. (2011-2012). *Knowledge-based technologies for learning* (Operating: \$20,000). Social Sciences and Humanities Research Council of Canada (SSHRC), Partnership Grant, LOI.

Abrami, P. C., Segalowitz, N., Shore, B. M., Collins, L., Savage, R., Bernard, R. M., Schmid, R.F., and other members of the CSLP. (2011-2012). *Centre for the Study of Learning and Performance (CSLP)/Centre d'études sur l'apprentissage et la performance (CEAP)* (Includes 6 universities, 3 CEGEPS and 32 researchers) (Operating: \$83,160). Fonds de recherche du Québec société et culture (FRQSC), Volet regroupements stratégiques.

Abrami, P. C., Wade, A., Lebel, C., White, B., & Babcock, S. (2011-2012). *Information literacy and inquiry strategies: Building capacity in Quebec schools* (Operating: \$50,000). Ministère de l'Éducation, du Loisir et du Sport (MELS).

Abrami, P. C., Wade, A., Venkatesh, V., Lysenko, L., Lebel, C., & Castonguay-Harding, J. (2012-2014). *Inquiry Strategies for the Information Society in the Twenty-first Century (ISIS)* (Operating: \$300,000). Max Bell Foundation.

Abrami, P. C., White, B., & Wade, A. (2011-2012). *Upgrading the ePEARL software* (Operating: \$90,000). LEARN/Ministère de l'Éducation, du Loisir et du Sport (MELS).

Brodeur, M., Abrami, P. C., Laplante, L., Gagné, A., Turcotte, C., Lebel, C., Wade, A., Chapleau, N., Desrochers, A., & Mercier, J. (2010-2015). *ABRACADABRA, une ressource web gratuite appuyée par la recherche, pour soutenir l'apprentissage de la lecture et de l'écriture de la maternelle à la 2e année primaire* (Operating: \$300,000; CSLP's portion: \$264,500). Ministère de l'éducation, du loisir et du sport (MELS).

Brodeur, M., Abrami, P. C., Laplante, L., Gagné, A., Turcotte, C., Lebel, C., Wade, A., Chapleau, N., Desrochers, A., & Mercier, J. (2010-2016). *ABRACADABRA, une ressource web gratuite appuyée par la recherche, pour soutenir l'apprentissage de la lecture et de l'écriture de la maternelle à la 2e année primaire* (Operating: \$50,000; CSLP's portion \$21,291). Commission scolaire de la Rivière-du-Nord (CSRN).

Brodeur, M., Abrami, P. C., Laplante, L., Gagné, A., Turcotte, C., Lebel, C., Wade, A., Chapleau, N., Desrochers, A., & Mercier, J. (2010-2016). *ABRACADABRA, une ressource web gratuite appuyée par la recherche, pour soutenir l'apprentissage de la lecture et de l'écriture de la maternelle à la 2e année primaire* (Operating: \$50,000; CSLP's portion \$44,034). Commission scolaire Marie-Victorin (CSMV).

Brodeur, M., Abrami, P. C., Laplante, L., Gagné, A., Turcotte, C., Lebel, C., Wade, A., Chapleau, N., Desrochers, A., & Mercier, J. (2010-2016). *ABRACADABRA, une ressource web gratuite appuyée par la recherche, pour soutenir l'apprentissage de la lecture et de l'écriture de la maternelle à la 2e année primaire* (Operating: \$100,000; CSLP's portion: \$34,950). Commission scolaire de Montréal (CSDM).

- Brodeur, M., Abrami, P. C., Laplante, L., Gagné, A., Turcotte, C., Lebel, C., Wade, A., Chapleau, N., Desrochers, A., & Mercier, J. (2011-2013). *ABRACADABRA: une ressource en ligne et gratuite, appuyée par la recherche, pour soutenir l'apprentissage de la lecture et de l'écriture de la maternelle à la 2e année du primaire* (Operating: \$140,000). Ministère du développement économique, de l'innovation et de l'exportation (MDEIE).
- Collins, L. (2012-2015). *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Operating: \$63,750). Social Sciences and Humanities Research Council of Canada (SSHRC), Aid to Scholarly Journals.
- Collins, L., Trofimovich, P., Horst, M., White, J., Cardoso, W., & McDonough, K. (2011-2015). *L'efficacité dans l'apprentissage des langues secondes en salle de classe : comment l'expliquer et l'accroître* (Operating: \$354,304). Fonds de recherche du Québec société et culture (FRQSC), Soutien aux équipes de recherche.
- Gatbonton, E., Venkatesh, V., & Segalowitz, N. (2011-2013). *Constructing a corpus for language revitalization-Inuttitut* (Operating: \$72,453). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Development Grant.
- Horst, M., White, J., & Cobb, T. M. (2011-2014). *Two paths to second language literacy: Targeted word study and cross-linguistic awareness* (Operating: \$103,119). Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grant.
- Kennedy, S., & Trofimovich, P. (2011-2012). *Second language speaking and success in a university setting* (Operating: \$17,065). Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grant.
- Madden, N., Abrami, P. C., Chambers, B., Cerf, C., Gifford, R., Hawkins, T., Malone, K., Matthews, S., Ross, S., Russell, P., & Slavin, R. (2012-2016). *Around the corner: A technology-enhanced approach to early literacy* (Operating: \$3,450,361US; CSLP's: \$300,000 US). Institute of Educational Sciences (IES), Education Research.
- McDonough, K. (2011-2012). *Assessing the role of cognitive creativity in second language task-based interaction* (Operating: \$37,661). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Development Grant.
- McDonough, K. (2011-2016). *Canada research chair tier 2 in applied linguistics* (Operating: \$100,000). Government of Canada.
- McDonough, K. (2012-2013). *Expanding the skill acquisition in group environments (SAGE) laboratory* (Operating: \$249,503). Canada Foundation for Innovation (CFI) Leaders Opportunity Fund: Canada Research Chairs.
- Meuter, R., Segalowitz, N., & Zhao, Y. (2011-2012). *Words of doubt and certainty: Possible differences in the use of epistemic adverbs by bilinguals and monolinguals and the communication of critical health information* (Operating: \$4,925). Queensland University of Technology (Australia): School of Psychology and Counselling Internal Research Grants
- Muis, K., Shore, B. M., Aulls, M. W., Kalman, C., Stringer, R., Delcourt, M., Labanca, F., & Savard, A. (2011-2015). *Identification et évaluation des retombées de l'enseignement et l'apprentissage par investigation raisonnée, phase 2: L'alignement et les outils soutenant le développement professionnel/ The identification and evaluation of outcomes of inquiry-based teaching and learning, phase 2: Alignment and tools that support professional development*. (Operating: \$438,680). Fonds québécois de la recherche sur la société et la culture(FQRSC), Volet équipe.

- Parisot, A. M., Berthiaume, R., Blondel, M., Bouchard, D., Daigle, D., & Lemieux, J. (2011-2015). *Surdité, langue des signes et accès au français* (Operating: \$580,127). Fonds de recherche du Québec société et culture (FRQSC), Soutien aux équipes de recherche.
- Reid, D., Barwell, R., Knipping, C., Mason, R., Savard, A., Simmt, E., & Suurtamm, C. (2011-2014). *Observing teachers: Comparing mathematics teaching in regions of Canada* (Operating: \$159,360). Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grant.
- Savard, A. (2011-2014). *Résolution de problèmes au premier cycle du primaire: recherche, développement, implantation* (Operating: \$96,800). Ministère de l'Éducation, du Loisir et du Sport (MELS), Programme de soutien à la formation continue du personnel scolaire.
- Trofimovich, P., & Isaacs, T. (2011-2013). *International students at Canadian universities: Validating a pedagogically oriented pronunciation scale* (Operating: \$51,160). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Development Grant.
- Trofimovich, P., & McDonough, K. (2011-2014). *Creating an acquisition-rich second language classroom: Using priming tasks to promote learning* (Operating: \$82,417). Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grant.
- Upitis, R., Abrami, P. C., Brook, J., Dimnick, G., Elster, A., Idan, E., Lebel, C., Takacs, D.L., Troop, M., & Wade, A. (2011-2012). *Enhancing music teaching and learning through an interactive web-based portfolio* (Operating: \$452,000; CSLP's portion: \$330,000). Canadian Heritage, Canada Interactive Fund.
- Upitis, R., Abrami, P. C., Brook, J., & Elster, A. (2011). *Transforming music education with a web-based portfolio tool* (Operating: \$20,000). Social Sciences and Humanities Research Council of Canada (SSHRC), Partnership Grant, LOI.
- Upitis, R., Abrami, P. C., Brook, J., & Elster, A. (2012-2016). *Transforming music education with a web-based portfolio tool* (Operating: \$1,971,500 (Concordia's portion: \$511,500)). Social Sciences and Humanities Research Council of Canada (SSHRC), Partnership, Insight & Connection grant; Canada Foundation for Innovation - Leaders Opportunity Fund.

Existing

- Abrami, P. C. (2009-2014). *French adaptation of ABRACADABRA software* (Operating: \$10,000). Morton Brownstein.
- Abrami, P. C. (2009-2014). *French adaptation of ABRACADABRA program* (Operating: \$60,000). R.H.Webster Foundation.
- Abrami, P. C. (2010-2014). *The learning toolkit (B.C. project)* (Operating: \$10,000). David M. Thompson.
- Abrami, P. C. (2010-2015). *The learning toolkit (B.C. project)* (Operating: \$20,000). John Hardie Mitchell Family Foundation.
- Abrami, P. C., Bernard, B. M., Bures, E. M., Davidson, A. L., Dedic, H., Medwid, R., Robillard, G., Rosenfield, S., Savage, R., Schmid, R.F., Venkatesh, V., & White, B. (2009-2013). *Le design et l'évaluation des environnements d'apprentissage assisté par les technologies* (Operating: \$708,924 infrastructure). Fonds de recherche du Québec société et culture (FRQSC), Soutien aux équipes de recherche.

- Abrami, P. C., Bernard, R. M., Schmid, R. F., Venkatesh, V., & Wade, A. (2010-2013). *Promoting inquiry strategies for information literacy* (Operating: \$109,300). Social Sciences and Humanities Research Council (SSHRC), Standard Research Grant.
- Abrami, P. C., Bures, E. M., Davidson, A. L., Meyer, E., Martini, D., White, B., & Wade, A. (2009-2011). *Promoting reflective teaching practices using ePEARL* (Operating: \$88,000). Ministère de l'éducation, du loisir et du sport (MELS).
- Abrami, P. C., & Chambers, B. (2010-2011). *Curiosity corner interactive* (Operating: \$88,448). Institute for Effective Education - York (IEE).
- Aitken, A., Beauchamp, C., Kreuger, E., Kingsley, J., Bures, E., & Rourke, J. (2010-2013). *Development of a model for accompanying associate teachers source* (Operating: \$88,985). Ministère de l'Éducation, du Loisir et du Sport (MELS), Programme de soutien à la formation continue.
- Alenoush, S., Azevedo, R., & Lajoie, S. (2011-2012). *The Meta-Prof: A self-regulated learning approach to teaching development in higher education* (Operating: \$69,885). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Development Grant.
- Azevedo, R. (2011-2012). *McGill Center for Metacognition and Advanced Learning Technologies* (Operating: \$446,938). Canada Research Chair (Tier 1) and CFI Leaders Opportunity Fund.
- Azevedo, R. (2011-2014). *Laboratory for the study of metacognition and advanced learning technologies* (Operating: \$1,400,000). Canada Research Chairs and the Social Science and Humanities Research Council of Canada (SSHRC).
- Azevedo, R., Lajoie, S., Saroyan, A., & Conati, C. (2011-2012). *Examining the impact of pedagogical agents' scaffolding on students' affect during learning with digital media* (Operating: \$75,000). Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Development Grant.
- Azevedo, R., Landis, R., & Yeasin, M. (2010-2012). *Detecting, tracking, and modeling cognitive, affective, and metacognitive regulatory processes to optimize learning with MetaTutor* (Operating: \$1,278,409). National Science Foundation (REESE).
- Bracewell, R., Azevedo, R., Charles, E., Lasry, N., & Lenton, K. (2011-2012). *L'appel à la technologie et à l'innovation pour parfaire l'enseignement des sciences* (Operating: \$389,200). Programme de collaboration universitiés-collèges.
- Bures, E. M. (2009-2012). *L'implantation et l'évaluation des portfolios électroniques : un défi de taille pour les enseignants québécois* (Operating: \$38,839). Fonds de recherche du Québec société et culture (FRQSC), Établissement de nouveaux professeurs-chercheurs.
- Clark, G., Gough, D., Abrami, P. C., & et al (2011-2013). *Evidence informed policy and practice in education in Europe* (Operating: \$865,902). European Commission (EC 2010) Network on evidence-based policy and practice in education and training.
- Crowley, R., & Azevedo, R. (2009-2012). *Computational methods for personalized and adaptive cognitive training* (Operating: \$945,643). National Institutes of Health (NIH), Behavioral and Social Science Mind and Body.
- Daigle, D., Ammar, A., & Montesinos-Gelet, I. (2010-2013). *Compétence orthographique et dysorthographique : rôles des procédures explicites et de la rétroaction corrective* (Operating: \$147,788). Fonds de recherche du Québec société et culture (FRQSC), Action concertée.

