

CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

ANNUAL REPORT
2023

CONCORDIA

ABOUT THIS DOCUMENT

This report documents the professional scholarly activities during the period of January 1, 2023, to December 31, 2023, of the Centre for the Study of Learning and Performance, with the academic product of its core research axes and themes, as well as many ongoing projects of CSLP members. For a complete bibliographic listing of the Centre's productivity, please consult Part 2 of the Annual Report 2023.

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



Centre for the Study of Learning and Performance

GA 1.210, Concordia University
1455 De Maisonneuve Blvd. W.
Tiohtià:ke / Montreal, QC, Canada
H3G 1M8
cslp@concordia.ca
514-848-2424 ext. 2020
concordia.ca/cslp

 facebook.com/CSLPCEAP
 @cslp_ceap



CONTENTS

Directors' Message 2

Message de la directrice du CEAP UQAM 4

About the CSLP 7

CSLP Full Members 8

Collaborators 14

Executive Board & Advisory 15

Staff 16

Highlights: Theme 1.1 17

Highlights: Theme 1.2 19

Highlights: Theme 1.3 20

Highlights: Theme 2.1 23

Highlights: Theme 2.2 25

The CSLP Artist-in-Residence 30

Student Spotlight 32

Awards 33

Productivity 34

Funding Agencies 35





DIRECTORS' MESSAGE

One of our goals for 2023 was to expand on the activities taking place at the Centre and improve on our programming and communications. As evinced by this report, we believe we have made tremendous progress. Our Speaker Series continued with five events in 2023, and we have added a new series of workshops, EmpowerGrad, designed by graduate students for their peers. We also continue to support the conference series of McGill's Plurilingual Lab and the efforts of our CEAP UQAM satellite, who in 2023 hosted a variety of speakers, as well as their first Pedagogical Innovation Forum and a journée d'étude in the Spring.

The multidisciplinary and multi-institutional projects planned at the centre's 2022 Spring Retreat bore fruit in 2023, with the Obstacles exhibition that exhibited the work of an artists residency held at the CSLP, the unique Lathe Cut Conversations, and

the Pedagogical Innovation Awards where we were pleased to recognize innovative Quebec teachers. Each of these events led to interesting conversations and networking opportunities. We offer our congratulations to the faculty, students and staff who worked so hard to make these events happen.

This year the Centre, in addition to hosting a variety of events, also opened our doors to outside groups within our broadening network. In September, the Media Studies programme of Concordia's Communication Studies department held their graduate student conference, Imagined Bodies, at the CSLP. We also hosted Relais-femmes' PARR BIPOC workshops in October, facilitating sharing and co-creating between Black, Indigenous, and other racialized and non-binary women who are engaged in collaborative research in Quebec. The CSLP also worked with Catherine Richardson (Indigenous

Healing Concordia Chair and co-Director of the Centre for Oral History and Digital Storytelling) on two events, a workshop in April on Indigenous Methodologies for the non-Indigenous, and a self-care Silent Grieving event held on November 11.

In June, while Concordia hosted the International Society for Metal Music Studies (ISMMS) conference, No Outsides: Metal in an Era of Contagion, several workshops were held at the CSLP, and many of our members were implicated in its planning, and in the associated graduate summer institute, Underground Arts as a Catalyst for Pluralism in an Era of Polarization.

We are also proud of the growing international reach of the Centre. The work of the LTK+ team in Rwanda and Bangladesh continued to progress, along with their work in Kenya. An event celebrating 20 years of Phil Abrami's Learning Toolkit in September was remarkable for the range of international collaborators it brought together for the first time. We also congratulate Patrick Charland on

his appointment by L'Agence Universitaire de la Francophonie (AUF) as an expert in educational reforms management, as part of their APPRENDRE program where he will offer his expertise to ministries of education throughout the Francophonie.

Looking ahead to 2024, we have a calendar that is more active than ever, with existing programming expanded and new workshop series targeted at emerging themes (misinformation, plurilingualism, sustainability) on the way.



Vivek Venkatesh
CSLP Co-director



David Waddington
CSLP Co-director

MESSAGE DE LA DIRECTRICE DU CEAP UQAM

Fier.ère.s de l'essor qu'a connu le CEAP UQAM dans les dernières années, nous étions enthousiastes en 2022-2023 de poursuivre nos différentes activités et de continuer à nous réinventer pour rejoindre le plus grand nombre de chercheur.euse.s et de professionnel.le.s du monde de l'éducation, et ce, en leur proposant une programmation de qualité et en soutenant la recherche en éducation. Afin de nous ajuster à la réalité et aux besoins du milieu scolaire, nous avons organisé des activités en mode présentiel, en ligne et en comodal. Nous croyons que la programmation diversifiée de nos activités a largement contribué à faire rayonner le Centre.

D'abord, sans s'amoindrir comparativement à l'an dernier, le succès de nos activités de transfert des connaissances scientifiques a même pris de l'ampleur cette année. En effet, la riche programmation du CEAP UQAM a su attirer un grand nombre de professionnel.le.s provenant des centres de services scolaires de partout au Québec ainsi que des professionnel.le.s provenant de milieux scolaires privés. Ils et elles ont été particulièrement nombreux.euses à participer à l'École de printemps, qui a eu lieu en avril dernier, ainsi qu'aux différentes conférences, réparties d'octobre 2022 à mai 2023, dont le CEAP UQAM était l'instigateur ou un collaborateur. La très active page Facebook de notre centre, qui relaie tous nos évènements, a certainement joué un rôle essentiel dans l'enthousiasme suscité par nos activités. La première édition du Forum d'innovation en éducation, en mai dernier, a également été un évènement marquant dans notre programmation cette année. Il a non seulement ouvert des canaux de discussion sur l'innovation dans les milieux publics et privés, mais il a également facilité l'émergence d'un partenariat fructueux entre les acteur.rice.s des milieux représentés. Notre centre s'est également

démarqué en organisant un colloque sur l'anxiété à l'école dans le cadre du 90e congrès de l'Acfas. Ce colloque, auquel 14 conférencier.ère.s ont participé, fut un succès et nous sommes déjà en processus de planification du prochain colloque du Centre qui se tiendra dans le cadre du 91e congrès de l'Acfas, à l'Université d'Ottawa en mai 2024. Ensuite, 2022-2023 aura été une année cruciale, qui aura vu le partenariat avec le Collège Sainte-Anne de Dorval évoluer. Par ailleurs, le partenariat avec Alloprof, financé par le CRSH, est toujours bien actif et l'évaluation scientifique des jeux éducatifs en ligne de l'organisme, destinés aux élèves québécois, commence à prendre forme. Divers projets de recherche ont également permis de consolider les collaborations existantes et de paver la voie à l'émergence de nouvelles. Ces projets, parmi d'autres en cours, préparent le terrain pour les futures contributions scientifiques d'un CV collectif vibrant, reflétant une vitalité marquée et une diversité exceptionnelle.