- DiSciullo, A. M., de Almeida, R. G., Shi, R., Guerssel, M., Gabrinim, P., Levesque, D., ... Espanol-Echevarria, M. (2010-2014). *Les asymétries d'interface des langues naturelles* (Operating: \$488,000). Fonds de recherche du Québec société et culture (FRQSC), Soutien aux équipes de recherche.
- Fichten, C. S. (2006-2011). *Translation of materials related to post-secondary students with disabilities* (Operating: \$54,156). Government of Canada, Canada-Quebec entente.
- Fichten, C. S. (2007-2011). *Intégration au travail* (Operating: \$127,323). Ministère de l'Emploi et de la Solidarité sociale, Emploi-Québec - Contrat d'Intégration au Travail.
- Fichten, C. S., Amsel, R., Libman, E., & Wolforth, J. (2009-2012). *Postsecondary students with disabilities and graduation: What makes them study?* (Operating: \$170,259). Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grant.
- Fichten, C. S., King, L., Juhel, J. C., & Mimouni, Z. (2009-2013). *Les étudiants avec troubles d'apprentissage face aux technologies de l'information* (Operating: \$534,700). Fonds de recherche du Québec société et culture (FRQSC), Actions concertées.
- Filion, R., Lanciault, M., Muldowney, M., Lavallé, C., & Fichten, C. S. (2010-2013). *Centre de recherche pour l'inclusion scolaire et professionnelle des étudiants en situation de handicap (CRISPESH)* (Operating: \$450,000). Ministère de l'Éducation, du Loisir et du Sport (MELS): Centre collégial de transfert de technologie dans le domaine des pratiques sociales novatrices (CCTT-PSN) / College Centre for Technology Transfer in Innovative Social Practices (CCTT-PSN).
- French, L. (2011-2012). *Creating a linguistic corpora for L2 training of health professionals* (Operating: \$45,000). Health Canada, McGill Training & Retention of Health Professionals Project.
- Gatbonton, E. (2009-2011). *Curriculum development "Inuktitut"* (Operating: \$20,000). Torngasok Cultural Centre, Labrador Inuktitut Language Training Program.
- Gatbonton, E., & French, L. (2010-2012). *Developing and testing task-based modules for L2 training of francophone nurses* (Operating: \$45,000). Health Canada, McGill Training & Retention of Health Professionals Project.
- Gatbonton, E., Trofimovich, P., & Segalowitz, N. (2009-2012). *Ethnic group affiliation and second language proficiency* (Operating: \$83,493). Social Sciences and Humanities Research Council (SSHRC), Standard Research Grant.
- Hasni, A., Savard, A., Marcos, B., Dumais, N., Mary, C., Squalli, H., ... Lefebvre, D. (2009-2013). *Compétences professionnelles en enseignement des sciences, technologies et mathématiques* (Operating: \$540,320). Fonds de recherche du Québec société et culture (FRQSC), Programme soutien aux équipes de recherches.
- Havel, A., Fichten, C. S., d'Apollonia, S., Malik, R., Jorgenson, S., & Charles, E. (2011-2012). *Dawson College accessibility testing and training laboratory* (Operating: \$150,000). National Sciences and Engineering Research Council of Canada (NSERC), College and Community Innovation Program - Applied Research Tools and Instruments Grants.
- Kalman, C., Aulls, M. W., Shore, B. M., Antmirova, T., & Milner-Bolotin, M. (2010-2013). *Personal epistemologies as barriers and facilitators to learning by science and engineering undergraduate students* (Operating: \$139,654). Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grant.

- Lea, T., Carapetis, J., Morris, P., Loudon, W.R., Savage, R., & Abrami, P. C. (2009-2012). *ABRACADABRA!: Improving foundational literacy through technology in regional and remote schools through a randomized controlled trial* (Operating: \$411,528). Australian Research Council (ARC), Linkage Project.
- Muis, K., Azevedo, R., Pekrun, R., & Sinatra, G. (2011-2012). *Epistemic beliefs and emotions: Examining their roles in self-regulated learning and epistemic change* (Operating: \$185,000). Social Sciences and Humanities Research Council of Canada (SSHRC).
- Roy, E., Higgs, G., & Savage, R. (2010-2013). *Similarity in teaching English and French, second language* (Operating: \$70,000). Ministère de l'Éducation, du Loisir et du Sport (MELS).
- Savard, A. (2009-2012). *Les structures probabilistes au programme des élèves du primaire au Nunavik : des apprentissages mathématiques pour un développement citoyen* (Operating: \$39,600). Fonds de recherche du Québec société et culture (FRQSC), Établissement de nouveaux professeurs-chercheurs.
- Segalowitz, N., Arnaert, A., Cedergren, H., Gatbonton, E., Kehayia, E., Lamarre, P., Laurier, M., Trofimovich, P., & Turner, C.E. (2010-2013). *Interdisciplinary approaches to cross-linguistic communication in health care delivery to minority language populations* (Operating: \$315,000). Health Canada, Research team component of the McGill University Training and Retention of Health Professionals Project.
- Segalowitz, N., & Kehayia, E. (2010-2012). *Assessing L2 vocabulary in health professionals*. (Operating: \$45,000). Health Canada, McGill Training & Retention of Health Professionals Project.
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Manuscripts

- Abrami, P. C., & Bernard, R. M. (2011). *Statistical control vs. classification of study quality in meta-analysis*. Manuscript submitted for publication.
- Abrami, P. C., Venkatesh, V., Meyer, E., & Wade, A. (2011). *Using electronic portfolios to foster literacy and self regulated learning skills in elementary students*. Manuscript submitted for publication.
- Ashby, J., Roncero, C., & de Almeida, R. G. (2012). *The eyes are windows: evidence for early detection of metaphors*. Manuscript submitted for publication.
- Barile, M., Nguyen, M. N., & Fichten, C. S. (2012). *La conception de l'accessibilité universelle en pédagogie : Des avantages pour toutes et tous!* Manuscript submitted for publication.
- Borokhovski, E., Tamim, R., Bernard, R. M., Abrami, P. C., & Sokolovskaya, A. (2011). *Are contextual and design student-student interaction treatments equally effective in distance education? A follow-up meta-Analysis of comparative empirical studies*. Manuscript submitted for publication.
- Bouchet, F., Harley, J., Trevors, G., & Azevedo, R. (2012). *Clustering and profiling students according to their interactions with an intelligent tutoring system fostering self-regulated learning*. Manuscript under review.
- Bures, E., Abrami, P. C., Feenberg, A., & Xin, C. (2012). *Annotating, highlighting, labelling: Student reactions to structured features in university online conversations*. Manuscript submitted for publication.
- Cardoso, W. (2012). *The variable perception of sC clusters: A stochastic optimality theoretical analysis*. Manuscript submitted for publication.
- Cardoso, W. (2012). *Developmental sequences in second language phonology*. Manuscript submitted for publication.
- Chauncey, A., Azevedo, R., & D'Mello, S. (2012). *Using a false biofeedback methodology to explore relationships among learners' affect, metacognition, and performance*. Manuscript under review.
- Chichekian, T., Hua, O., & Shore, B. M. (2012). *Strengthening the research-teaching nexus: How chemistry professors overcome the view of undergraduates as passive learners and actions they propose to engage students in active, inquiry-based learning*. Manuscript submitted for publication.
- Chichekian, T., Hua, O., & Shore, B. M. (2012). *Inquiring minds in undergraduate instruction: An expression of the teaching-research nexus*. Manuscript under review.
- Chichekian, T., Savard, A., & Shore, B. M. (2011). *Terminologie de l'approche par investigation raisonnée: Lexique français-anglais de l'approche par investigation raisonnée en éducation*. Manuscript submitted for publication.
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- Chichekian, T., & Shore, B. M. (2012). *Inquiry teaching and learning in the International Baccalaureate*. Manuscript submitted for publication.

- Chichekian, T., & Shore, B. M. (2012). *The age of inquiry: Rethinking cognitive characteristics of the gifted*. Manuscript under review.
- Cromley, J. G., & Azevedo, R. (2011). *Assessing reading comprehension with multiple-choice and think-aloud measures: Convergent and discriminant validity*. Manuscript under review.
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- Daigle, D., Berthiaume, R., & Demont, E. (2012). *Procédures graphophonémiques et graphosyllabiques chez des lecteurs dyslexiques et des lecteurs sourds du primaire : l'effet de la tâche*. Manuscript submitted for publication.
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- Fichten, C. S., Nguyen, M. N., King, L., Havel, A., Mimouni, Z., Barile, M., ... Budd, J. (2012). *How well do they read? Brief English and French screening tools for college students*. Manuscript submitted for publication.
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- Hua, O., Shore, B. M., & Makarova, E. (2012). *Moving beyond accommodation to actualize the academic potential of gifted-ADHD students in higher education: A partially autobiographical case study and suggestions*. Manuscript submitted for publication.
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- Johnson, A. M., & Azevedo, R. (2011). *Recent theoretical contributions, empirical findings, and methodological advances on learning with text and diagrams*. Manuscript under review.
- Kennedy, S., & Trofimovich, P. (2011). *Second-language speech of first- and final-semester university students*. Manuscript submitted for publication.
- Kim, Y., & McDonough, K. (2012). *Prime repetition and the persistence of structural priming: Korean EFL learners' production and comprehension of passives*. Manuscript submitted for publication.
- Lamb, N., Lin, T., & Savard, A. (2011). *What an online professional community revealed about*

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- McDonough, K., & Trofimovich, P. (2012). *Learning a novel pattern through balanced and skewed input.* Manuscript submitted for publication.
- Polotskaia, E., Savard, A., & Freiman, V. (2011). *Word problem solving through the lens of a folk tale.* Manuscript submitted for publication.
- Reder, F., Demont, E., & Daigle, D. (2012). *Metalinguistic development in French learners enrolled in an immersion program: A longitudinal study.* Manuscript submitted for publication.
- Saunders-Stewart, K., Gyles, P. D. T., & Shore, B. M. (2012). *Student outcomes in inquiry instruction: A literature-derived inventory.* Manuscript submitted for publication.
- Saunders-Stewart, K. S., Walker, C., & Shore, B. M. (2012). *Parents and teachers of gifted students value group work differently.* Manuscript submitted for publication.
- Savage, R., Abrami, P. C., Piquette-Tomei, N., Wood, E., Deleveaux, G., Sanghera-Sidhu, B., ... Burgos, G. (2011). *A (pan-Canadian) cluster randomised control effectiveness trial of the ABRACADABRA web-based literacy program.* Manuscript submitted for publication.
- Savard, A. (2011). *Developing probabilistic thinking: What about people's conceptions?* Manuscript submitted for publication.
- Savard, A. (2011). *Teaching science and technology and learning mathematics in elementary school: What are teachers learning intention?* Manuscript submitted for publication.
- Savard, A., & DeBlois, L. (2011). *Connecting probability and critical thinking : Analyzing students' reasoning when enumerating all possible outcomes.* Manuscript submitted for publication.
- Schwimmer, M., Maxwell, B., Cormier, A., Waddington, D., & McDonough, K. (2011). *L'état doit-il mettre fin au financement des écoles ethnoreligieuses?* Manuscript submitted for publication.

- Syer, C. A., Chichekian, T., Shore, B. M., & Aulls, M. W. (2012). *Learning “to do” and learning “about” inquiry at the same time: Different outcomes in valuing the importance of various intellectual tasks in planning, enacting, and evaluating an inquiry curriculum*. Manuscript submitted for publication.
- Trofimovich, P., Lightbown, P. M., & Halter, R. (2011). *Are certain types of instruction better for certain learners?* Manuscript submitted for publication.
- Trofimovich, P., & McDonough, K. (2012). *Using integrated tasks to elicit auditory and syntactic priming*. Manuscript submitted for publication.
- Trofimovich, P., McDonough, K., & Neumann, H. (2011). *Using collaborative tasks to elicit auditory and structural priming*. Manuscript submitted for publication.
- Upitis, R., Abrami, P. C., Varela, W., Brook, J., & Elster, A. (2012). *On the importance of self-regulation in learning to play a musical instrument: A theoretical basis for designing a digital tool for music learning*. Manuscript submitted for publication.
- Waddington, D. (2011). *Through a glass, darkly: a Heideggerian perspective on Web 2.0*. Manuscript submitted for publication.
- Waddington, D. (2011). *Recovering a forgotten pioneer of science studies: C.E. Ayres’ Deweyan critique of science and technology*. Manuscript submitted for publication.
- Walker, C., & Shore, B. M. (2011). *Myth busting: High-performance students rarely prefer to work alone*. Manuscript submitted for publication.
- Walker, C., & Shore, B. M. (2012). *Role diversification in inquiry education: Linking role theory and social constructivism*. Manuscript submitted for publication.
- Walker, N., Cedergren, H., Trofimovich, P., & Gatbonton, E. (2011). *Automatic speech recognition for CALL: In search of a talking machine that is worth the trouble*. Manuscript submitted for publication.
- Wolgemuth, J., Savage, R., Helmer, J., Harper, H., Lea, T., Abrami, P. C., ... Louden, W. (2011). *ABRACADABRA Aids indigenous and non-indigenous early literacy in Australia: Evidence from a multisite randomized controlled trial*. Manuscript submitted for publication.

Conference Presentations and Seminars

- Ammar, A., Daigle, D., Sato, M., & Kartchava, E. (2011, August). *Instructional condition, individual differences and linguistic target: Interaction effects*. Paper presented at the World Congress of Applied Linguistics, Beijing, China.
- Aslan, O., Schmid, R. F., Abrami, P. C., & Bernard, R. M. (2011, April). *Using podcasting technologies and cooperative retelling to develop written narrative skills in children*. Paper presented at the American Educational Research Association (AERA) annual conference, New Orleans, LA.
- Aslan, O., Schmid, R. F., Bernard, R. M., Abrami, P. C., & Martinez, B. (2011, April). *Developing written narrative skills in normally achieving and learning disabled students using podcasting technologies*. Poster presented at the American Educational Research Association (AERA) annual conference, New Orleans, LA.
- Aslan, O., Schmid, R. F., Bernard, R. M., Abrami, P. C., & Martinez, B. (2011, April). *Developing written narrative skills in normally achieving and learning disabled students using podcasting technologies*. Poster presented at the the Society for Research in Child

Development (SRCD) biennial meeting, Montreal, QC.

Azevedo, R. (2011, August). *Self-regulated learning with multi-agent technology-enhanced learning environments: Issues, challenges, and future directions*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction (EARLI), Exeter, UK.

Azevedo, R. (2011, December). *Multi-agent learning systems as facilitators of self-regulated learning*. Invited talk presented at the Knowledge Media Research Center at the University of Tubingen, Tubingen, Germany.

Azevedo, R. (2011, October). *Detecting, tracking, and modeling cognitive, affective, and metacognitive regulatory processes to optimize learning with MetaTutor*. Invited talk presented at the annual meeting of the National Science Foundation REESE Principal Investigators, Arlington, VA.

Azevedo, R. (2011, September). *Can we design artificial pedagogical agents to be intelligent enough to detect, model, and foster regulatory learning processes?* Keynote paper presented at the XII international conference of the Italian Association for Artificial Intelligence, Palermo, Italy.

Azevedo, R., Johnson, A., Burkett, C., Behnagh, R., Kherzi, Z., Moral, M., ... Harley, J. (2011, August). *Metacognitive prompts in fostering science understanding in MetaTutor*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction (EARLI), Exeter, UK.

Azevedo, R., Johnson, A., Burkett, C., Chauncey, A., Gebre, E., Behnagh, R., ... Trevors, G. (2011, April). *The effectiveness of pedagogical agents' prompting and feedback in facilitating self-regulated learning with MetaTutor*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

Barile, M., Havel, A., Fichten, C. S., & Budd, J. (2011, April). *Cadre conceptuel pour une pédagogie innovatrice*. Paper presented at the Réseau international sur le Processus de production du handicap (RIPPH) colloque : participation à la vie éducative, apprentissages et transitions, Montreal, QC.