Enfin, l'année 2022-2023 marque le début de mon mandat en tant que directrice du CEAP UQAM. Je me considère choyée de commencer cette nouvelle étape alors que le Centre est déjà dans un état particulièrement favorable. Le travail collectif des membres durant les dernières années a permis au Centre de se construire une réputation, d'innover et de se réinventer. Sans ce travail, le Centre n'aurait pas l'impact qu'il a aujourd'hui et ne serait pas aussi attrayant pour les acteur.rice.s du monde de l'éducation. Je ne pourrais passer sous silence le travail colossal qu'Isabelle Gauvin a su faire durant son mandat au cours des cinq dernières années à la direction du CEAP UQAM. Elle a véritablement remis notre centre sur la bonne voie avec son intuition et sa qualité de leadership exceptionnelle. Les choix

d'activités et de conférences qu'elle a intégrés à la programmation du Centre sont au cœur de son essor. Je tiens également à remercier nos membres et nos partenaires de nous faire confiance dans la réalisation de leurs projets. L'équipe du CEAP UQAM se plaît à travailler avec vous tous.tes : l'EREST, la revue *Didactique*, l'Association pour la recherche en neuroéducation, le CVRÉ et le Carrefour technopédagogique de l'UQAM. Finalement, je tiens à remercier chaleureusement notre équipe de coordination qui accomplit un travail exceptionnel, essentiel au bon fonctionnement du Centre. Le CEAP UQAM est plus pertinent que jamais pour établir les ponts nécessaires entre la recherche et le milieu scolaire. Je suis privilégiée d'œuvrer dans une organisation aussi dynamique. Longue vie au CEAP et à tou.te.s ses membres et collaborateur.rice.s!



Kathleen Sénéchal





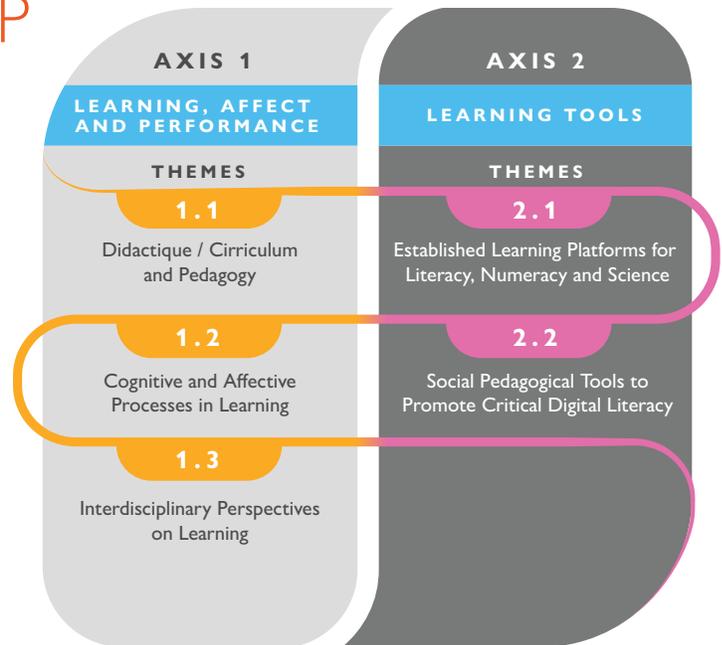
ABOUT THE CSLP

Concordia University's Centre for the Study of Learning and Performance (CSLP) is a multi-institutional research centre of excellence. The CSLP's mission is to advance scholarship on teaching and learning processes and develop new pedagogical tools and practices. The Centre's renowned multi- and inter-disciplinary researchers, professional staff, and students work at the intersection of cognitive and motivational science, instructional design, educational technologies, research-creation and social pedagogy. Research activities revolve around two research axes and five interlocking themes.

AXIS 1: LEARNING, AFFECT AND PERFORMANCE

This axis reflects the Centre's theoretical research base and our researchers working under this axis explore important questions that touch on curriculum, pedagogy, orthodidactique (instructional remediation), neuroscience and educational psychology. Our theories are built in diverse learning contexts (school, extracurricular, online, community, professional training) at the national as well as the international level. There are three themes grouped under this axis:

- 1.1 Didactique/Curriculum and Pedagogy**
- 1.2 Cognitive and Affective Processes in Learning**
- 1.3 Interdisciplinary Perspectives on Learning**



AXIS 2: LEARNING TOOLS

Work in the Centre's second axis addresses the design, implementation and evaluation of innovative learning tools both in extra-curricular and informal digital environments and within classroom environments. Our learning tools are developed and tested in a variety of disciplines, including numeracy, literacy, information literacy, language learning, civic education, and media literacy, and they benefit from insights generated across our three themes in Axis 1. Two themes are grouped under this axis:

- 2.1 Established Learning Platforms for Literacy, Numeracy and Science**
- 2.2 Social Pedagogical Tools to Promote Critical Digital Literacy**

MEMBERSHIP OF THE CSLP

Philip C. Abrami

*Department of Education,
Concordia University*

Dr. Abrami's work is centered on research integrations and primary investigations in support of applications of educational technology in distance and higher education, in early literacy, and in the development of higher order thinking skills.



Annabelle Brault

*Department of Art Education,
Concordia University*

Annabelle Brault's research interests include the role of the creative arts therapies in fostering digital well-being in youth, the use of music technology as a creative medium to instill social change, as well as resource-oriented approaches in clinical and educational contexts.



Carla Barroso Da Costa

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

Dr. Barroso Da Costa's research focuses on how teachers' quality of life and psychological well-being are affected by the COVID-19 pandemic, as well as on evaluation, learning, and engagement in the classroom.



Eva Mary Bures

*School of Education,
Bishop's University*

Dr. Bures' research investigates how to support innovative learning processes through computer-mediated communication, the use of electronic portfolios in higher learning, and how online systems can improve the quality of dialogue amongst university-level students



Robert Bernard

*Department of Education,
Concordia University*

Dr. Bernard's research is focused on discovering which pedagogical and technological conditions best support effective distance education and online learning, as well as technology integration in the classroom.



Walcir Cardoso

*Department of Education,
Concordia University*

Dr. Cardoso's research focuses on second-language acquisition from an applied linguistics perspective, language teaching and phonetic transcription.



Jonathan Bluteau

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

Dr. Bluteau's research focuses on stress and adaptation, well-being in schools, educational practices in the classroom, the elaboration and evaluation of pedagogical programs, and classroom architecture and layout.



Marie-Ève Carignan

*Département de communication,
Université de Sherbrooke*

Dr. Carignan's research involves performing content analyses of reporting on crises, journalistic ethics and practices.



Juan Carlos Castro

*Department of Art Education,
Concordia University*

Dr. Castro's research focuses on the dynamics and qualities of knowing, learning and teaching art through social and mobile media as understood through complexity thinking, network theory, and mobility studies.



Patrick Charland

*Département de didactique,
Université du Québec à Montréal*

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



Pierre Chastenay

*Département de didactique,
Université du Québec à Montréal*

Dr. Chastenay is an astronomer and researcher. His work focuses on how to improve science teaching in schools, as well as on how individuals construct their scientific identify.



Sandra Chang-Kredl

*Department of Education,
Concordia University*

Dr. Chang-Kredl's research takes place at the intersection of teacher education, curriculum studies, media literacy, children's popular culture, and early childhood education.



Mathieu Cook

*Département des sciences humaines
et sociales, Université
du Québec à Chicoutimi*

Dr. Cook's research is centered on the areas of intercultural relations, reconciliation between Indigenous and non-Indigenous persons, and colonialism and decolonization.



Nathalie Chapleau

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

Dr. Chapleau's research is focused on interventions designed to help students experiencing learning difficulties, and on how to effectively teach lexical orthography and derivational morphology.



Julie Corrigan

*Department of Education,
Concordia University*

Dr. Corrigan conducts research in the fields of technology, literacy, and assessment. She focuses on designing interventions aimed at improving students' ability to evaluate the credibility of online information; and on developing a virtual platform to teach, assess, and research complex workplace communication tasks.



Owen Chapman

*Department of
Communication Studies,
Concordia University*

Dr. Chapman is interested in the place of sound in everyday life, a subject he explores through producing "soundscapes", as well as in using music to explore issues related to hate speech and the contemporary proliferation of online forms of cyber pressure.



Marie-France Côté

Département de didactique des langues, Université du Québec à Montréal

Dr. Côté's research centers on the cross-linguistic transfer of literacy skills between languages in the early elementary school years.