Bell, P., Collins, L., & Trofimovich, P. (2011, November). *Kick the ball or kicked the ball? Even native speakers don't always know!* Paper presented at the annual meeting of the Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ), Montreal, QC.

Bernard, R. M. (2011, September). *The appropriate use of the fixed and random models in synthesizing effect sizes in meta-analysis*. Keynote address presented at the Sixth Annual Randomised Trials in the Social Sciences: Methodological Advance, University of York, York, UK.

Berthiaume, R., & Daigle, D. (2011, July). *Phonological processing in deaf children: the role of the cognitive constraints attached to the task*. Paper presented at the Society for the Scientific Study of Reading (SSSR), St. Pete Beach, FL.

- Berthiaume, R., & Daigle, D. (2011, May). *Procédures syllabiques chez des lecteurs dyslexiques et des lecteurs sourds du primaire*. Paper presented at the Association francophone pour le savoir (ACFAS), Sherbrooke, QC.
- Berthiaume, R., Daigle, D., & Plisson, A. (2011, April). *Graphophonemic processing: A comparison of dyslexic readers and deaf readers of French*. Paper presented at the British dyslexia association international conference, Harrogate, UK.
- Borokhovski, E., Tamim, R., Bernard, R. M., Abrami, P. C., & Sokolovskaya, A. (2011, April). *Are all student-student interactions in DE born equal? Preliminary results of a meta-analysis*. Paper presented at the American Educational Research Association (AERA), New Orleans, LA.
- Brodeur, M. (2012, March). *Cultivons l'apprentissage tout au long de la vie*. Keynote presented at the 37th annual Learning Disabilities Association of Quebec (LDAQ) conference, Montreal, QC.
- Brodeur, M., Dion, É., Laplante, L., & Desrochers, A. (2011, April). *Effects of a three-tier reading intervention program on underprivileged kindergarten and first-grade students*. Paper presented at the Program Chair Invited Sessions intervening to prevent reading problems in low- performing schools, Council for Exceptional Children, Washington, DC.
- Bures, E., Barclay, A., Abrami, P. C., Meyer, E., & Venkatesh, V. (2011, September). *The 'mixed bag' of electronic portfolio assessment: Can electronic portfolios be a form of standardized assessment?* Paper presented at the European Association for Research on Learning and Instruction (EARLI) biennial conference, Exeter, UK.
- Bures, E., Feenberg, A., Xin, C., & Abrami, P. C. (2011, July). *Social annotating in the online margins: Re(designing) an annotation tool drawing on unintended ways university students and faculty chose to use It*. Paper presented at the International Conference on Computer Supported Collaborative Learning. (CSCL), Hong Kong, China.
- Burkett, C., & Azevedo, R. (2011, July). *Metacognitive judgments, study-time allocation and inferences: The effects of multimedia discrepancies*. Poster presented at the Annual Meeting of the Cognitive Science Society, Boston, MA.
- Cardoso, W. (2011, July). *Phonological input enhancement via text-to-speech synthesizers*. Paper presented at the 9th Brazilian Congress of Applied Linguistics (CBLA), Federal University of Rio de Janeiro, Brazil.
- Cardoso, W. (2011, October). *Teaching and learning pronunciation in a foreign language context: What teachers & students can do*. Plenary speaker presented at the Foro de Estudios en Lenguas Internacional (FEL 2011) Riviera Maya, Quintana Roo, Mexico.
- Cardoso, W. (2011, October). *Perception in interlanguage phonology: A variationist perspective*. Paper presented at the New Ways of Analyzing Variation Conference (NWAV), Georgetown University, Washington, D.C.
- Cardoso, W., Collins, L., & White, J. (2012, March). *Phonological input enhancement via text-to-speech synthesizers: The L2 acquisition of English simple past allomorphy*. Paper presented at the American Association of Applied Linguistics (AAAL) conference, Boston, MA.

- Chichekian, T., Delcourt, M., Gyles, P. D. T., Hua, O., Longo, G., Guertin, S., & Shore, B. (2011, May). *Initiating and refining ideas for doctoral research about inquiry in education*. Symposium presented at the Second Biannual Instructional Leadership Conference, Western Connecticut State University, Danbury, CT.
- Chichekian, T., Walker, C., Gyles, P. D. T., & Shore, B. M. (2011, November). *Perspective-taking: Exploring students' choices of cognitive moves during disagreements among friends*. Poster presented at the annual meeting of the National Association for Gifted Children, New Orleans, LA.
- Cobb, T. (2011, September). *A resource wish-list for DDL in French*. Invited plenary presented at the Association for French Language Studies (AFLS), Nancy, France.
- Cobb, T. (2012, March). *Technical vocabulary as a way into academic reading*. Paper presented at the colloquium Transitioning IEP students to university reading, TESOL conference, Philadelphia, PA.
- Cobb, T. (2012, March). *10 uses of a million word corpus in ESL*. Paper presented at the Colloquium Using corpus resources and findings in ELT, TESOL conference, Philadelphia, PA.
- Collins, L., Bell, P., & Dwight, V. (2011, November). *Focused listening tasks and the regular past tense in English*. Paper presented at the Task-Based Language Teaching conference at the University of Auckland, New Zealand.
- Collins, L., Trofimovich, P., & Bell, P. (2011, June). *Kiss the boy or kissed the boy? Investigating perceptual difficulty of learning past-tense forms in English*. Paper presented at the International Symposium on Bilingualism (ISB8), Oslo, Norway.
- Collins, L., Trofimovich, P., & Bell, P. (2012, March). *The impact of perception practice on the learning of grammatical morphology*. Paper presented at the American Association of Applied Linguistics (AAAL) conference, Boston, MA.
- Daigle, D., & Berthiaume, R. (2011, July). *Phonological processing in dyslexic children: The implication of the task*. Paper presented at the Society for the Scientific Study of Reading (SSSR), St. Pete Beach, FL.
- Dedic, H., Jungert, T., & Rosenfield, S. (2011, June). *Roles that gender, systemizing and teacher support play in STEM education*. Paper presented at the Higher Education Leading to Engineering and Scientific Careers (HELENA) International Conference, Paris, France.
- Dion, É., Lemire-Théberge, L., Guay, M. H., Barrette, A., Brodeur, M., Dupréré, V., ... Fuchs, D. (2011, April). *Facilitating at-risk second-graders' reading comprehension with classwide peer-mediated activities*. Paper presented at the Program Chair Invited Sessions intervening to prevent reading problems in low-performing schools, Council for Exceptional Children, Washington, DC.
- Duffy, M., Trevors, G., & Azevedo, R. (2011, May). *Care to elaborate? A preliminary analysis of note-taking behavior during hypermedia learning with an intelligent, multi-agent tutoring system*. Paper presented at the National Interdisciplinary Graduate Symposium, Montreal, QC.
- Duncan, H., Phillips, N., Segalowitz, N., & McHenry, C. (2011, June). *Bilingualism, aging, and language-specific attention control*. Poster presented at the Eighth International Symposium on Bilingualism (ISB8), Oslo, Norway.

- Feyzi-Behnagh, R., Kherzi, Z., & Azevedo, R. (2011, July). *An investigation of accuracy of metacognitive judgments during learning with an intelligent multi-agent hypermedia environment*. Paper presented at the the Annual Meeting of the Cognitive Science Society, Boston, MA.
- Fichten, C. S., Asuncion, J. V., Budd, J., Barile, M., Nguyen, M. N., Tibbs, A., ... Amsel, R. (2011, May). *Les étudiants en situation de handicap dans les universités et collèges canadiens et leur utilisation des médias sociaux*. Paper presented at the annual meeting of l'Association pour la recherche au collégial (ARC) dans le cadre du 79e Congrès de l'association francophone pour le savoir (Acfas), Sherbrooke, QC.
- Fichten, C. S., Barrette, C., Raiche, G., Gignac, H., & Chamberland, L. (2011, May). *Le nouveau mode de production des savoirs, des technologies et des pratiques : enjeu du développement de la recherche collégiale*. Round table presented at the annual meeting of l'Association pour la recherche au collégial (ARC) dans le cadre du 79e Congrès de l'association francophone pour le savoir (Acfas), Sherbrooke, QC.
- Fichten, C. S., Ferraro, V., Asuncion, J. V., Barile, M., Chwojka, C., & Nguyen, M. N. (2011, April). *L'accessibilité du cyber-apprentissage pour les étudiants canadiens en situation de handicap au niveau postsecondaire : avantages perçus, obstacles et solutions*. Paper presented at the Réseau international sur le Processus de production du handicap (RIPPH) colloque : participation à la vie éducative, apprentissages et transitions, Montreal, QC.
- Fichten, C. S., & Havel, A. (2012, March). *Free and inexpensive information technologies for college students with learning disabilities*. Paper presented at the 37th annual conference of the Learning Disabilities Association of Quebec (LDAQ), Montreal, QC.
- Fréchette, S., Legault, F., & Brodeur, M. (2011, August). *Self-regulated learning of students' motivation by preservice teachers*. Paper presented at the 14th bi-annual conference of the European Association for Research on Learning Instruction (EARLI), Exeter, UK.
- Freiman, V., Savard, A., Larose, F., & Theis, L. (2012, February). *Les simulateurs virtuels à l'aide de l'apprentissage de probabilités : un outil pour les enseignants*. Paper presented at the Espace Mathématique Francophone, Genève, Suisse.
- French, L., & Collins, L. (2011, April). *Facing the challenges: ESL teachers' perspectives from across Canada*. Paper presented at the Language Without Borders Conference, Canadian Association of Second Language Teachers, Montreal, QC.
- French, L., & Collins, L. (2011, June). *Professional challenges of ESL teaching: Voices from Quebec and New Brunswick*. Paper presented at the annual meeting of the Canadian Association for Applied Linguistics (CAAL), Fredericton, NB.
- French, L., & Collins, L. (2011, October). *The professional challenges of teaching English in Canada*. Paper presented at the annual meeting of TESL Ontario, Toronto, ON.
- Gatbonton, E. (2011, Junr). *A task-based approach to promote language automaticity*. Invited paper presented at the University of Queensland, Brisbane, Australia.
- Gatbonton, E., Segalowitz, N., & Yanchak, T. (2011, November). *TBLT, input frequency, and the acquisition of past tense morphology*. Paper presented at the Task-based Language Teaching (TBLT) Conference, Auckland, New Zealand.

- Gatbonton, E., White, T., Andersen, H., Jarause, S., & Nochasak, C. (2011, November). *A task-based curriculum for reversing aboriginal language loss: The case of the Labrador Inuit*. Paper presented at the 2nd Combined ALA-Alanz Conference (Langfest 2011), Canberra, Australia.
- Gatbonton, E., White, T., Andersen, H., Jarause, S., & Nochasak, C. (2011, October). *A task-based curriculum for reversing aboriginal language loss: The case of the Labrador Inuit*. Paper presented at the XVIIe Congrès d'études Inuit/XVIIth Inuit Studies Conference, Université du Québec en Abitibi-Témiscamingue, Val d'Or, QC.
- Gyles, P. D. T., Chichekian, T., Hua, O., Shore, B. M., & Delcourt, M. (2011, May). *Inquiry-based learning toolkit*. Symposium presented at the Second Biannual Instructional Leadership Conference, Western Connecticut State University, Danbury, CT.
- Gyles, P. D. T., Chichekian, T., Walker, C., & Shore, B. M. (2011, November). *Changing mindsets: Gifted students and project-based inquiry*. Paper presented at the annual meeting of the National Association for Gifted Children, New Orleans, LA.
- Haigh, C. A., Erdos, C., Genesee, F., & Savage, R. (2011, April). *Individual differences in language and literacy outcomes in English-speaking students in French immersion programs*. Poster presented at the Society for Research in Child Development Biennial Conference, Montreal, QC.
- Harley, J., Bouchet, F., & Azevedo, R. (2011, September). *They can talk, but can they teach? Examining learners' emotional responses to virtual agents' tutoring strategies*. Poster presented at the 11th International Conference on Intelligent Virtual Agents (IVA), Reykjavik, Iceland.
- Harley, J., Bouchet, F., & Azevedo, R. (2012, March). *Co-occurring emotions: Building an understanding of parallel-emotional processing and its applications to learning and education with intelligent tutoring systems*. Paper presented at the 11th Annual (e)Merging Knowledges: Classroom, Community, Culture Conference, Montreal, QC.
- Horst, M., White, J., & Cobb, T. (2011, November). *How many words do secondary students 'know' and are they the 'right' words?* Paper presented at the annual conference of La société pour la promotion de l'anglais, langue seconde, au Québec (SPEAQ), Montreal, QC.
- Hummel, K., & French, L. (2012, March). *Aptitude, Phonological Memory, and L2 Proficiency*. Poster presented at the annual meeting of the American Association of Applied Linguistics (AAAL), Boston, MA.
- Hummel, K., & French, L. M. (2012, March). *Aptitude, Phonological Memory, and L2 Proficiency*. Poster presented at the annual meeting of the American Association of Applied Linguistics (AAAL), Boston, MA.
- Isaacs, T., & Trofimovich, P. (2011, May). *"Deconstructing" the linguistic factors that underlie listeners' L2 comprehensibility ratings*. Paper presented at the annual conference of the European Association of Language Testing and Assessment, Siena, Italy.
- John, P., & Trofimovich, P. (2011, June). *When 'tank' primes 'thank': Phonological forms in the lexicon of Quebec French-English bilinguals*. Paper presented at the International Symposium on Bilingualism (ISB8), Oslo, Norway.
- Johnson, A. (2011, April). *Visual Cognition*. Invited speaker presented at the ICS Seminar, Carleton University.

- Jungert, T., Dedic, H., & Rosenfield, S. (2011, April). *Emotional Involvement in science/technology/engineering/mathematics studies: Canada and Sweden*. Paper presented at the American Educational Research Association (AERA) annual conference, New Orleans, LA.
- Kanevsky, L. S., Rogers, K. B., & Shore, B. M. (2011, November). *To group or not to group: That is the question*. Symposium presented at the annual meeting of the National Association for Gifted Children, New Orleans, LA.
- Kay, J., Kummerfeld, B., Barua, D., Kleitman, S., Azevedo, R., & Paris, C. (2011, November). *Personal goals and metacognitive scaffolding as a unifying framework for personal health informatics*. Paper presented at the OzCHI 2011 Design, Culture, and Interaction Conference, Canberra, Australia.
- Kim, Y., & McDonough, K. (2011, June). *Syntactic priming and Korean EFL learners' subsequent production of passives*. Paper presented at the 8th International Symposium on Bilingualism (ISB), Oslo, Norway.
- King, L., Barile, M., Budd, J., Nguyen, M. N., Chauvin, A., Havel, A., ... Fichten, C. S. (2011, April). *Quelles sont les meilleures pratiques d'organisation et de gestion des services reliés aux TIC pour les étudiants ayant des troubles d'apprentissage au niveau postsecondaire?* Paper presented at the Réseau international sur le Processus de production du handicap (RIPPH) colloque : participation à la vie éducative, apprentissages et transitions, Montreal, QC.
- King, L., Fichten, C. S., Havel, A., Mimouni, Z., Nguyen, M. N., Jorgensen, S., ... Chauvin, A. (2011, May). *Les facettes multiples des troubles d'apprentissage*. Paper presented at the annual meeting of l'Association pour la recherche au collégial (ARC) dans le cadre du 79e Congrès de l'association francophone pour le savoir (Acfas), Sherbrooke, QC.
- King, L., Mimouni, Z., Fichten, C. S., Havel, A., Nguyen, M. N., Jorgensen, S., ... Barile, M. (2011, June). *Des outils pour dépister les problèmes de lecture des étudiants*. Paper presented at the 31e colloque de l'Association québécoise de pédagogie collégiale (AQPC): Enseigner et apprendre en réseaux pour se réaliser individuellement et réussir collectivement, Lévis, QC.
- King, L., Nguyen, M. N., Fichten, C. S., Havel, A., Barile, M., Mimouni, Z., ... Juhel, J.C. (2012, March). *We are not the same - or are we: College students and information and communication technologies*. Paper presented at the 37th annual conference of the Learning Disabilities Association of Quebec (LDAQ), Montreal, QC.
- Liakin, D., & Cardoso, W. (2012, March). *La reconnaissance vocale, peut-elle aider la prononciation d'une L2? [Speech recognition, can it help L2 pronunciation?]*. Paper presented at the Colloque International sur l'Enseignement du français langue étrangère. Universidad de Puerto Rico, San Juan, Puerto Rico.
- Lin, T., & Savard, A. (2012, March). *Mathematics teachers' professional learning in the school context*. Paper presented at the Annual Conference of the McGill Education Graduate Student Society, Montreal, QC.
- Liu, R. L., Collins, L., & Trofimovich, P. (2011, November). *How does productive vocabulary develop over time?* Paper presented at the annual meeting of the Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ), Montreal, QC.

- Llama, R., Klassen, R., Collins, L., & Cardoso, W. (2011, May). *Gender (dis)agreement in mixed DPs: Insights from L3 data*. Paper presented at the Quebec-Ontario Dialogues on Acquisition and Spanish (QODAS), Ottawa, ON.
- Llama, R., Klassen, R., Collins, L., & Cardoso, W. (2011, November). *¿El sol se llama Lorenzo? Sobre la representación del género gramatical en la mente de hablantes de español como L3 [Is the sun's name Lorenzo? About the representation of grammatical gender in the mind of L3 speakers of Spanish]*. Paper presented at the American Association of Teachers of Spanish and Portuguese (AATSP), Ottawa, ON.
- Llama, R., Klassen, R., Collins, L., & Cardoso, W. (2011, September). *It is neither "un ladder" nor "un echelle": Mixed DPs and gender agreement in the production data of L3 Spanish learners*. Paper presented at the 21st Annual Conference of the European Second Language Association (EUROSLA), Stockholm, Sweden.
- Lysenko, L., Abrami, P. C., & Bernard, R. M. (2011, April). *Researching research use: An online study of school practitioners in Canada: Quantitative results*. Paper presented at the American Educational Research Association (AERA) annual conference, New Orleans, LA.
- Madden, C., Berthiaume, R., & Daigle, D. (2011, May). *Conscience morphologique chez des élèves sourds : l'analyse de commentaires métalinguistiques obtenus dans le cadre d'une tâche morphologique*. Paper presented at the 79e Congrès de l'association francophone pour le savoir (Acfas), Sherbrooke, QC.
- Maxwell, B., McDonough, K., Waddington, D., Cormier, A., & Schwimmer, M. (2011, June). *Building a future together? Interculturalism and multiculturalism in the Québec educational context*. Paper presented at the annual meeting of the Canadian Philosophy of Education Society, Fredericton, NB.
- McDonough, K. (2011, November). *Perceived challenges with the use of tasks in EFL contexts*. Plenary presented at the Task-based Language Teaching (TBLT) conference, Auckland, New Zealand.
- McDonough, K. (2011, October). *Learner talk during ESL conversation groups*. Invited research symposium presented at the TESL Ontario conference, Toronto, ON.
- McDonough, K., & Mackey, A. (2011, September). *Second language interaction in diverse educational contexts*. Paper presented at the Thematic colloquium at the 21st annual conference of the European Second Language Association (EUROSLA), Stockholm, Sweden.
- McDonough, K., Maxwell, B., Waddington, D., Cormier, A., & Schwimmer, M. (2011, May). *Intercultural education and religious accommodation in Québec public schools*. Paper presented at the 55th annual conference of the Comparative and International Education Society, Montreal, QC.
- McDonough, K., & Trofimovich, P. (2011, August). *Eliciting syntactic priming during learner-learner interaction*. Paper presented at the 16th World Congress of Applied Linguistics (AILA), Beijing, China.
- McDonough, K., & Trofimovich, P. (2012, March). *Learning a novel pattern from balanced and skewed input*. Paper presented at the American Association for Applied Linguistics (AAAL) conference, Boston, MA.

- Montenegro, A. C., Lima, S., Cardoso, W., & Rosal, A. (2011, November). *Redução de onset complexo C(R) durante a aquisição fonológica [The simplification of complex onsets C(R) during phonological acquisition]*. Paper presented at the 8^o Congresso Internacional de Fonoaudiologia [8th International Congress of Phonoaudiology], São Paulo, Brazil.
- Nguyen, M. N., Fichten, C. S., Asuncion, J. V., & Budd, J. (2011, April). *Les étudiants en situation de handicap et leurs besoins en matière de technologies de l'information et de la communication*. Paper presented at the Réseau international sur le Processus de production du handicap (RIPPH) colloque : participation à la vie éducative, apprentissages et transitions, Montreal, QC.
- Plisson, A., Berthiaume, R., & Daigle, D. (2011, July). *Spelling ability: A comparison of dyslexic and deaf children*. Paper presented at the Society for the Scientific Study of Reading (SSSR), St. Pete Beach, FL.
- Plisson, A., & Daigle, D. (2011, May). *Les procédures visuo-orthographiques en production écrite : bilan d'une étude menée auprès élèves dyslexiques du primaire*. Paper presented at the 79^e Congrès de l'association francophone pour le savoir (Acfas), Sherbrooke, QC.
- Polotskaia, E., Savard, A., & Freiman, V. (2011, August). *A "fairy" tale to represent a holistic approach to additive word problem solving*. Paper presented at the International symposium elementary mathematics teaching, Prague, Czech Republic.
- Ranta, L., & White, J. (2012, March). *Does SLA research make a difference? A study of teachers' beliefs about corrective feedback*. Paper presented at the American Association of Applied Linguistics (AAAL) conference, Boston, MA.
- Riven, L., & de Almeida, R. G. (2011, September). *Context breeds false recognition for indeterminate sentences*. Poster presented at the Architectures and Mechanisms for Language Processing conference (AMLaP), Paris, France.
- Ruberto, N., Daigle, D., & Plisson, A. (2011, May). *Représentations lexicales et compétence orthographique chez l'élève dyslexique*. Paper presented at the 79^e Congrès de l'association francophone pour le savoir (Acfas), Sherbrooke, QC.
- Savage, R., Abrami, P. C., Piquette-Tomei, N., Wood, E., Deleveaux, G., & Sanghera-Sidhu, B. (2011, April). *A cluster randomized control trial of the ABRACADABRA web-based literacy program*. Invited presentation presented at the Council for Exceptional Children Convention & Expo, National Harbor, MD.
- Savard, A. (2011, August). *Elementary teachers do not teach through mathematics*. Paper presented at the International symposium elementary mathematics teaching, Prague, Czech Republic.
- Savard, A., Larose, F., & Theis, L. (2011, November). *Développer des compétences citoyennes envers les jeux de hasard et d'argent dans les cours de mathématiques*. Paper presented at the Rencontre internationale : Journées annuelles de santé publique, Montreal, QC.
- Segalowitz, N. (2012, March). *The knowledge and skill components of second language proficiency: autonomous siblings or conjoined twins?* Talk presented at the Colloquium entitled Determinant of language proficiency. American Association for Applied Linguistics (AAAL), Boston, MA.
- Shore, B. M., Walker, C., Gyles, P. D. T., & Chichekian, T. (2011, November). *Gifted friendships: Perceived versus actual numbers of friends*. Paper presented at the annual meeting of the National Association for Gifted Children, New Orleans, LA.

- Stenzel, T., Diner, L., & White, B. (2011, June). *ePEARL: E-Portfolio encouraging active reflective learning K-12*. Poster presented at the 32nd annual conference of the International Society for Technology in Education (ISTE), Philadelphia, PA.
- Thomas, T., & Venkatesh, V. (2011, September). *Digital media and immigration: Limits and possibilities*. Paper presented at the Association for Canadian Studies, Multiculturalism Turns 40: Reflections on the Canadian Policy conference, Ottawa, ON.
- Trevors, G., Duffy, M., & Azevedo, R. (2011, September). *Are intelligent pedagogical agents effective in fostering students' note-taking while learning with a multi-agent adaptive hypermedia environment?* Poster presented at the 11th International Conference on Intelligent Virtual Agents (IVA), Reykjavik, Iceland.
- Trofimovich, P., Gatbonton, E., Turuseva, L., & Segalowitz, N. (2011, June). *Group membership and identity issues and L2 learning: A perspective from Latvia*. Paper presented at the Eighth International Symposium on Bilingualism (ISB8), Oslo, Norway.
- Trofimovich, P., & Isaacs, T. (2011, September). *Disentangling L2 comprehensibility from accentedness: A mixed-methods study*. Paper presented at the 21st Annual Conference of the European Second Language Association (EuroSLA), Stockholm, Sweden.
- Upitis, R., Abrami, P. C., Brook, J., Troop, M., & Varela, W. (2012, January). *Learning to play an instrument by enhancing self-regulatory skills with digital portfolio tools*. Paper presented at the tenth annual Hawaii International Conference on Arts & Humanities, Honolulu, Hawaii.
- Varin, J., Daigle, D., & Plisson, A. (2011, May). *Morphologie verbale et compétence orthographique chez l'élève dyslexique*. Paper presented at the 79e Congrès de l'association francophone pour le savoir (Acfas), Sherbrooke, QC.
- Venkatesh, V. (2011, May). *Web 2.0 et médias sociaux : quelle évolution? Avec quelles conséquences pour l'éducation?* Invited roundtable address presented at the Colloquium "Technologies de l'information et de la communication (TIC), technologies émergentes et Web 2.0 : quels impacts en éducation?" at the 79e Congrès de l'association francophone pour le savoir (Acfas), Sherbrooke, QC.
- Venkatesh, V. (2011, May). *Le futur des outils d'indexation dans l'apprentissage en ligne: établir un pont théorique et pratique entre la recherche d'information et la psychologie de l'éducation*. Keynote presented at the Annual Conference of the Canadian Network of Innovators in Education, Hamilton, ON.
- Venkatesh, V., & Fusaro, M. (2011, April). *Résultats du projet pilote UQAM-Concordia sur les perceptions des étudiants de l'UQAM au sujet des technologies de l'information et de la communication*. Paper presented at the La journée de la valorisation de la pédagogie universitaire, Gatineau, Quebec: Université du Québec à Outaouais.
- Venkatesh, V., & Fusaro, M. (2011, April). *Résultats du projet pilote UQAM-Concordia sur les perceptions des étudiants de l'UQAM au sujet des technologies de l'information et de la communication*. Paper presented at the Université du Québec à Montréal, Montreal, QC.
- Venkatesh, V., & Thomas, T. (2011, April). *Social media and citizenship: An educational technology perspective*. Invited opening address presented at the Digital Age, Migration and Identities. Roundtable conference organised by the Association for Canadian Studies and the British Council, Montreal, QC.

- Waddington, D. (2011, April). *C.E. Ayres' Challenge to Dewey: Is our faith in science and technology misplaced?* Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Wolgemuth, J., Helmer, J., Harper, H., Lea, T., Halkitis, K., Bottrell, C., ... Abrami, P.C. (2011, April). *A multisite randomised controlled trial to examine the impact of ABRACADABRA on indigenous early literacy in Australia.* Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Zhang, Y., Segalowitz, N., & Gatbonton, E. (2011, June). *Differences in native speakers' conceptualization and use of prepositions "in" and "on": implications for English L2 use by Mandarin-English bilinguals.* Poster presented at the eighth international symposium on bilingualism (ISB8), Oslo, Norway.

Symposia

- Abrami, P. C., Medwid, R., Gué, K., Beccat, T., & White, B. (2011, December). *Littérature : La trousse d'apprentissage.* Symposium presented at the 1er Symposium sur le transfert des connaissances en éducation, initiative du ministère de l'Éducation, du Loisir et du Sport (MELS) et de l'Association des doyens, doyennes et directeurs, directrices pour l'enseignement et la recherche en éducation du Québec (ADEREQ), avec le soutien du Centre de transfert pour la réussite éducative du Québec (CTREQ). Montreal, Quebec.
- Azevedo, R. (2011, December). *Using artificial pedagogical agents to scaffold self-regulated processes during complex problem solving.* Invited symposium presented at the annual meeting of the Association for Educational Communications and Technology (AECT), Jacksonville, FL.
- Berthiaume, R., Daigle, D., & Demont, E. (2011, July). *Morphological knowledge and reading: The case of deaf students.* Paper presented at the International Congress for the Study of Child Language (IASCL), Montreal, QC.
- Brodeur, M., & Perreault, M. (2012, March). *L'analphabétisme crée l'obligation d'agir. Coprésidente et présentatrice.* Symposium presented at the 37th annual Learning Disabilities Association of Quebec (LDAQ) conference, Montreal, QC.
- Daigle, D., & Berthiaume, R. (2011, July). *Morphological processes in delayed-readers of french: an alternative route to word processing.* Convener presented at the 12th International Congress for the Study of Child Language (IASCL), Montreal, QC.
- McDonough, K. (2011, October). *Learner talk during ESL conversation groups.* Invited research symposium presented at the TESL Ontario conference, Toronto, ON.
- Savard, A., Freiman, V., Theis, L., & Larose, F. (2011, May). *Apprendre les probabilités par simulation et développer des compétences citoyennes.* Symposium presented at the Congrès de l'Avancement Pédagogique des technologies de l'information et de la communication en Atlantique (APTICA 11), Moncton, NB.
- Theis, L., & Savard, A. (2011, June). *Enseignement des probabilités et jeux de hasard : quels enjeux, quels obstacles et quels outils pour l'enseignant?* Symposium presented at the pré-colloque GDM 2011 (Groupe des Didacticiens en Mathématique), Trois-Rivières, QC.
- Varin, J., Ruberto, N., Berthiaume, R., Plisson, A., & Daigle, D. (2011, July). *Written verbal morphology and dyslexic children.* Paper presented at the 12th International Congress for the Study of Child Language (IASCL), Montreal, QC.