Catherine Fichten

Department of Psychiatry, McGill University

In addition to her clinical practice, Dr. Fichten co-directs the Adaptech Research Network/Réseau de Recherche Adaptech, a bilingual multidisciplinary research team that conducts research on higher education and disability.



Stéphane Cyr

Département de mathématiques, Université du Québec à Montréal

Dr. Cyr's research examines curricular reforms at the primary, secondary and university levels in several African countries.



André Gagné

Department of Theological Studies, Concordia University

Dr. Gagné's research focuses on the interpretation and reception of the Bible, political theology, and religion and violence. He also conducts research on evangelical movements in and outside of Quebec.



Éric Dion

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

Dr. Dion specializes in the prevention of learning difficulties in reading in the first cycle of elementary school (grades 1 and 2). He is particularly interested in the development and evaluation of the effectiveness of peer tutoring activities.



Angelica Galante

Department of Integrated Studies in Education, McGill University

Dr. Galante's research focuses on pluralism and pluriculturalism, and more specifically on language learning, language teaching, and language factors that either facilitate or hinder plurilingual competence amongst speakers of several languages.



Annie Dubeau

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

Dr. Dubeau's research centers on the well-being of students in professional programs, teacher training, motivation, and vocational training.



Isabelle Gauvin

Département de didactique des langues, Université du Québec à Montréal

Dr. Gauvin's research focuses on grammar teaching and learning, teacher training on the subjects of grammar and writing, as well as on how high school aged children use their knowledge of grammar when writing.



Anila Fejzo

Département de didactique des langues, Université du Québec à Montréal

Dr. Fejzo's work investigates the mechanisms that make word recognition, spelling, vocabulary growth, and reading comprehension possible through the development and implementation of pedagogical interventions.



Ghayda Hassan

*Département de psychologie,
Université du Québec à Montréal*

Dr. Hassan's research centers on the prevention of radicalization and violent extremism, how to effectively train individuals who work with refugees and immigrant families, and the mental health and well-being of refugees.



Steve Masson

*Département de didactique,
Université du Québec à Montréal*

Dr. Masson's research centers on the brain-based mechanisms related to school learning and teaching, as well as on the effects of science education on the brain and the role of inhibition and neuronal recycling in school learning.



Sara Kennedy

*Department of Education,
Concordia University*

Dr. Kennedy's research investigates teachers' second-language acquisition beliefs, second language comprehension, and how bias can affect second language learners. She is also interested in the lived experiences of teachers.



Bruce Maxwell

*Département d'administration
et fondements de l'éducation,
Université de Montréal*

Dr. Maxwell's research deals with ethical and legal issues in education. His current projects touch on teacher free speech and impartiality, and the relationship between professional identity and ethical competency in teaching. He is also involved in a study that examines homeschooling practices among Montreal's ultraorthodox Jewish communities from a sociological, ethical and legal perspective.



Martin Lalonde

*École des arts visuels et médiatiques,
Université du Québec à Montréal*

Dr. Lalonde is interested in the impact of mobile digital technologies on teaching and learning, the intersection of art education and social work disciplines in the context of intervention with at-risk populations, and amateur practices in visual and media creation among youth.



Kevin McDonough

*Department of Integrated Studies
in Education, McGill University*

Dr. McDonough's research is conducted in the areas of philosophy of education, moral and political philosophy, civic education and inclusive education, and cognitive disability.



Line Laplante

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

Dr. Laplante's research focuses on collaborating with school-based practitioners to develop reading and writing assessment and intervention strategies for teachers and special education teachers.



Kim McDonough

*Department of Education,
Concordia University*

Dr. McDonough's research centers on psycholinguistic approaches to second-language acquisition, second-language writing development, and task-based language teaching through classroom-based research.



Abdelwahed Mekki-Berrada

*Département d'anthropologie,
Université Laval*

Dr. Mekki-Berrada's research interests include the anthropology of well-being and distress; of Islam; of refugees and undocumented persons; as well as on ethnomedical and ethno-psychiatric traditions.



David Pariser

*Department of Art Education,
Concordia University*

Dr. Pariser's research is centred on the evolutionary and biological roots of art; on linking art and our experience of art to biology and neurology; as well on finding effective ways to "deliver" art education in schools.



Diana Miconi

*Département de psychopédagogie et
d'andragogie, Université de Montréal*

Dr. Miconi's research interests are focused on the field of developmental, clinical, and cultural psychology, and share as a common feature the adoption of a resilience and positive youth development approach.



Isabelle Plante

*Département de didactique,
Université du Québec à Montréal*

Dr. Plante's research investigates many different areas related to education, including gender differences in education, the link between parental beliefs and student motivation, and school performance and stress in high school.



David Morin

*Département de politique appliquée,
Université de Sherbrooke*

Dr. Morin's research is centered on Canadian foreign policy, international relations with Quebec, and on issues of national and international security, especially as they relate to radicalization and terrorism.



Diane Querrien

*Département d'études françaises,
Concordia University*

Dr. Querrien's research centers on the practices and initiatives used by schools to promote allophone students' French language skills, as well as on how French as a second language is taught in higher education.



Brad Nelson

*Department of Classics, Modern
Languages and Linguistics,
Concordia University*

Dr. Nelson's research seeks to help understand the ways in which science and technology structure our cognitive and artistic relationship with the worlds around us through the exploration of the works of baroque and contemporary authors such as Cervantes and Philip K. Dick.



Holly Recchia

*Department of Education,
Concordia University*

Dr. Recchia's research focuses on children's social and moral development in the context of their close relationships with parents, siblings, and friends, and more particularly on how children make sense of and resolve conflict with others.



Martin Riopel

*Département de didactique,
Université du Québec à Montréal*

Dr. Riopel's research centers on computer-assisted learning, serious games, learning models and neuroeducation.



Balbir K. Singh NEW MEMBER!

*Department of Art History,
Concordia University*

Dr. Singh's interests include Asian and Arab diasporic cultural studies, visual culture and contemporary art. Her work is centred on the racial, gendered, and sexual politics of embodiment, surveillance, and policing.



Cécile Rousseau

*Department of Psychiatry,
McGill University*

Dr. Cécile Rousseau, M.D., is a transcultural psychiatrist who works as a clinician and conducts research on prevention programs in multiethnic schools, the impact of migratory policies, and models of collaborative mental health care.



Pavel Trofimovich

*Department of Education,
Concordia University*

Dr. Trofimovich's research focuses on the cognitive aspects of second-language processing, second-language speech learning, sociolinguistic aspects of second-language acquisition, and the teaching of second-language pronunciation.



Richard Schmid

*Department of Education,
Concordia University*

Dr. Schmid's research focuses on the applications of technology to improve pedagogy and training in the workplace and schools, especially as applied to computer-supported collaborative learning and performance.



David Waddington

*Department of Education,
Concordia University*

Dr. Waddington's research focuses on teacher free speech, video games and citizenship, philosophical questions in science and technology education, and the history and philosophy of progressive education.



Kathleen Sénéchal NEW MEMBER!

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

Dr. Sénéchal's research is based on collaboration with practitioners and currently focuses on the teaching and learning of oral language in elementary school, the link between oral language didactics and classroom management, the articulation of French language skills, and teacher training.



Vivek Venkatesh

*Department of Art Education,
Concordia University*

Dr. Venkatesh's research and research-creation projects are numerous and follow a public pedagogy approach, and touch on the topics of hate, hate speech, resilience, radicalization and the prevention of radicalization.