Training and Instruction

- Bures, E., & Molton, J. (2012, February). *Can making teacher portfolios improve teaching: In-service and pre-service teachers using portfolios to track growth and development of competencies*. Workshop presented at the Annual Conference of the Leadership Committee for English Education, Laval, QC.
- Cardoso, W. (2011). *Teaching L2 pronunciation in a multicultural context*. Workshop presented at the Leading & Learning in the 21st Century Adult Classroom series, at the Montreal English School Board (EMSB), Montreal, QC.
- Cobb, T. (2011, October). *Developing a complete online ESL vocabulary course at any level with The Compleat Lexical Tutor*. Workshop presented at the teachers, Department of Education, TESL group, Concordia University, Montreal, QC.
- Cobb, T. (2012, March). *Technology as applied research: Research findings are just step one*. Seminar presented at the Learning Sciences Research Seminar, Faculty of Education, McGill University, Montreal, QC.
- Daigle, D. (2011, April). *Procédures sublexicales chez des lecteurs/scripteurs dyslexiques et des lecteurs/scripteurs sourds du primaire*. Workshop presented at the la Faculté de psychologie de l'Université de Strasbourg, Strasbourg, France.
- Daigle, D., & Berthiaume, R. (2011, April). *L'importance des liens école - recherche pour l'enseignement/apprentissage aux élèves dyslexiques* Workshop presented at the enseignants et intervenants de l'Institut St-Charles, Strasbourg, France.
- Daigle, D., & Berthiaume, R. (2011, December). *Reconnaissance et production de mots écrits chez les élèves dyslexiques et les élèves sourds : rôle des procédures sublexicales* Workshop presented at the enseignants et intervenants des commissions scolaires de Laval, des Laurentides et de Lanaudière dans le cadre des perfectionnements régionaux, Montreal, QC.
- de Almeida, R. G. (2011, September). *We don't coerce*. Workshop presented at the Metonymy. University of Stuttgart, Stuttgart, Germany.
- Wade, A. (2011, April). *Learning Toolkit institute 2011*. Workshop conducted at Ohio County Schools, Wheeling, WV.
- Wade, A., & Abrami, P. C. (2011, August). *Learning Toolkit institute 2011*. Workshop conducted at Stowe High School, Stowe, VT.
- Wade, A., Pillay, V., Davies, D., & Abrami, P. C. (2011, May). *International Learning Toolkit Institute 2011*. Workshop conducted at the Centre for the Study of Learning and Performance (CSLP), Montreal, QC.

Technology-Based Tools and Other Transfer Activities

- Azevedo, R. (2011, November). *Using advanced learning technologies to enhance complex learning in science*. Invited talk presented at the Science Faculty at Vanier College, Montreal, QC.
- Azevedo, R. (2011, November). *Scaffolding complex learning using multi-agent learning systems*. Invited talk presented at the Research Institute Child Development and Education of the University of Amsterdam, Amsterdam, The Netherlands.

- Azevedo, R. (2011, September). *Using artificial pedagogical agents to foster self-regulated learning*. Presentation presented at the Learning Sciences Research Seminar, McGill University, Montreal, QC.
- Barile, M., Budd, J., Fichten, C., & Asuncion, J. (2011). Digital and mobile communications for deaf or hard-of-hearing students. *The Communicader, Fall*, 15-16.
- Chauvin, A., Nguyen, M. N., Barile, M., & Fichten, C. S. (current). WordQ - English. Retrieved from <http://adaptech.org/adapt2/1/WordQEnglish.mp4>.
- Chauvin, A., Nguyen, M. N., Barile, M., & Fichten, C. S. (current). WordQ - French: Sami-persévérance : système d'aide multimédia interactif à la persévérance aux études postsecondaires. Retrieved from <http://www.savie.qc.ca/CampusVirtuel/Etudiant/ObjetApprentissage/ObjetApprentissage.asp?NoOrganisation=4&NoMembre=617&NoProgramme=6&NoCours=68&NoCategorie=22&NoObjet=7536&FeuilleDeRoute=1>.
- Chauvin, A., Nguyen, M. N., & Fichten, C. S. (current). OmniPage -English. Retrieved from <http://adaptech.org/adapt2/1/OmniPageEnglish.flv>.
- Chauvin, A., Nguyen, M. N., & Fichten, C. S. (current). OmniPage -French: Sami-persévérance : système d'aide multimédia interactif à la persévérance aux études postsecondaires. . Retrieved from <http://www.savie.qc.ca/CampusVirtuel/Etudiant/ObjetApprentissage/ObjetApprentissage.asp?NoOrganisation=4&NoMembre=617&NoProgramme=6&NoCours=68&NoCategorie=22&NoObjet=7542&FeuilleDeRoute=1>.
- Cobb, T. M. (current). My word coach [Game site]: Ubisoft Entertainment. Retrieved from http://mywordcoach.us.ubi.com/what_is.php
- Cobb, T. M. (current). Compleat lexical tutor v. 6.2, web software. Retrieved from <http://www.lextutor.ca>.
- Fichten, C. (in press). Digital social inclusion begins with free or inexpensive information and communication technologies. *McGill Social Equity and Diversity Education (SEDE) Office 2012-2013 "Rethinking Community" Calendar Project, McGill University*.
- Fichten, C., Nguyen, M. N., King, L., Havel, A., Mimouni, Z., Barile, M., et al. (2012). ICTs for postsecondary students with learning disabilities: Students vs experts. *Rendez-vous : Journal of the Association québécoise des troubles d'apprentissage (AQETA)*, 25(2), 26-29.
- French, L. (2011, April). *The role of phonological memory in L2 learning: Implications for the L2 Classroom*. Invited lecture presented at the Journée d'étude sur la phonétique, Université du Québec à Montréal (UQAM), Montreal, QC.
- Johnson, A. (2011, April). *Human perception of natural scenes*. Invited speaker presented at the Colloquium talk, Carleton University, Ottawa, ON.
- King, L., Nguyen, M. N., Chauvin, A., Fichten, C., Mimouni, Z., Havel, A., et al. (2012). Let's get together and read all right: How all kinds of college readers respond to technology. *Rendez-vous : Journal of the Association québécoise des troubles d'apprentissage (AQETA)*, 25(2), 13-14.

- Levesque, M., & Cardoso, W. (2011, November). *To TV or not to TV? Can TV shows help ESL learners acquire vocabulary?* Paper presented at the Society for the Promotion of the Teaching of English as a Second Language in Quebec Conference (SPEAQ), Montreal, QC.
- Liakin, D., & Cardoso, W. (2011, November). *Speech recognition for smartphones: A mobile tool for pronunciation teaching?* Paper presented at the Society for the Promotion of the Teaching of English as a Second Language in Quebec Conference (SPEAQ), Montreal, QC.
- Martinello, N., Barile, M., Budd, J., Nguyen, M. N., & Fichten, C. (2012). Hotline: Students with disabilities speak out. *Communique*, 12(1), 14-15.
- Martinello, N., Budd, J., Nguyen, M. N., Tibbs, A., Asuncion, J., Barile, M., et al. (in press). Accessibility of social media for students who are blind or have low vision. *Canadian Blind Monitor*.
- McDonough, K. (2011). *Current topics in second and foreign language acquisition research*. Guest speaker presented at the Department of Western Languages, Chiang Mai University, Thailand.
- McDonough, K. (2011). *Developmental patterns in interlanguage grammar*. Guest speaker presented at the Division of English, Chiang Mai University, Thailand.
- Savage, R., Piquette-Tomei, N., & Wesley, D. (2011, April). *School-based effectiveness of the ABRACADABRA web-based literacy program: A randomized control trial with school professionals*. Paper presented at the British Dyslexia Association.
- Segalowitz, N. (2011, October). *Cognitive aspects of second language fluency*. Invited lecture presented at the Foreign Language Center, Ohio State University, Columbus, OH.
- Segalowitz, N. (2011, September). *Cognitive mechanisms underlying fluency*. Invited lecture presented at the Second Barcelona Graduate Summer School on Bilingualism and Multilingualism, University of Pompeu Fabra, Barcelona, Spain.
- Soler Urzua, F., & Cardoso, W. (2011, November). *Listen to your computer: Can text readers help ESL students improve their pronunciation?* Paper presented at the Society for the Promotion of the Teaching of English as a Second Language in Quebec Conference (SPEAQ), Montreal, QC.
- Trofimovich, P., & Isaacs, T. (2011, April). *Second language comprehensibility: Which linguistic factors matter?* Invited talk presented at the L2 Phonetics Study Day, Université du Québec à Montréal, Montréal, Québec.
- Venkatesh, V. (2011, November). *Demystifying academic self-regulatory processes in information retrieval environments*. Presentation presented at the Learning Sciences Research Seminar, McGill University, Montreal, QC.
- Venkatesh, V. (2011, October). *Soirée E-Learning MTL: La formation aux métiers du e-learning*. Invited presentation presented at the roundtable discussion organised by Alliance Numérique, Montreal, QC.
- Venkatesh, V. (2011, October). *Demystifying metacognitive and self-regulatory mechanisms in graduate learners using topic map indexing technologies to improve essay-writing skills*. Invited presentation presented at the Department of English at Stockholm University, Stockholm, Sweden.
- Venkatesh, V., Abrami, P. C., & Zuberi, A. (2011). The student learning strategies questionnaire, version 2 (SLSQ - v2). Montreal, QC: Centre for the Study of Learning and Performance.

Venkatesh, V., Abrami, P. C., & Zuberi, A. (2011). The teaching and learning strategies questionnaire, version 2 (TLSQ - v2). Montreal, QC: Centre for the Study of Learning and Performance.

Venkatesh, V., & Ghosh, R. (2011, October). *Theoretical issues in multicultural education & practical applications in Inuit contexts: Canadian perspectives*. Presentation presented at the Canada/China Forum on Ethnic/Aboriginal Economic and Social Development: South Western University of Nationalities, Chengdu, China.

Students

Fellowships

Trevors, G. (2012). AERA graduate student research award (Studying and SRL SIG).

Ph.D. Supervision

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

Alexander, K. (in progress). *Educational technology and gaming*. Doctoral dissertation, supervised by V. Venkatesh.

Alvarado, A. M. (in progress). *Topic not yet defined*. Doctoral dissertation, co-supervised by W. Cardoso.

Arkipova Polotskaia, E. (in progress). *La compréhension des structures additives chez les jeunes élèves*. Doctoral dissertation, supervised by A. Savard.

Bastien, M. (in progress). *Évaluation du vocabulaire en français écrit d'élèves allophones du secondaire au Québec (titre provisoire)*. Doctoral dissertation, co-supervised by L. Morris & D. Daigle.

Behnagh, R. (in progress). *Metacognitive judgements during complex multimedia science learning*. Doctoral dissertation, supervised by R. Azevedo.

Bell, P. (in progress). *Incidental, explicit, and implicit language learning during meaning-based exposure: Their effectiveness and relationship to individual cognitive abilities*. Doctoral dissertation, supervised by L. Collins.

Bethel, E. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by R.M. Bernard.

Birlean, C. (in progress). *The nature of teacher expertise and evaluation of inquiry learning outcomes*. Doctoral dissertation, supervised by B.M. Shore.

Brand, J. (in progress). *Interaction of visual and linguistic information in complex scenes*. Doctoral dissertation, co-supervised by M. von Grunau & R. De Almeida.

Dahl, A. (in progress). *Topic not yet defined*. Doctoral dissertation, co-supervised by D. Waddington.

Demperio, J. (in progress). *Cross linguistic influence and reading in a second language*. Doctoral dissertation, supervised by L. Collins.

Di Nardo, J. C. (in progress). *Language processing in dynamic visual scenes*. Doctoral dissertation, supervised by R.G. de Almeida.

- Doucerain, M. (in progress). *Acculturation and L2 fluency*. Doctoral dissertation, co-supervised by A. Ryder & N. Segalowitz.
- Duffy, M. (in progress). *Topic not yet defined*. Doctoral dissertation, co-supervised by R. Azevedo & K. Muis.
- Foote, J. A. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by P. Trofimovich.
- Fournier-Sylvestre, N. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by D. Waddington.
- Fréchette, S. (in progress). *Autorégulation de l'exercice du rôle de soutien à la motivation de l'élève au secondaire dans le cadre de la formation des maîtres*. Doctoral dissertation, co-supervised by M. Brodeur.
- Gyles, P. D. T. (in progress). *Student resilience and inquiry instruction*. Doctoral dissertation, supervised by B.M. Shore.
- Harley, J. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by R. Azevedo.
- Hua, O. (in progress). *The research-teaching nexus in undergraduate science teaching in relation to inquiry teaching and learning*. Doctoral dissertation, supervised by B.M. Shore.
- Kazarloga, V. (in progress). *Topic not yet defined*. Doctoral dissertation, co-supervised by W. Cardoso & M. Steinbach.
- Léonti, O. (in progress). *La compétence orthographique chez l'élève dysphasique du primaire (titre provisoire)*. Doctoral dissertation, supervised by D. Daigle.
- Lin, T. (in progress). *Le mentorat des enseignants de mathématiques du secondaire*. Doctoral dissertation, supervised by A. Savard.
- 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.
- Montenegro, A. C. (in progress). *The acquisition of complex onsets in non-standard Brazilian Portuguese*. Doctoral dissertation, co-supervised by A.K. Telles & W. Cardoso.
- Morin, M. (in progress). *Effects of mentoring on education, social, and behavioural needs of participants*. Doctoral dissertation, co-supervised by J.Park & B.M. Shore.
- Nicolae, I. (in progress). *Learning second language formulaic sequences on computer*. Doctoral dissertation, co-supervised by E. Gathbonton & M. Horst.
- Parpinelli, D. (in progress). *La musique vocale brésilienne du XXe siècle: analyse et guide de prononciation des chansons choisies composées par Heitor Villa-Lobos*. Doctoral dissertation, co-supervised by C. Boky & W. Cardoso.
- Plisson, A. (in progress). *Le développement des représentations orthographiques chez l'élève dyslexiques (titre provisoire)*. Doctoral dissertation, supervised by D. Daigle.
- Ponzoni, N. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by R. Azevedo.
- Prud'Homme, L. (in progress). *La différenciation pédagogique: analyse de sa mise en oeuvre dans un contexte de développement professionnel auquel participent praticiens et chercheurs*. Doctoral dissertation, co-supervised by M. Brodeur.
- Rabah, J. (in progress). *Topic not yet defined*. Doctoral dissertation, co-supervised by D. Waddington & V. Venkatesh.

- Roncero, C. (in progress). *Processing similes and metaphors*. Doctoral dissertation, supervised by R.G. de Almeida.
- Shaikh, K. (in progress). *Feedback and ontology creation*. Doctoral dissertation, co-supervised by V. Venkatesh & R. Bernard.
- Sparkes, C. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by R.M. Bernard.
- Thomas, T. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by D. Waddington.
- Tzemopoulos, A. (in progress). *Art-based educational technology*. Doctoral dissertation, supervised by V. Venkatesh.
- Varela, W. (in progress). *Topic not yet defined*. Doctoral dissertation, supervised by P.C. Abrami.
- Walker, C. L. (in progress). *Inquiry learning and theory of mind*. Doctoral dissertation, supervised by B.M. Shore.
- Zhao, Y. (in progress). *Linguistic integration and acculturation*. Doctoral dissertation, supervised by N. Segalowitz.
- Zuberi, A. (in progress). *Sociology of educational technology*. Doctoral dissertation, supervised by V. Venkatesh & M.A. Nasseem.

Dissertations Defended

- Aslan, O. (2011, December). *Using podcasting technologies to develop written narrative skills of children in the inclusive classroom*. Doctoral dissertation, supervised by R.F. Schmid.
- Nekrasova, T. (2011, May). *The role of formulaic sequences in the acquisition of English questions*. Doctoral dissertation, supervised by K. McDonough.
- Szpilberg, A. (2011, April). *Creative variability in complex musical perform & its implications for a general theory*. Doctoral dissertation, co-supervised by N. Segalowitz & M. Corwin.

M.A. & BA Thesis/Internship Supervision

- Baille, D. (in progress). *Examining wiki technology as a tool to promote literacy in the secondary classroom*. MA thesis, supervised by E. Bures.
- Barclay, A. (in progress). *Students exercising literacy across multiple areas using e-portfolios*. MA thesis, supervised by E.M. Bures.
- Barile, M. (in progress). *Inclusive design*. MA thesis, co-supervised by C. Fichten.
- Bellemare, C. (in progress). *Étude sur la motivation décroissante dans l'apprentissage de l'anglais langue seconde en milieu régional*. MA thesis, supervised by L. French.
- Blake, J. (in progress). *Service-learning as a factor in confirming career choice for six CEGEP students*. MA thesis, supervised by E. Bures.
- Bonneau, M.-A. (in progress). *The development of lexical and grammatical skills via guided ESL composition strategies*. MA thesis, supervised by L. French.
- Bruneau, M.-J. (in progress). *Les pratiques enseignantes et la dysorthographe*. MA thesis, supervised by D. Daigle.

- Burry, D. (in progress). *Online communities of practice*. MA thesis, supervised by V. Venkatesh.
- Campeau, M.-E. (in progress). *Prévention des difficultés en lecture à la maternelle*. MA thesis, supervised by M. Brodeur.
- Chichekian, T. (in progress). *Articulation of inquiry in International Baccalaureate programs*. MA thesis, supervised by B.M. Shore.
- Costerg, A. (in progress). *Les représentations lexicales d'élèves dyslexiques au primaire*. MA thesis, supervised by D. Daigle.
- Davies, D. (in progress). *Teacher training and communities of practice*. MA thesis, supervised by V. Venkatesh.
- Davies, W. (in progress). *Teaching the struggling student: An Analysis of modular mathematics instruction for students at-risk in a suburban high school*. MA thesis, supervised by E. Bures.
- Desforges, R. (in progress). *Reconciling theories of educational utopia*. MA thesis, supervised by D. Waddington.
- Dolla, T. (in progress). *Topic not yet defined*. MA thesis, supervised by R. Schmid.
- Duffy, M. (2011). *Beliefs and motives behind the paper: Examining relations between epistemic beliefs, achievement goals, writing strategies, and academic writing achievement*. MA thesis, co-supervised by R. Azevedo & K. Muis.
- Filion, M. (in progress). *Science education for citizenship in the Quebec curriculum*. MA thesis, supervised by D. Waddington.
- Fulga, A. (in progress). *The impact of visual information on the effectiveness of low-variability input*. MA thesis, supervised by K. McDonough.
- Gallant, T. (in progress). *Online communities of practice*. MA thesis, supervised by V. Venkatesh.
- Gasparetto, W. (in progress). *The second language acquisition of coda/l/ by Brazilian Portuguese speakers: Production and perception*. MA thesis, supervised by W. Cardoso.
- Gervais, C. (in progress). *Morphologie, lecture et dyslexie*. MA thesis, supervised by D. Daigle.
- Gheorge, A.-M. (in progress). *Learners' motivation and attitudes towards English as a second or foreign language*. MA thesis, supervised by E. Bures.
- Grant, J. (in progress). *Instructional design and cultural effects*. MA thesis, supervised by V. Venkatesh.
- Guay, J.-D. (in progress). *Phonological awareness training and second-language oral fluency development*. MA thesis, supervised by L. French.
- Head, J. (in progress). *Topic not yet defined*. MA thesis, supervised by R.M. Bernard.
- Hefter, H. (in progress). *The acquisition of sC onset clusters: A longitudinal case study*. MA thesis, supervised by W. Cardoso.
- Hunt, E. (in progress). *Topic not yet defined*. MA thesis, supervised by D. Waddington.
- Huxley, R. (in progress). *Do marks get in the way? The Effect of comment-only assessment on secondary student success in Quebec*. MA thesis, supervised by E. Bures.
- Jacques, A. (in progress). *Comment les superviseurs soutiennent l'autorégulation de l'apprentissage de leurs stagiaires*. MA thesis, supervised by M. Brodeur.

- Jansma, S. (in progress). *Phonological memory as a predictor of gains in grammatical accuracy in on-line ESL oral production*. MA thesis, supervised by L. French.
- Jobin, C. (in progress). *Les effets de l'exposition à la langue de la communauté sur le développement de la production orale en français, langue seconde, chez les apprenants débutants en immersion*. MA thesis, supervised by L. French.
- Jodoin, M. (in progress). *Qu'est-ce qui, dans les caractéristiques, les savoirs et les pratiques d'un enseignement, favorise le parcours scolaire d'un élève de milieu socio-économiquement faible?* MA thesis, supervised by F. Legault co-supervised by M. Brodeur.
- Jomphe, S. (in progress). *The outcome of ESL instruction in Saguenay--Lac-St-Jean: Does it really improve perceived oral fluency?* MA thesis, supervised by L. French.
- Karka, D. (in progress). *The acquisition of grammatical gender in a second language*. MA thesis, supervised by L. Collins.
- Klassen, C. (in progress). *Individual differences and children's L2 (English) oral fluency*. MA thesis, supervised by L. French.
- Lakhana, A. (in progress). *Ambiguity tolerance*. MA thesis, supervised by V. Venkatesh.
- Lapointe, S. (in progress). *French for healthcare purposes: Identifying linguistic competencies associated with empathetic communication*. MA thesis, supervised by L. French.
- Lazeman, L. (in progress). *Virtual artificial learner*. MA thesis, supervised by V. Venkatesh.
- Levesque, M. (in progress). *English television programs as a second language vocabulary learning tool*. MA thesis, supervised by W. Cardoso.
- Maia, J. (in progress). *Parsing, prosody and visual context*. MA thesis, supervised by R.G. de Almeida.
- Mainell, M. (in progress). *Topic not yet defined*. MA thesis, supervised by J. White.
- Martini, J. (in progress). *ESL textbook corpus analysis: A pedagogically useful list of English word families for secondary students in Quebec*. MA Thesis, supervised by M. Horst.
- Megelas, A. (in progress). *Topic not yet defined*. MA thesis, supervised by D. Waddington.
- Morsy, T. (in progress). *United Nations internship*. MA thesis, supervised by V. Venkatesh.
- Olsen, M.-J. (in progress). *Acquisition des caractéristiques phonétiques qui sont propres à la variante québécoise dans un contexte d'immersion en français langue seconde*. MA thesis, supervised by L. French.
- Phillips, E. (in progress). *Topic not yet defined*. MA thesis, supervised by P. Trofimovich.
- Pinard, J. (in progress). *An exploration of same-gender mentor relationships: Benefits and challenges for at-risk adolescents*. MA thesis, supervised by E. Bures.
- Riven, L. (in progress). *Understanding indeterminate sentences: fMRI and behavioural studies*. MA thesis, supervised by R.G. de Almeida.
- Rouleau, M. (in progress). *Traitements sublexicaux en lecture et élèves HDAA*. MA thesis, co-supervised by D. Daigle.
- Ruberto, N. (in progress). *Les stratégies de production de mots écrits chez l'élève dyslexique*. MA thesis, supervised by D. Daigle.
- Sabagh, Z. (in progress). *Topic not yet defined*. MA thesis, supervised by R. Azevedo.

- Scherzer, R. (in progress). *Curriculum reform analysis in the Montreal Gazette: an analysis of two phases of implementation*. MA thesis, co-supervised by V. Venkatesh & D. Waddington.
- Surtees, V. (in progress). *Topic not yet defined*. MA thesis, supervised by E. Gatbonton.
- Taub, M. (in progress). *Topic not yet defined*. MA thesis, supervised by R. Azevedo.
- Tremblay, A. (in progress). *La relation entre les hésitations et les pauses chez les apprenants du français langue seconde*. MA thesis, supervised by L. French.
- Trevors, G. (in progress). *Topic not yet defined*. Doctoral dissertation, co-supervised by R. Azevedo & K. Muis.
- Urbaniak, K. (in progress). *Topic maps and language learning*. MA thesis, supervised by V. Venkatesh.
- Varin, J. (in progress). *Évaluation de la compétence métaorthographique d'élèves dyslexiques du primaire*. MA thesis, supervised by D. Daigle.
- Vincent, M. (in progress). *Éveil à la lecture en service de garde*. MA thesis, supervised by M. Brodeur.
- Ward, M. (in progress). *Topic not yet defined*. MA thesis, supervised by R. Bernard.
- Williams, J. (in progress). *Adult second language learning*. MA thesis, supervised by N. Segalowitz.
- Yee, J. (in progress). *Topic not yet defined*. MA thesis, supervised by D. Waddington.
- Zara, C. (in progress). *Classroom response systems in second language acquisition of vocabulary*. MA thesis, supervised by W. Cardoso.
- Zhang, Y. (in progress). *Spatial prepositions in L1 & L2, English and Mandarin*. Doctoral dissertation, co-supervised by N. Segalowitz & E. Gatbonton.

Theses Defended and Internships Completed

- Albert, L. (2011, August). *Awareness before action: Addressing cyber-bullying via educating the educators*. MA thesis, supervised by R. Bernard.
- Beaulac, L.-A. (2011, August). *L'enseignement entrepreneurial au secondaire: Une nouvelle réalité*. MA thesis, supervised by A. Savard.
- Buali, I. (2011, June). *Variation and contrast in /p/ ~ /b/ production and perception in Gulf Arabic speakers acquiring English as a foreign language*. MA thesis, supervised by W. Cardoso.
- Capparelli, T. (2011, September). *Development of English as a second language curriculum in Quebec*. MA thesis, supervised by V. Venkatesh.
- Dwight, V. (2012, January). *Regular past tense acquisition in English: The roles of perceptual salience and readiness*. MA thesis, supervised by L. Collins.
- Garabito, C. (2011, August). *In search of connections between autonomous language learning behaviours, memory aptitudes, and acquisition of lexical phrases*. MA thesis, supervised by J. White.
- Harley, J. (2012, February). *Examining learners' discrete emotional responses to a pedagogical agents' tutoring strategies*. MA thesis, supervised by R. Azevedo.

- Ible, J. (2011, September). *Professional development of graduate teaching assistants*. MA thesis, supervised by V. Venkatesh.
- Kearney, M. (2011, June). *Teacher training instructional design opportunities*. MA thesis, supervised by V. Venkatesh.
- Lechman, C. (2011, June). *Is gender bias still present within junior high school texts? An investigation of gender bias in three Quebec social studies English textbooks*. MA thesis, supervised by D. Waddington.
- Levey, M. (2011, September). *Assessing academic writing: Faculty assessors' reactions to rhetorical organization in student writing*. MA thesis, supervised by J. White.
- Li, H. (2011, September). *Instructional design and knowledge management in corporate settings*. MA thesis, supervised by V. Venkatesh.
- Li, Y. (2011, September). *Evaluation of clickers in undergraduate lecturing systems*. MA thesis, supervised by V. Venkatesh.
- Liu, R. L. (2012, January). *The development of second language productive vocabulary in an intensive ESL classroom*. MA thesis, co-supervised by L. Collins & P. Trofimovich.
- Pleitch, A. (2011, May). *Speech accommodation and interpersonal communication*. MA thesis, supervised by E. Gatabonton.
- Rivière, O. (2011, April). *L'Entraînement à la conscience morphologique chez l'élève du primaire*. MA thesis, supervised by D. Daigle.
- Rosito, D. (2011, June). *Instructional design for the medical school at McGill University*. MA thesis, supervised by V. Venkatesh.
- Soler Urzua, F. (2011, December). *Text-to-speech synthesis and the acquisition of second language pronunciation: The /I/ - /i/ contrast*. MA thesis, supervised by W. Cardoso.
- Tatebe, N. (2011, June). *Film making and gender studies*. MA thesis, supervised by V. Venkatesh.
- Thibault, M. (2011, April). *L'enseignement des probabilités par une séquence d'enseignement liée aux jeux de hasard et d'argent : émergence et sensibilisation à certaines fausses conceptions des élèves du secondaire*. MA thesis, co-supervised by A. Savard.
- Wu, B. (2011, September). *Instructional design at Pratt & Whitney*. MA thesis, supervised by V. Venkatesh.
- Zhang, Y. (2011, April). *Creating a software training online course at Pratt & Whitney Canada*. MA thesis, supervised by R. Bernard.-

Postdoctoral Fellows

- Ahmad, Y. (current). *The production and perception of English intonation patterns in second language speech*. Post Doctorate, supervised by W. Cardoso.
- Bouchet, F. (in progress). *Agent-based learning in complex learning environments*. Post Doctorate, supervised by R. Azevedo.
- Yang, J. (current). *Developmental sequences in L2 phonology*. Post Doctoral dissertation, supervised by W. Cardoso.