COLLABORATING PRACTITIONERS

Sandra Furfaro, Commission scolaire English-Montreal

Geoffrey Hipps, Commission scolaire
Sir Wilfrid Laurier

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

Rhonda Amsel,
McGill University

Jennison Asuncion,
Dawson College
(Adaptech Research Network)

Emilie Auclair, Solidarité Mercier-Est [SME]



COLLABORATORS

Elizabeth Charles,
Dawson College

Chi Keung Alan Cheung,
Chinese University,
Hong Kong

Anne-Marie Croteau,
Concordia University

Helene Dedic, Vanier
College

Nancy Del Col, World
Vision Canada

Alain Desrochers,
University of Ottawa

Nicole Fournier-
Sylvester,
Global Centre for
Pluralism

Alexandrea Gottardo,
Wilfrid Laurier
University

Pamela Gunning,
Concordia University

Al-Nasir Hamir, Aga
Khan Foundation

Abdelkrim Hasni,
Université de
Sherbrooke

Alice Havel, Dawson
College

Teresa Hernandez-
Gonzalez,
Concordia University

Talia Isaacs, University
College London

Shirley Jorgensen,
Dawson College
(Adaptech Research
Network)

Laura King, Cégep
André-Laurendeau

Denis Liakin, Concordia
University

Eva Libman, Jewish
General Hospital

Barley Shuk-Yin Mak,
Chinese University,
Hong Kong

Jonathan Marsh, Aga
Khan Academics

Heike Neumann,
Concordia University

Grace Ogada, Shanzu
Teachers Training
College

Jeffry Podoshen,
Franklin & Marshall
College

Isabelle Pontbriand,
CTREQ

Steven Rosenfield,
Vanier College

Ryan Scrivens, Michigan
State University

Linda Seigel, University
of British Columbia

Rana Tamim,
Zayed University

Tieja Thomas,
Conference Board
of Canada

Christine Truesdale,
Leading English
Education and
Resources Network

Nelson Varas-Díaz,
Florida International
University

Jason Wallin, University
of Alberta

Eileen Wood, Wilfred
Laurier University

EXECUTIVE BOARD MEMBERS

Eva Bures, Regional Representative #1, Bishops
Abdelwahed Mekki-Barada, Regional Representative #2, Laval
Catherine Fichten, CEGEP representative, Dawson
Emma June Huebner, Student representative, Concordia
Amine Mahhou, Student representative, UQAM
Stéphane Cyr, Theme 1.1, UQAM
Éric Dion, Theme 1.2, UQAM
Brad Nelson, Theme 1.3, Concordia
Julie Corrigan, Theme 2.1, Concordia
Diana Miconi, Theme 2.2, UdeM
Vivek Venkatesh, CSLP Co-Director, Concordia
David Waddington, CSLP Co-Director, Concordia
Kathleen Sénéchal, CEAP Director, UQAM
*Zeina Ismail-Allouche, CSLP Manager, Concordia
*David Pickup, CSLP research professional, Concordia
*Samuel Leblanc, CEAP Coordinator, UQAM
*Claudine Sauvageau, CEAP Coordinator, UQAM

**Non-voting member*

ADVISORY BOARD MEMBERS

Anik De St-Hilaire, Chief Academic Officer, at KnowledgeOne
Isabelle Levert-ChiassoN, Program Officer at CCUNESCO
Leslie Touré Kapo, Researcher at INRS
Najma Ali, Principal at Kuper Academy Elementary
Pablo Madriaza, General coordinator at CPN-PREV
*Vivek Venkatesh, CSLP Co-Director – Concordia
*David Waddington, CSLP Co-Director – Concordia
*Zeina Ismail-Allouche, CSLP Manager – Concordia

**Non-voting member*

STAFF

ADMINISTRATION

Zeina Ismail-Allouche, Manager
Denise Marques Leitao, Administrative Assistant
Evelyne Cypihot, Grants Officer
David Pickup, Information Specialist & Communications Officer

CEAP UQAM

Kathleen Sénéchal, Directrice
Samuel Leblanc, Coordonnateur
Claudine Sauvageau, Coordonnatrice

PROJECT SOMEONE

Kathryn Urbaniak, Program Manager
Veronica Mockler, Artist-in-Residence
José Cortés, Research Professional
Safia Boufalaas, Research Professional
Dalia El-Sayed, Research Professional



SYSTEMATIC REVIEW TEAM

Eugene Borokhovski, Project Manager
David Pickup, Information Specialist

LTK+ ADMINISTRATION

Anne Wade, LTK+ Global Manager
Robin Morrison, Administrative Assistant

LTK+ DESIGN & DEVELOPMENT

Steven Kanellopoulos, Head-Development
Wednesday Laplante, Illustrator/Animator
Constanza Roman, Head-Design
Jeong-Jea Hwang, Developer
Ming Hoang Vo, Developer

LTK+ PROFESSIONALS

Jennifer Head, Lead Instructional Designer
Larysa Lysenko, Research Coordinator
Musle Bhuiya, Coordinator (Bangladesh)
Livison Chovu, Data Collector (Kenya)
Cliff Ghaa, Researcher (Kenya)
Rose Iminza, Professional Development Coordinator (Kenya)
Enos Kiforo, Coordinator (Kenya)
Jean-Baptiste Maniraguha, Coordinator (Rwanda)
Abraham Shivachi, Coordinator (Kenya)

THEME 1.1: DIDACTIQUE / CURRICULUM AND PEDAGOGY

Philip C. Abrami, Carla Barroso da Costa, Robert Bernard, Jonathan Bluteau, Michael Canuel, Marie-Ève Carignan, Nathalie Chapleau, Patrick Charland, Pierre Chastenay, Stephane Cyr, Marie-France Côté, Éric Dion, Anila Fejzo, Catherine Fichten, Alessandra Furfaro, Angelica Galante, Isabelle Gauvin, Geoffrey Higgs, Line Laplante, Bradley Nelson, Steve Masson, Diane Querrien, Martin Riopel, Richard Schmid, David Waddington

Specialists on this theme both analyze the nature of bodies of knowledge to be mastered by learners as well as the specific techniques that must be employed in the classroom to facilitate learners' mastery of various aspects of said knowledge. Research conducted under this theme helps deepen and widen scientific knowledge about the processes for teaching and learning specific subject matter content.



JAMES FEITH PRESENTS HIS PROJECT, WHICH HAD GRADE 5 STUDENTS CREATE A VIDEOGAME AS PART OF THEIR FRENCH LANGUAGE INSTRUCTION. PHOTO BY SHIN LING LOW.

Highlights

On May 4, 2023, the CSLP hosted the inaugural Pedagogical Innovation Awards in our new research-creation space. Two teachers, Lyne Tardif (Service aux Élèves, Centre de Service Scolaire de Montréal) and James Feith (St. George's School of Montreal) were awarded \$1000 prizes for their innovative practices and presented with award certificates by CSLP co-Director **David Waddington**. Educational researchers from the CSLP **Diane Querrien** and **Walcir Cardoso** were on hand to discuss the award-winning projects and a reception followed.

Robert Bernard and **Richard Schmid**

published their latest meta-analysis in *Computers & Education Open*, which investigated the comparative effectiveness of online, blended and flipped classroom approaches to pre-service and in-service teacher development. In a follow up to their previous Knowledge Synthesis grant, the pair also obtained an Insight Grant from SSHRC to research social isolation in remote learning contexts among post-secondary students.



DIANE QUERRIEN RESPONDS TO THE WORK OF LYNE TARDIF. PHOTO BY SHIN LING LOW.