Research Assistants

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

Alderton, Z. *BA student*. Employed by K. McDonough.
Alexander, K. *Phd student*. Employed by P. C. Abrami.
Ashmore, C. *MA student*. Employed by K. McDonough.
Bate, J. *MA student*. Employed by P. Trofimovich.
Bell, P. *Phd student*. Employed by L. Collins, P. Trofimovich, K. McDonough, J. White & W. Cardoso.
Bousquet, Louise *MA student*. Employed by M. Brodeur.
Callahan, M. *BA student*. Employed by K. McDonough.
Chevrier, A. *BA student*. Employed by M. Horst & J. White.
Croteau, E. *MA student*. Employed by P. C. Abrami.
Dorner, R. *BA student*. Employed by K. McDonough & P. Trofimovich.
Duguay, H. *MA student*. Employed by M. Horst & J. White.
Dwight, V. *MA student*. Employed by L. Collins, P. Trofimovich, K. McDonough, J. White & W. Cardoso.
Dytynshyn, N. *MA student*. Employed by L. Collins, P. Trofimovich, K. McDonough, J. White & W. Cardoso.
Evangelista, J. *BA student*. Employed by K. McDonough & P. Trofimovich.
Fontil, L. *MA student*. Employed by P. C. Abrami.
Foote, J. A. *PhD student*. Employed by K. McDonough & P. Trofimovich.
Fulga, A. *MA student*. Employed by M. Horst & J. White.
Hassaniinevisi, M. *MA student*. Employed by E. Gatbonton.
Hatami, A. *BA student*. Employed by P. C. Abrami.
Jalalyan, L. *MA student*. Employed by K. McDonough.
Jarosz, N. *BA student*. Employed by K. McDonough.
Kwan, W.-M. *MA student*. Employed by P. C. Abrami.
Lavallée, M. *BA student*. Employed by K. McDonough.
Lesage, R. *BA student*. Employed by E. Gatbonton.
Maratta, D. *MA student*. Employed by P. C. Abrami.
Martini, J. *MA thesis*. Employed by M. Horst & J. White.
Meshcherova, A. *MA student*. Employed by L. Collins, P. Trofimovich, K. McDonough, J. White & W. Cardoso.
Nurse, A. *Independant student*. Employed by P. C. Abrami.
Perju, O. *BA student*. Employed by P. C. Abrami.
Perrett, M. *BA student*. Employed by P. C. Abrami.
Pinangat, D. *BA student*. Employed by K. McDonough.
Prioletta, J. *BA student*. Employed by L. Collins, P. Trofimovich, K. McDonough, J. White & W. Cardoso.
Qin, X. *MA student*. Employed by E. Gatbonton & K. McDonough.
Sedbon, L. *BA student*. Employed by N. Segalowitz.
Shalmani, T. *MA student*. Employed by M. Horst & J. White.
Silva, C. *PhD student*. Employed by P. C. Abrami.
Smith, G. *MA student*. Employed by P. Trofimovich.

Sokolovskaya, A. *MA student*. Employed by P. C. Abrami.
Surtees, V. *MA student*. Employed by E. Gatbonton & N. Segalowitz.
Thomas, T. *PhD student*. Employed by V. Venkatesh.
Trina, D. *BA student*. Employed by P. C. Abrami.
Tripa, A. *MA student*. Employed by P. C. Abrami.
Urbaniak, K. *MA student*. Employed by E. Gatbonton & V. Venkatesh.
Williams, J. *MA student*. Employed by P. Trofimovich.
Woods, J. *BA student*. Employed by P. C. Abrami.
Zhao, Y. *PhD Student*. Employed by E. Gatbonton.

Thesis Examination Committee

- Azevedo, R. (current). Thesis committee member. *Franco, G.; Poitras, E.; Absar, R. McGill University.*
- Azevedo, R. (current). Comprehensive exam committee service. *Ibrahim, A.; Poitras, E.; Cruz-Panesso, I. McGill University.*
- Collins, L. (current). Thesis committee member. *C. Colby-Kelly (January, 2011). Using assessment for learning practices with pre-university level ESL students: A mixed methods study of teacher and student performance and beliefs. Department of Integrated Studies in Education, McGill University. PhD dissertation.*
- Gatbonton, E. (current). Thesis committee member. *Doucerain, Marina. (in progress). Department of Psychology, Concordia University (Supervisor: Andrew Ryder); Park, Seongman. (2010). Department of Integrated Studies in Education, McGill University (Supervisor: Mela Sarkar); Levey, Margaret. (in progress). Department of Education, Concordia University (Supervisor: Joanna White); Garabito, Christina. (in progress). In search of connections between autonomous language learning behaviours, working memory ability, and acquisition of lexical phrases. Department of Education, Concordia University (Supervisor: Joanna White).*
- Horst, M. (current). Thesis committee member. *Liu, R. (2012). The development of second language productive vocabulary in an intensive ESL classroom. Master's thesis, Concordia University, Montreal; Soler, F. (2012). Test to speech synthesis and the acquisition of the English /i/-/I/ contrast and Spanish learners. Master's thesis, Concordia University, Montreal; Levey, M. (2011). The development of critical pedagogy in TESL trainees. Master's thesis, Concordia University, Montreal.*
- McDonough, K. (current). Thesis committee director. *Nekrasova, T. (2011). PhD, Applied Linguistics. EFL learners' production of questions over time: Descriptive, usage-based, and developmental perspectives. Northern Arizona University; Fulga, A. (in progress). MA, Applied Linguistics. The effect of visual information on the effectiveness of low-variability input. Concordia University.*
- McDonough, K. (current). Thesis committee member. *Foote, J. (in progress). PhD, Education—Applied Linguistics. Concordia University; Surtees, V. (in progress). MA, Applied Linguistics. Pragmatics in the study abroad context: Connecting immersion and instruction. Concordia University; Profozic, N. (2012). PhD, Language teaching & learning. Oral corrective feedback, individual differences and L2 acquisition of French past tenses. University of Auckland, New Zealand.*

Segalowitz, N. (current). Thesis committee member. *Cameli, Luisa. (in progress). (neurocognition of bilingualism). Concordia U; Dougherty, Tim. (in progress). A functional approach to the study of emergent ESL grammar. McGill U.; Levy-Bencheton, Judith. (in progress). (neuropsychology of ageing). Concordia U.*

Shore, B. M. (current). Thesis committee member. *Ibrahim, Ahmed Mohammed, Supervised by M. W. Aulls.*

Trofimovich, P. (current). Thesis committee member. *Saito, Kazuya (Second Language Education, 2011). PhD thesis, McGill University; Dwight, Victoria (Applied Linguistics, 2011). MA thesis, Concordia University; Soler Urzua, Fernanda (Applied Linguistics, 2011). MA thesis, Concordia University; Garabito, Cristina (Applied Linguistics, 2011). MA thesis, Concordia University; Pletch, Aiko (Applied Linguistics, 2011). MA thesis, Concordia University.*

Waddington, D. (current). Thesis committee member. *Azoulay, Rivkah,; Bobos, G.; Bouchard, C.; Brouillette, D.; Chen, D.; Church, E.; Cobbler, M.; Glean, J.; Hampden, T.; Martin, F.; Maule-O'Brien, S.; Prioetti, M.*

Professional Activities

Abrami, P. C. (current). Editorial board member. *Effective Education; Research Synthesis Methods.*

Abrami, P. C. (current). E-Learning working group member. *Canadian Council on Learning.*

Azevedo, R. (2011). Co-host. *Learning Sciences Research Seminar, McGill University.*

Azevedo, R. (2011). Co-organizer and co-chair. *(with Drs. Gautam Biswas, Roberto Pirrone, and Ido Roll) Workshop on Analyzing, Modeling, Evaluating, and Fostering Metacognition with Intelligent Learning Environments at the IA*AI 2011 Conference—12th International Conference of the Italian Association for Artificial Intelligence, Palermo, Italy.*

Azevedo, R. (2012). Co-chair. *Young Researchers Track, The 11th International Conference on Intelligent Tutoring Systems (ITS 2012), Crete, Greece.*

Azevedo, R. (2012). Scientific reviewer. *European Association for the Research on Learning and Instruction (EARLI) Motivation and Emotions SIG meeting, Frankfurt, Germany*

Azevedo, R. (current). Ad-hoc reviewer. *Educational Researcher (ER); Technology, Instruction, Cognition and Learning (TICL); IEE Transactions on Affective Computing; Journal of Ambient Intelligence and Humanized Computing; Cognitive Development; Cognitive Science; IEEE Learning Technologies; Learning and Individual Differences; IEEE Intelligent Systems; Journal of Cognition and Development; Journal of Computer Assisted Learning; American Educational Research Journal; Discourse Processes; Learning and Instruction: The Journal of the European Association for Research on Learning and Instruction; British Journal of Educational Psychology; Child Development; Cognition and Instruction; Educational Psychologist; International Journal of Artificial Intelligence in Education; Journal of Educational Computing Research.*

- Azevedo, R. (current). Member. *Editorial Board: Psicothema; Frontiers in Educational Psychology; Educational Technology Research & Development (ETR&D); Educational Psychology Review; Educational Psychologist; Instructional Science; Scientific Program Committee, The 5th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI) – Metacognition Special Interest Group, Milan, Italy; Panel, National Science Foundation, Cyberlearning: Transforming Education Program; Program Committee, The 11th International Conference on Intelligent Tutoring Systems (ITS 2012), Crete, Greece; Program Committee, The 6th International Conference on Complex, Intelligent, and Software Intensive Systems (CISIS-2012), Palermo, Italy.*
- Azevedo, R. (current). Associate editor. *Metacognition and Learning.*
- Azevedo, R. (current). Editor. *Metacognition and Learning.*
- Azevedo, R. (current). Reviewer. *Natural Sciences and Engineering Council of Canada (NSERC); US National Research Council Report on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy; US National Research Council Report on Deep Learning and 21st Century Skills; Social Science and Humanities Research Council of Canada (SSHRC).*
- Bernard, R. M. (current). Technical expert. *(U.S. Department of Education) Funded Contract. Transition Training for Youth with Disabilities. Awarded to Dr. Brian Cobb, Colorado State University, Fort Collins, CO.*
- Bernard, R. M. (current). Editorial review board member. *Distance Education, Canadian Journal of Learning and Technology, Review of Educational Research, Research Synthesis Methods; Journal of Computers in Higher Education.*
- Bernard, R. M. (current). Statistics consultant and reviewer. *Education Coordinating Group, International Campbell Collaboration; Methods Group, International Campbell Collaboration.*
- Bernard, R. M. (current). Reviewer. *Review of Educational Research (AERA, USA); Evaluation and Policy Analysis (AERA, USA); Journal of Educational Psychology (APA, USA); Journal of Distance Education (CADE, Canadian); Distance Education (AAECT, Australian); Educational Technology Research & Development (AECT, USA); Educational Evaluation and Policy Analysis (AECT, USA); Journal of Rural Education (USA); Canadian Council on Learning (Granting Agency, Canadian); Social Sciences and Humanities Research Council (Granting Agency, Canadian); AECT Annual Conference (USA).*
- Brodeur, M. (2012, March). Honourary president. *37th annual Learning Disabilities Association of Quebec (LDAQ) conference, Montreal, QC.*
- Bures, E. M. (current). Reviewer. *Computer Supported Collaborative Learning (CSCL) Conference papers; Research in Higher Education; Mentoring and Technology; Educational Research and Evaluation; American Journal of Distance Education; Journal of Educational Computing Research; Computers and Education.*
- Cardoso, W. (2011). Reviewer. *SSHRC, SRG competition (3 times), NWO (Dutch research agency)*
- Cardoso, W. (current). Member. *Advisory Board, Centre for Teaching and Learning Services, Concordia; Think Tank Committee on University Teaching, Concordia University; Working Group in Phonetics and Phonology (Brazil); Ethics Committee, Department of Education.*

- Cardoso, W. (current). Linguistic consultant (*Brand Name Evaluator and Creator*) for *Lexicon Branding (USA)* ; *Linguistic Analytics (USA)*
- Cardoso, W. (current). International correspondent *Clube do Áudio e Vídeo* magazine (Brazil).
- Cardoso, W. (current). Founder and co-editor. *Concordia Papers in Applied Linguistics (COPAL)*.
- Cardoso, W. (current). Organizer. *International Symposium on the Acquisition of Second Language Speech*.
- Cobb, T. (current). Member. *Comité des programmes en enseignement des langues secondes; Comité des programmes d'études*.
- Cobb, T. M. (2010). Language and technology editor. *Wiley-Blackwell Encyclopedia of Applied Linguistics*.
- Collins, L. (2011 August/September). Consultant. *Second Language Education Workshop, organized by Canadian Heritage, Ottawa; Canadian Symposium on Official Languages Research, organized by Canadian Heritage, Ottawa* .
- Collins, L. (current). Editorship. *Canadian Modern Language Review*.
- Collins, L. (current). Journal reviewer. *Applied Linguistics; Bilingualism, Language & Cognition; Canadian Modern Language Review; Language Learning; Modern Language Journal; Studies in Second Language Acquisition; TESOL Quarterly*.
- Collins, L. (current). Member at large. *American Association of Applied Linguistics*.
- Collins, L. (current). Member. *Comité de suivi de l'enseignement de l'anglais intensif, Ministère de l'Éducation, du Loisir et du Sport (MELS)*.
- Collins, L. (current). Coordinator. *Second Language Acquisition/Psycholinguistics Research Group (25-member inter-university and inter-disciplinary group which meets bi-weekly)*.
- Daigle, D. (current). Reviewer. *Revue canadienne des langues vivantes/Canadian Modern Language Review; Quarterly Journal of Experimental Psychology; Reading Psychology*
- Daigle, D. (current). Member. *Groupe de recherche sur la LSQ et le bilinguisme sourd, UQAM; Centre de recherche interuniversitaire sur les technologies et l'apprentissage (CIRTA); Maison des technologies de formation et d'apprentissage Roland-Giguère (MATI)*, .
- Dedic, H. (current). Member. *Commission de l'enseignement collégial*.
- Dedic, H. (current). Adjunct professor. *Concordia University*.
- Fichten, C. S. (current). Member. *Dawson College Human Research Ethics Committee (REB); Advisory Board - Association pour la recherche au collégial (ARC) Personne-ressource (mentor et accompagnatrice et consultante de l'ARC); Awards Jury National Educational Association of Disabled Students NEADS Equity Through Education Student Awards Selection Panel 2010; Project Teams L'inclusion numérique telle qu'expérimentée par les citoyens handicapés au Québec (IN-TECH Québec) Comité scientifique et éthique; Project Teams Commission des droits de la personne et des droits de la jeunesse Table de travail sur l'obligation d'accommodement des besoins éducatifs particuliers dans le réseau d'enseignement collégial québécois; Board of Directors Association québécoise des étudiants ayant des incapacités au postsecondaire (AQEIPS)*; .