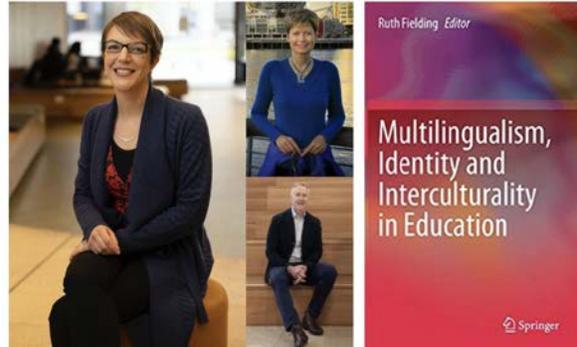


Speaker Series

Book Launch: Multilingualism, Identity and Interculturality in Education

Panel Presentation with editor Ruth Fielding, and chapter contributors Anuschka van 't Hooft and Gary Bonar

March 30, 2023
4:00pm-5:30pm (EST, Montreal)



THIS YEAR'S SPEAKER SERIES INCLUDED THE BOOK LAUNCH FOR RUTH FIELDING'S MULTILINGUALISM, IDENTITY AND INTERCULTURALITY IN EDUCATION.

Kathleen Sénéchal was the lead author on a chapter in a new book from Presses universitaires de Namur entitled *Questionner l'articulation entre théories et pratiques en didactique du français* where she and her co-authors reported on collaboration in oral didactics.

The Plurilingual Lab led by **Angelica Galante** continued their Speaker Series. Galante and her students were also very active at the American Association for Applied Linguistics conference in March, presenting three papers and hosting a mentoring workshop.

Emma June Huebner (PhD candidate in Art Education, supervised by **Vivek Venkatesh**) recently published the findings of a qualitative investigation of museum education using social media as an educational tool in the journal *Studies in Art Education*.

Eric Dion, Stephane Cyr, Isabelle Plante, Patrick Charland, along with CSLP staff **Eugene Borokhovski** and **Larysa Lysenko**, obtained a SSHRC Insight grant to continue their meta-analytic investigation of effective math instruction, with the grant permitting them to extend their focus to secondary school mathematics.

THEME 1.2: COGNITIVE AND AFFECTIVE PROCESSES IN LEARNING

Philip C. Abrami, Carla Barroso da Costa, Robert Bernard, Jonathan Bluteau, Walcir Cardoso, Sandra Chang-Kredl, Patrick Charland, Pierre Chastenay, Marie-France Côté, Éric Dion, Annie Dubeau, Catherine Fichten, Angelica Galante, Isabelle Gauvin, Sara Kennedy, Steve Masson, Martin Lalonde, Isabelle Plante, Diane Querrien, Holly Recchia, Martin Riopel, Cécile Rousseau, Richard Schmid, Pavel Trofimovich

From a cognitive perspective, learning can be described as the process of storing information picked up from the surrounding context using working memory and networking this as new knowledge with existing knowledge in long term memory. Our research under this theme relates to both cognitive aspects of learning, on the one hand, and the affective and motivational aspects of learning, on the other hand.

Highlights

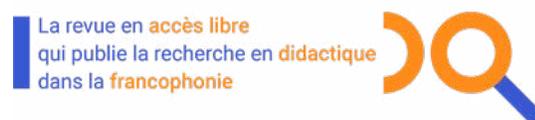
Patrick Charland was appointed by L'Agence Universitaire de la Francophonie (AUF) as an expert in educational reforms management, as part of their APPRENDRE (Appui à la professionnalisation des pratiques enseignantes et au développement de ressources) program. Launched by the AUF in 2018, APPRENDRE is one of the key actions of the French Presidential plan for the French language and multilingualism.

The Applied Linguistics Lab produced a new study that explored the 'liking gap' in second language learning in the journal *Languages*. PhD student **Rachael Lindberg**, with **Pavel Trofimovich** and **Kim McDonough** among co-authors, suggests that most people are usually overly harsh on themselves when speaking in a second language.



PATRICK CHARLAND WILL OFFER HIS EXPERTISE IN SUPPORT OF MINISTRIES OF EDUCATION IN 24 AFRICAN COUNTRIES, HAITI AND LEBANON.

Sandra Chang-Kredl collaborated with **Vivek Venkatesh** and Dan Mamlok on a new article in the *American Journal of Play* that explored 'dark play' and children's constructions of 'self' and 'other'.



Researchers at CEAP UQAM continued to their editorial support of *La revue Didactique*, with **Annie Dubeau** organizing a special issue on teacher training, « Formation professionnelle : métier, personnel formateur et personnes apprenties ? »



The CEAP UQAM *École de printemps* took place over two days, April 11 and 12, 2023, at the Sherbrooke Pavilion multi-purpose hall. The theme for both days was diversity in the classroom and four sub-themes were explored. On Tuesday, April 11, the morning featured lectures on ethnocultural diversity, while the afternoon presentations focused on cognitive diversity. On April 12, the all-day theme was body, sex and gender diversity. A total of 16 speakers took the floor over the two days.

THEME 1.3: INTERDISCIPLINARY PERSPECTIVES ON LEARNING

Annabelle Brault, Marie-Ève Carignan, Juan Carlos Castro, Sandra Chang-Kredl, Owen Chapman, Patrick Charland, Mathieu Cook, Catherine Fichten, André Gagné, Ghayda Hassan, Sara Kennedy, Bruce Maxwell, Kevin McDonough, Abdelwahed Mekki-Berrada, Diana Miconi, David Morin, Bradley Nelson, David Pariser, Isabelle Plante, Diane Querrien, Cécile Rousseau, Vivek Venkatesh, David Waddington

The perspectives that are regrouped under this theme are diverse, but there are shared characteristics that respectively capture much of the work under this theme: 1. An attention to questions about the purposes of education—what is to be learned and why. 2. A commitment to critique of dominant approaches to learning. 3. An emphasis on the importance of learners' lived experiences (which highlights the importance of qualitative approaches). 4. An openness toward alternative and radical approaches to learning, with an eye to social transformation.

In May 2023, CEAP UQAM organized the first Pedagogical Innovation Forum in collaboration with Collège Sainte-Anne, bringing together six school communities at the new Dorval school. The forum aimed to provide a space for sharing innovative educational practices to meet students' needs. Key members, including **Isabelle Gauvin, Jonathan Bluteau**, and **Kathleen Sénéchal**, engaged in discussions with various stakeholders. The central theme was addressing students' needs, emphasizing innovative and effective pedagogical practices. The event was successful, fostering collaboration between Édu2 and the Pas-de-Calais department's Observatoire des espaces flexibles.

Highlights

On the 9th of February 2023, the Centre welcomed Dr. Sigal Ben-Porath of the University of Pennsylvania as part of our Speaker Series, with nearly 100 in attendance either in-person or online. Ben-Porath discussed the rapid polarization facing many democracies and how it manifests on university and college campuses, as well as illustrating the changing norms around freedom of expression and the consequences for transgressing them in a polarized world.



MCGILL PROFESSOR DANIEL WEINSTOCK LED THE DISCUSSION AT THE SPEAKER SERIES EVENT.

Brad Nelson, Classics, Modern Languages and Linguistics Chair at Concordia University, hosted Dr. Pablo Salinas on March 29, 2023, for a special presentation, *Radio Newscasting as a Learning Tool for Learners of Spanish as a Second Language*. Dr. Salinas demonstrated how to use components of radio news broadcasting in the classroom to place language students at the heart of the process of communication.

Bruce Maxwell (Université de Montréal) published a new book, *Professional Ethics and Law in Education: A Canadian Guidebook* along with co-authors Dianne Gereluk and Christopher Martin. The book provides pre-service and in-service teachers with information on ethical and legal frameworks within the teaching profession. Maxwell is also the co-editor, along with Lauren Bialystok, of a new anthology from Bloomsbury entitled *Educational Foundations*.

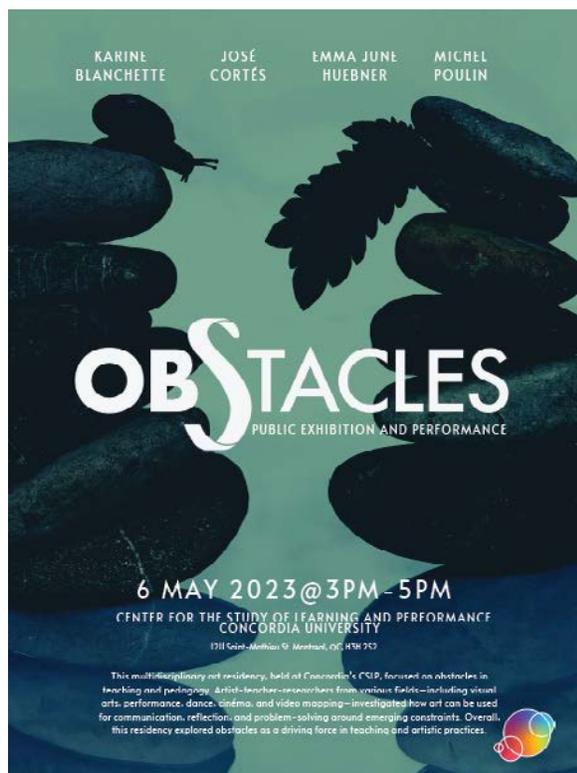


PABLO SALINAS, ASSOCIATE PROFESSOR,
ENGLISH & HUMANITIES DEPARTMENT,
SHAWNEE STATE UNIVERSITY

André Gagné had 3 book chapters published in 2023, writing about the storming of the US Capitol in *Uncivil Disobedience: Theological Perspectives*, reporting on the American Christian right in *Religions et modernités politiques*, and finally discussing the Gospel of Thomas in the monastic context in *Studies and Texts in Antiquity and Christianity*.

On May 6, the CSLP hosted *Obstacles: A public exhibition and performance*, which was the result of a multidisciplinary art residency held at the CSLP in early 2023 and late 2022 where the focus was on obstacles in teaching and pedagogy.

The project was organized by **Martin Lalonde** (UQAM), and **Vivek Venkatesh** (Concordia), with several students presenting their work at *Obstacles*: **Karine Blanchette, Michel Poulin, Emma June Huebner** and **Jose Luis Cortez**.



POSTER FOR OBSTACLES:
PUBLIC EXHIBITION AND PERFORMANCE

In May, The Canada Centre for Community Engagement and Prevention of Violence held its fourth international conference under the theme of *What to Measure, How to Prevent* and three members of the CSLP (**Ghayda Hassan**, **Marie-Ève Carignan** and **David Morin**), all of them UNESCO Chairs on the Prevention of Radicalization and Violent Extremism (UNESCO-PREV), were in Ottawa to speak at the event.

In August, **Carignan** was also named to the federal government's *Committee on Countering Radicalization to Violence*, which is mandated to assist the Canada Centre's efforts to implement the *National Strategy on Countering Radicalization to Violence*. The committee also includes CSLP members **André Gagné** and **Cécile Rousseau**.

As part of our drive to increase the use of our space at the CSLP, and to continue to boost our footprint at Concordia, on September 15, the centre was pleased to host a *Media Studies graduate student conference, Imagined Bodies*.



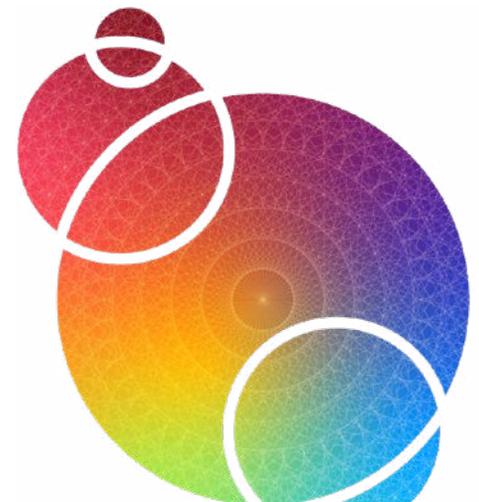
POSTER FOR IMAGINED BODIES



BALBIR K. SINGH

Balbir K. Singh, our newest member, received \$600,000 over 5 years from the Canada Research Chair (CRC) program, administered by Canada's Tri-Agencies, as well as a further \$250,000 from the Canada Foundation for Innovation (CFI). Singh, CRC in *Art and Racial Justice*, is an interdisciplinary scholar trained in cultural theory and ethnic studies.

In November, **Singh** also held an interactive workshop, *Going Dark: Aesthetic Strategies and Anticolonial Solidarities*, to launch the *Dark Opacities Lab*, a new hub for BIPOC political and aesthetic study and strategy.



THEME 2.1: ESTABLISHED LEARNING PLATFORMS FOR LITERACY, NUMERACY AND SCIENCE

Philip C. Abrami, Robert Bernard, Jonathan Bluteau, Eva Bures, Michael Canuel, Walcir Cardoso, Nathalie Chapleau, Patrick Charland, Julie Corrigan, Marie-France Côté, Catherine Fichten, Alessandra Furfaro, Geoffrey Hipps, Martin Lalonde, Line Laplante, Steve Masson, Martin Riopel, Richard Schmid, David Waddington, Vivek Venkatesh

The task of developing new theories occupies much of the attention in academic discourse around education, to such an extent that the equally critical task of developing effective learning tools is sometimes overshadowed. Researchers at the CSLP have always prided themselves on maintaining an equal emphasis on this second aspect and have worked for decades to translate theoretical insights into practical applications. The tools designed by the Centre's researchers reveal novel and rigorously tested environments for learning and performance, supporting peer learning, facilitating interactions with and among teachers, and providing learning resources to important stakeholders.



DR. LYSENKO PRESENTED THE WORK OF THE LTK+ TEAM AS THEY CONTINUE IMPLEMENTING ABRA AND READS AND TEACHER PROFESSIONAL DEVELOPMENT IN KENYA, RWANDA, AND BANGLADESH. PHOTO BY ALEJANDRA VARGAS GARCIA.

In March, **Larysa Lysenko** represented the **Learning Toolkit (LTK+)** team at the United Nation's Commission on the Status of Women (CSW67) panel *Lessons in leveraging digital education, technology, and innovation for gender equality in the Global South*. Organized by the International Development Research Centre (IDRC), the panel featured supported partners from Canada and across the Global South.

In May, the LTK+ team worked with the Professional Development Centre (PDC) of their partner, the Aga Khan Academy, to deliver professional development to a group of primary school teachers in Dhaka, Bangladesh. The session was designed to "equip early primary teachers with evidence-based pedagogical strategies for teaching foundational English literacy skills." This initiative took place as part of the ongoing Knowledge and Innovation Exchange (KIX) project funded by the International Development Research Centre (IDRC).



PHOTO OF WORKSHOP TEACHER PARTICIPANTS

On Thursday, August 31, 2023, a special celebration was held to commemorate over two decades of continuous, evidence-based development on the Learning Toolkit (LTK+). The celebration coincided with two days of meetings to plot future development of the tools. Partners from around the world (Kenya, Rwanda, Bangladesh), and closer to home (English Montreal School Board, Wilfrid Laurier University, the French development team at UQAM), as well as from



LTK+ GLOBAL MANAGER ANNE WADE PRESENTS PHIL ABRAMI WITH A GIFT TO MARK THE OCCASION. PHOTO BY DAVID PICKUP.

non-governmental partners (World Vision Canada, Aga Khan Schools) joined together to acknowledge the incredible contributions of **Philip Abrami** to world literacy and celebrate the tremendous legacy of the LTK+.

Project Someone launched a new series of workshops for local schools on online hate. The workshops are an extension of the *Explore Your Echo* syllabi developed by **Emma June Huebner** and **Eva Roy** (graduate students in Art Education). The workshops were further developed and delivered by **Huebner** and research professional **Safia Boufalaas**.