- French, L. (current). Reviewer. *Language Learning; Applied Psycholinguistics; Canadian Modern Language Review; American Association for Applied Linguistics; Canadian Association of Applied Linguistics.*
- French, L. (current). Co-editor (book reviews). *Canadian Journal of Applied Linguistics (CJAL).*
- French, L. (current). Member. *Conference Organizing Committee, UQAC- Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ).*
- French, L. (current). Consultant. *Ministère de l'éducation du Nouveau Brunswick.*
- French, L. (current). Editor (book reviews). *Canadian Journal of Applied Linguistics (CJAL).*
- French, L. (current). Member. *Conference Organizing Committee, UQAC- Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ).*
- French, L. (current). Reviewer. *Language Learning; Applied Psycholinguistics; Canadian Modern Language Review; American Association for Applied Linguistics; Canadian Association of Applied Linguistics.*
- Gatbonton, E. (current). Reviewer. *Canadian Modern Language Journal, Language Learning, Applied Linguistics, International Review of Applied Linguistics.*
- Horst, M. (current). Reviewer. *System, Language Learning, Canadian Modern Language Review, Applied Psycholinguistics, Canadian Journal of Applied Linguistics, and Modern Language Journal.*
- McDonough, K. (current). Reviewer. *Studies in Second Language Acquisition; Language Learning; System; Language Teaching Research; TESOL Quarterly; Canadian Journal of Applied Linguistics; Annual Review of Applied Linguistics; Applied Psycholinguistics; rEFlections; John Benjamins; McCalla Research Professorship Program (2012), Faculty of Arts, University of Alberta, Canada; American Association for Applied Linguistics annual conference; Second Language Research Forum annual conference; Task-based Language Teaching biannual conference; International Association of Applied Linguistics conference; Language Awareness Conferences.*
- Rosenfield, S. (current). Member of the executive. *Québec Association of Mathematics Teachers (QAMT).*
- Rosenfield, S. (current). Adjunct professor. *Concordia University.*
- Rosenfield, S. (June, 2011). Invited member. *Participated in meetings held in Alexandria, Virginia, to aid in the design of ciHUB, an NSF funded plan to construct a web-based central depository, modelled after nanoHUB, for Concept Inventories.*
- Savard, A. (current). Reviewer. *Teaching and Teacher Education, Canadian Journal of Education, Learning Landscapes, Canadian Journal of Science, Mathematics and Technology, Espace Mathématique Francophone, Fonds Québécois de la Recherche sur la Nature et la Technologie (FQRNT). Programme de bourses d'excellence pour les étudiants étrangers: Bourses de stage post-doctoral, Fonds Québécois de la Recherche sur la Société et la Culture (FQRSC). Programme bourse de doctorat, Fonds Québécois de la Recherche sur la Nature et la Technologie (FQRNT). Programme de bourses d'excellence pour les étudiants étrangers: Bourses de stage post-doctoral, Fonds Québécois de la Recherche sur la Société et la Culture (FQRSC). Programme bourse de maîtrise.*
- Savard, A. (current). Member. *Inquiry Network (Teaching Learning Services), McGill University.*

- Savard, A. (current). Co-leader. *working group: Meaningful Procedural Knowledge in Mathematics Learning, Annual Conference of Canadian Mathematics Education Study Group (CMESG), June 2011, Saint-John, Newfoundland.*
- Schmid, R. F. (current). Chair. *National Consortium for Instruction and Cognition.*
- Schmid, R. F. (current). Member. *American Psychological Association; American Educational Research Association; National Consortium for Instruction and Cognition; Association for Media and Technology in Education in Canada.*
- Schmid, R. F. (current). Editorial board member. *Canadian Journal of Educational Communication; Canadian Journal of Learning and Technology; International Journal of Instructional Media; Journal of Structural Learning.*
- Segalowitz, N. (current). Adjunct professor. *School of Psychology and Counselling, Faculty of Health, Queensland University of Technology, in Kelvin Grove (Brisbane).*
- Segalowitz, N. (current). Reviewer. *Applied Linguistics; Book evaluations for Oxford University Press, Cambridge University Press, Kluwer/Plenum, John Benjamins; Studies in Second Language Acquisition*
- Segalowitz, N. (current). Editorial advisory committee member. *Book series entitled, 'Cognitive Science and Second Language Acquisition', published by Lawrence Erlbaum. Ed. Peter Robinson.*
- Shore, B. M. (current). Member. *Golden Key International Honour Society, Council of Advisors, 2010–2013.*
- Shore, B. M. (current). Editorial review board member. *Journal of Secondary Gifted Education, redefined as the Journal of Advanced Academics in 2006, 2005+; Canadian Journal of School Psychology; Gifted Education International (UK).*
- Shore, B. M. (current). Reviewer. *High Ability Studies (published by the European Council for High Ability); Research Grants, Social Sciences and Humanities Research Council of Canada; Journal for the Education of the Gifted (published by the Council for Exceptional Children/The Association for the Gifted); Gifted Child Quarterly (published by the National Association for Gifted Children).*
- Trofimovich, P. (current). Grant reviewer. *Education & Linguistics, Social Sciences and Humanities Research Council of Canada (SSHRC).*
- Trofimovich, P. (current). Associate editor. *Canadian Modern Language Review; Language Learning.*
- Trofimovich, P. (current). Editorial board member. *TESOL Quarterly.*
- Trofimovich, P. (current). Reviewer. *Canadian Modern Language Review; Journal of Phonetics; Second Language Research; Bilingualism: Language and Cognition; Canadian Journal of Applied Linguistics; Language Learning; Modern Language Journal; TESOL Quarterly.*
- Venkatesh, V. (current). Member. *Standards Council of Canada (SCC).*
- Venkatesh, V. (current). Concordia University representative. *Le sous-comité sur la pédagogie et les technologies de l'information et de la communication (SCPTIC), under the auspices of la conference des recteurs et les principaux des universités du québec (CREPUQ).*
- Waddington, D. (current). Member. *Philosophy of Education Society, Committee on Professional Affairs; Philosophy of Education Society, program committee.*

- Waddington, D. (current). Webmaster. *John Dewey Society*.
- Waddington, D. (current). Program chair. *Canadian Philosophy of Education Society*.
- Waddington, D. (current). Book review editor. *Paideusis*.
- Waddington, D. (current). Reviewer. *Canadian Journal of Educational Technology; Education and Culture; Environmental Education Research Ethics and Information Technology; IARTEM E-Journal; Journal of Curriculum Studies; Journal of Educational Controversy; Journal of Philosophy of Education; Paideusis; Science and Education; Studies in Philosophy and Education*.
- Wade, A. (current). Reviewer. *Max Bell Foundation; Research Synthesis & Methods*.
- Wade, A. (current). Co-convenor. *Information Retrieval Methods Group. Campbell Collaboration*.
- Wade, A. (current). Member. *Quebec. Ministère de l'Éducation, du Loisir et du Sport. Inquiry Process Project Committee; Quebec. Ministère de l'Éducation, du Loisir et du Sport. Provincial Advisory Council on Teachers of English, ABQLA rep.; McGill University Student Mentorship Program, Mentor; MEQ; Advisory Board Disability Research Team, Dawson College*.
- Wade, A. (current). Associate. *Evidence Network, U.K.*
- White, J. (current). Secretary, board of directors. *Association for Language Awareness*.
- White, J. (current). Advisory committee member. *Canadian Modern Language Review*.
- White, J. (current). Editorial advisory committee member. *Canadian Journal of Applied Linguistics*.
- White, J. (current). Reviewer. *Canadian Modern Language Review; Language Awareness; Language Learning; International Journal of Multilingualism; Canadian Journal of Applied Linguistics; Concordia Papers in Applied Linguistics (COPAL); Journal of French Language Studies; Language Teaching; TESL Canada Journal*.
- White, J. (current). Volunteer consultant. *English Committee (Anglais à Querbes), Ecole Alternative Nouvelle Querbes, Outremont*.
- 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 au Québec (SPEAQ); Teachers of English to Speakers of Other Languages (TESOL)*.

Awards and Distinctions

- Abrami, P. C. (2011, June -2014, May). Honorary visiting professor. *University of York, Institute for Effective Education*.
- Abrami, P. C. (2011, May). Provost's Circle of Distinction. *Concordia University*.
- Azevedo, R. (2011). Senior Canada Research Chair (Tier 1). *Canada Research Chairs and the Social Sciences and Humanities Research Council of Canada (SSHRC)*.
- Centre for the Study of Learning and Performance (2011, May). CNIE Award of Merit in Innovation in Overall Use of Technolgoey for Learning and Teaching. *CNIE*.

- McDonough, K. (2011). Canada Research Chair in Applied Linguistics - Tier 2. *Concordia University*.
- Segalowitz, N. (2010/2011). Faculty of Arts & Science Dean's Awards for Outstanding Achievement by Faculty and Staff 2010-2011 -- Award for Distinguished Scholarship, Senior Scholar category.
- Segalowitz, N. (2012, January). Kenneth W. Mildener Prize for Cognitive Bases of Second Language Fluency. *Modern Language Association (MLA)* \$1,000.
- White, J. (2011). Co-recipient, Board of Directors Recognition Award, SPEAQ (Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec).

CSLP in the News

- Branswell, B. (2012, February). Computers in schools: money well spent Concordia study suggests technology helps students, but only moderately. *Montreal Gazette*. Retrieved from http://www.montrealgazette.com/story_print.html?id=6182177&sponsor=
- Branswell, B. (2012, February). Computers shown to aid learning. *Vancouver Sun*. Retrieved from http://www.vancouver.sun.com/story_print.html?id=6183672&sponsor=escapes.ca
- Branswell, B. (2012, February). Computer technology enhances classroom, say researchers. *Edmonton Journal*. Retrieved from <http://www.edmontonjournal.com/news/Computer+technology+enhances+classroom+researchers/6183117/story.html>
- Branswell, B. (2012, February). Study touts benefits of a 'wired' classroom, Concordia University researchers set out to answer a "big picture" question: Does computer technology have a positive overall effect on learning in the classroom? *Canada.com*. Retrieved from <http://www.canada.com/technology/Study+touts+benefits+wired+classroom/6181234/story.html>
- Cooper, R. (2011, May). Educational software wins national award [ABRA]. *Concordia Now*. Retrieved from <http://www.concordia.ca/now/what-we-do/teaching/20110517/educational-software-wins-national-award.php>
- Dagenais, R. (2012, February). An interview with Dr. Robert Bernard on the results of a study published in the *Review of Educational Research, Focus Montreal*. Montreal, QC: Global Montreal.
- Herland, K. (2011, April). Literacy tool great success in Australia. *NOW*. Retrieved from <http://www.concordia.ca/now/what-we-do/research/20110426/literacy-tool-great-success-in-northern-australia.php>
- Karwatsky, P. (2012, February). Newsmaker: Richard Schmid on computers in the classroom [Interview], *CTV News*. Montreal, QC: CTV Montreal.
- Peacock, T. (2012, January). iSCORE hits all the right notes. *Now*. Retrieved from <http://www.concordia.ca/now/community-engagement/outreach-initiatives/20120118/iscore-hits-all-the-right-notes.php>
- Schmid, R. F. (2012, March). A note from the Chair. *National Consortium of Cognition & Instruction (NCIC) Newsletter, Spring 2012*, 1. Retrieved from <http://coe.georgiasouthern.edu/foundations/ncic/>

- Scott, M. (2012, January). Prof seeks key to language fluency [N. Segalowitz]. *Montreal Gazette*. Retrieved from http://www.montrealgazette.com/story_print.html?id=6065596&sponsor=
- Staff Reporter. (2011). Using evidence-based software [P.C. Abrami mentioned]. *Fielding Focus*, 14(5), 7.
- Staff Reporter. (2011, August). Honours: Tanya Beccat [CSLP Learning Toolkit Award of Excellence]. *EMSB Express*, 14(1), 10.
- Staff Reporter. (2011, June). CSLP winner: Tanya Beccat. *Fielding Focus*, 13(11), 4.
- Staff Reporter. (2011, May). Outstanding Concordia faculty members honoured by Provost [P.C. Abrami]. *Concordia Now*. Retrieved from <http://www.concordia.ca/now/university-affairs/accolades/20110525/outstanding-concordia-faculty-members-honoured-by-provost.php>
- Staff Reporter. (2011, November). Arts and Science faculty members honoured [N. Segalowitz]. *NOW Concordia*. Retrieved from <http://www.concordia.ca/now/university-affairs/academic-awards/20111122/arts-and-science-faculty-members-honoured.php>
- Teaching and Learning Services McGill University. (2011). Teaching snapshots, Bruce Shore. Retrieved, from <http://www.mcgill.ca/teachingsnapshots/bruce-m-shore>
- Thomas, K. (2012, February). Does technology have a positive overall effect on classroom learning? Canadian study says yes. *Techvibes*. Retrieved from <http://www.techvibes.com/blog/does-technology-have-a-positive-overall-effect-on-classroom-learning-canadian-study-says-yes-2012-02-23>
- Warwick, L. (2011, November). Program teaches kids valuable research skills. *Montreal Families.ca*. Retrieved from <http://www.montrealfamilies.ca/Montreal-Families/November-2011/Program-teaches-kids-valuable-research-skills/>
- Zeindler, C. (2012, January). Plugged into learning [Article on Meta-analysis]. *Now*. Retrieved from <http://www.concordia.ca/now/what-we-do/research/20120116/plugged-into-learning-computers-help-students-advance.php>



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