These workshops taught students about algorithms, echo chambers, and how hate occurs online, with the aim of increasing resilience and discouraging cyberbullying.

In addition, students engaged in group discussions centered on media analysis of scenarios addressing transphobia, misogyny, sexism, discrimination, racism, and more.

In Friday, December 15, Project Someone hosted the first in a new podcast series as part of their Innovative Social Pedagogy (ISP) project, which aims to unravel the intricacies of community building, educational methodologies, and the transformative power of art. This podcast series, hosted by the ISP's evaluation specialist **Dalia Elsayed** (Concordia Public Scholar), serves as a vibrant platform to showcase the ideas and practices that shape Project Someone's unique approach to social pedagogy, actively contributing to the United Nations Sustainable Development Goals (UNSDGs).



DALIA ELSAYED

At **Adaptech**, **Catherine Fichten** and her team pursued several ongoing projects. They interviewed post-secondary students with disabilities, faculty and accessibility counsellors to find out about their accessibility experiences in internships in the health and social services sectors. Funded by *Entente Canada-Quebec*, this work resulted in a toolkit as well as numerous presentations and documents and an upcoming journal publication.



Pursuant to this work, they are also in the process of developing modules about general use technologies that most faculty use to prepare course materials accessible

to all. Along with **Richard Schmid, Fichten** also worked on an SSHRC funded Knowledge Synthesis that investigated the Impact of marginalization and intersectionality on post-secondary students with disabilities' use of assistive technology.

The team is also working on two FRQS funded projects on the topic of sleep and parasomnias and Covid-19 related experiences of post-secondary students.

Finally, Catherine Fichten has been asked to join the SSHRC's Advisory Committee on Accessibility and Systemic Ableism for 2023-2024.

While AI is disrupting workplace communication taking over basic communication, high-stakes writing tasks—e.g., negotiations requiring intercultural awareness to communicate with an increasingly globalized market— remain the purview of humans. As such, workers require mastery over advanced



JULIE CORRIGAN'S CURRENT PROJECT AIMS TO DEVISE PEDAGOGICAL PLATFORMS THAT HELP STUDENTS ACHIEVE INDEPENDENCE AND RESILIENCE IN WORK-PLACE AND ACADEMIC COMMUNICATIONS.

and agile writing skills as workers negotiate changing workspaces, technologies, and sociolinguistic divides. Therefore, in a SSHRC funded research project (2020 – 2024), **Julie Corrigan** and Concordia research assistants **Samira Karim, Usama Nass,** and **André Loïselle** (and others) developed a game-like, virtual platform that simulates a start-up company negotiating with a supplier in India to launch its product into big box stores across North America. As students write responses throughout the scenario, they are provided personalized feedback using automated analytics and scoring.

THEME 2.2: SOCIAL PEDAGOGICAL TOOLS TO PROMOTE CRITICAL DIGITAL LITERACY

Annabelle Brault, Marie-Ève Carignan, Juan Carlos Castro, Sandra Chang-Kredl, Owen Chapman, Patrick Charland, Mathieu Cook, André Gagné, Ghayda Hassan, Martin Lalonde, Diana Miconi, Abdelwahed Mekki-Berrada, David Morin, Bradley Nelson, David Pariser, Cécile Rousseau, Vivek Venkatesh, David Waddington

Social pedagogy refers to the reflexive, communal and inclusive adoption of curricular tools – both in online and offline spaces – to promote digital literacy, prosocial behaviours, and moral engagement. Centre researchers have been at the forefront of adopting principles of social pedagogy to create curricular and public pedagogical interventions that promote increased critical thinking, opportunities to engage in pluralistic dialogues, and increased sensibilities to the importance of media literacy in present-day society.



IN OCTOBER, VIVEK VENKATESH AND PHD STUDENT JOSE CORTES DELIVERED A WEEK-LONG SERIES OF WORKSHOPS ON SOCIAL PEDAGOGY AT UNIVERSIDAD DE COSTA RICA IN SAN JOSÉ.

Highlights

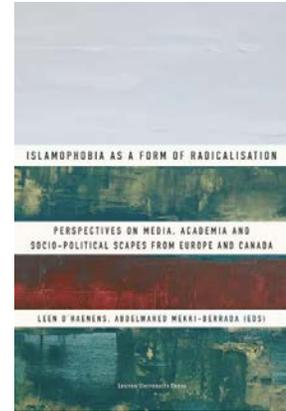
Vivek Venkatesh obtained a \$1,475,000 grant from the Ministère de l'enseignement supérieur du Québec along with postdoctoral research associate **Léa Clermont-Dion** to develop a program addressing and preventing sexual violence in post-secondary institutions in Quebec. Venkatesh brought his research and message on social pedagogy to a variety of venues throughout the year, both at home (e.g., the Nexgen Multiarts Festival at the Atwater Library) and internationally (e.g., the India International Centre in New Delhi, Universidad de Costa Rica in San José).

March 2023 saw the publication of a new book edited by Leen D'Haenens and **Abdelwahed Mekki-Berrada** (Université Laval), *Islamophobia as a Form of Radicalisation: Perspectives on Media, Academia and Socio-political Scapes from Europe and Canada*, by Leuven University Press.

The book covers interdisciplinary research, media analysis, ethnographic research, and advocacy work conducted in various countries, with chapters

authored by **Mekki-Berrada** as well as **Cécile Rousseau**, **Vivek Venkatesh**, **Ashley Montgomery**, **Rawda Harb** and **Jihene Hichri**.

The CSLP welcomed filmmaker and CSLP postdoctoral research associate **Léa Clermont-Dion** for the first session of our Speaker Series on January 25.



ISLAMOPHOBIA AS A FORM OF RADICALISATION



BANNER FOR LEA CLERMONT-DION SPEAKER SERIES SESSION.

Clermont-Dion addressed the issue of antifeminist discourse, presenting a systematic analysis of these discourses from Quebec social networking sites and demonstrating how these antifeminist discourses are part of the continuum of violence against women and promulgate relations of domination. As mentioned above, **Clermont-Dion** was also the co-recipient of a large grant from the Ministère de l'enseignement supérieur du Québec to develop a program to counter sexual violence on university campuses. In September, she was awarded won two awards at the 38th annual Gémeaux Awards (Best Direction in a Documentary Program or Series, Best Research in a Documentary Program or Series). **Clermont-Dion** was also named Woman of Distinction and awarded the Inspiration Award from Fondation Y des femmes de Montréal.

On Thursday, April 6th, 2023, the CSLP hosted a special workshop led by Dr. Catherine Richardson and **Zeina Ismail Allouche**. The workshop took the form of a sharing circle where participants discussed experiences and challenges in working with silenced voices. The circle explored how Indigenous methodologies might help mitigate the harm of speaking on behalf of others and reduce the outsider/insider tensions. The event featured special participation from **Veronica Mockler** and **Safia Boufalaas**.



BANNER FOR INDIGENOUS METHODOLOGIES AND NON-INDIGENOUS RESEARCHERS

The CSLP worked with Catherine Richardson again in November, for a special Silent Grieving event attended by over 20 guests, who were guided through a healing ceremony by Richardson, alongside 2S oskapêwis (ceremonial helper) & multidisciplinary artist Moe Clark, Somatics facilitator and artist Aurora Prelević, and CSLP manager **Zeina Ismail-Allouche**. Musical accompaniment on piano was skillfully provided by **Jad Orphée Chami**, PHD student and interdisciplinary artist. Smudging and Indigenous song were offered while poems were read.



TABLE SETUP FOR THE SILENT GRIEVING GATHERING. PHOTO CREDIT ZEINA ISMAIL-ALLOUCHE.



FROM LEFT TO RIGHT: ANNABELLE BRAULT, JESSIE BEIER, OWEN CHAPMAN, ANGUS TARNAWSKY & MARTIN LALONDE POSE WITH THE FRUIT OF THEIR LABOUR

In April, one of the special projects from 2022's Spring Retreat came to fruition with the *Lathe-cut Conversations*. On April 17, 2023, several members, **Annabelle Brault**, **Martin Lalonde**, and **Owen Chapman**, joined Horizon Postdoctoral Fellow Jessie Beier in the CSLP's Research-Creation room to spend a few hours in recorded conversation about the interrelationships between *performance and learning*. With the assistance of student research assistant **Angus Tarnawsky**, the discussion was recorded live using the CSLP's restored 1940's Presto 8N disc cutting lathe. Using a polycarbonate disc, the conversation was etched into sonic grooves in real time.

Chapman continued his experimentation with sound with another project when he took up a residency with Wave Farm, an international transmission arts organization who experiment with the electromagnetic spectrum.



OWEN CHAPMAN
SELFIE IN THE
WOODS.

Chapman's project "Tree Tapping for VLF" involves using trees as antennas to capture Very Low Frequency (VLF) radio signals, which are then turned into audio and control voltage inputs. These signals are used to create music with radiophonic synthesizers, including the Theremin, and can be adjusted to produce different effects.



POSTER FOR NO OUTSIDES ISMMS CONFERENCE

The 6th meeting of the International Society for Metal Music Studies (ISMMS) was hosted by Concordia University in June with the theme of *No Outsides: Metal in an Era of Contagion*. The planning committee for the event was led by **Vivek Venkatesh** and featured **Brad Nelson**, **Owen Chapman**, **Jessie Beier**, Maya Detière-Venkatesh, **Kathryn Urbaniak**, **Safia Boufalaas**, **Jose Cortes**, and Jason Wallin. The four-day conference featured worldwide metal music researchers, delving into diverse topics centered on themes of boundary,

otherness, and gatekeeping within and outside the metal music scene. The conference wrapped up with a performance by the No Outsides Band.



MEMBERS OF THE NO OUTSIDES BAND (L TO R):
JASON WALLIN, VIVEK VENKATESH, OWEN CHAPMAN,
ANNABELLE BRAULT, CATLIN W. KUZYK, LEILA ABDUL-RAUF,
JESSIE BEIER AND DAN BUTLER

Prior to and concurrent with the ISMMS conference, lead organizer Vivek Venkatesh held a graduate Summer Institute, organized in collaboration with the CSLP.

No Outsides: Underground Arts as a Catalyst for Pluralism in an Era of Polarization, featured a series of events and outreach activities designed to address how research and research-creation on underground art forms, such as extreme metal music, dystopic visual art, darkwave electronic music, and fringe arthouse cinema catalyze collaborative encounters between the fields of linguistics, musicology, consumer culture, fine arts, media studies, art education, art history and social justice pedagogy.

The unique 3-credit graduate summer institute, made possible by a Connections grant from SSHRC, brought together several members of the CSLP, as well as participants in the ISMMS conference, to discuss with students the various themes. CSLP staff members **Zeina Ismail-Allouche** and **David Pickup** served as pedagogical leads to help guide students through the course and their participation in



POSTER FOR THE NO OUTSIDES GRADUATE SUMMER INSTITUTE

the wider No Outsides conference. CSLP members also participated in the institute; **Brad Nelson** shared his work on pluralism embodied in literature (Cervantes), while **Owen Chapman** introduced the work of research-creation, **Balbir K. Singh** spoke to racial justice and social justice pedagogies, and **Mitch McLarnon** and **David Waddington** discussed dealing with controversial topics in the classroom.



STUDENTS FROM THE INSTITUTE WERE INVITED UP ON STAGE AT ONE OF THE KEYNOTE PRESENTATIONS THAT WRAPPED UP THE CONFERENCE (PICTURED WITH ANNABELLE BRAULT).

Concordia multimedia arts collective BANAL made their debut interdisciplinary performance at Montréal, arts interculturels (MAI) on Friday, December 8. Founded this year, BANAL consists of five musicians, curators, and performance and visual artists from Concordia's Faculty of Fine Arts and the Centre for the Study of Learning and Performance.



LOGO ART FOR BANAL ART COLLECTIVE.

The collective includes **Vivek Venkatesh** and **Annabelle Brault**, as well as PhD candidates **Léah Snider** and **José Cortés**, and the CSLP's Artist-in-Residence, Veronica Mockler. The BANAL arts project emerged from a theoretical frame that **Venkatesh** developed in his role as the UNESCO co-Chair in the Prevention of Radicalisation and Violent Extremism. His theory of the banal exposes our tendency to overlook the mundane aspects of inhumanity amid escalating global political tensions, ultimately prompting reflection on the extreme polarizations evident in contemporary society.



POSTER ART FOR NORMES, THE FIRST PERFORMANCE OF THE BANAL ART COLLECTIVE.

ARTIST IN RESIDENCE

This year, the CSLP established a new artist residency position at the Centre for **Veronica Mockler**. Mockler is an artist and researcher of participatory dialogue who investigates processes of shared authority.



MOCKLER WORKS WITH PROJECT SOMEONE AT THE CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE, AND AS PART OF THE UNESCO CHAIR IN THE PREVENTION OF RADICALIZATION AND VIOLENT EXTREMISM.

Her dialogic and arts-based research focuses on the challenge of institutional inclusion and class solidarity, namely amid ecological crisis polarization.

In June, Mockler collaborated with seven young women active in Montreal's Little Burgundy community, where she is leading a two-year takeover of the Dazibao contemporary art centre's exhibition outreach as a participatory art series, *À l'image — Takeover*.



THE TAKEOVER PROJECT WAS UNDERTAKEN AS PART OF PROJECT SOMEONE'S INNOVATIVE SOCIAL PEDAGOGY (ISP) PROJECT, WHICH AIMS TO FOSTER THE PRACTICE OF SPEAKING WITH OTHERS RATHER THAN SPEAKING FOR THEM.

Also in June, Veronica presented a participatory documentary essay titled "Stepping Into Halka" as part of the No Outsides conference. The film was the result of a one-year long Youth Documentary Internship, with teenagers Kaymarie Sutherland, Hunnayna Hemed, and Kendra McDonald. The internship was designed with the three young women



KAYMARIE SUTHERLAND, HUNNAYNA HEMED, AND KENDRA MCDONALD

in mind who the artist met and connected with during a prior Landscape of Hope research project in Little Burgundy. "Stepping Into Halka" chronicles the experiences of Hunnayna, Kendra, and Kaymarie as they document the work and world of Halka, a multimedia performance collective consisting of academic researchers, university professors, world-famous metal musicians, DJs, and artists that took place in the Fall of 2022.



MOCKLER IN JAPAN

In early September, Mockler was in Berlin, Germany, teaming up with sound walk artist Amanda Gutiérrez (Mexico, currently enrolled in Concordia's HUMA PhD) and acoustic ecologist and artist Marcus Maeder (Switzerland, Lecturer and Researcher, ZHdK). Mockler was invited to co-author a three-day workshop at Spreepark Art Space, which is situated within the confines of former East Berlin's Planterwald Kulturepark. This former GDR amusement park, having witnessed the resurgence of urban biodiversity since the fall of the Berlin Wall in 1989 was the eco-social backdrop in which the artists and local stakeholders explored the themes of ecological reclamation to create a public soundwalk for the historical site.

Later in September, Mockler visited Nara, Japan to work with the Extended Environmental Record (EER). For its work in Japan, the EER collaborated with Mind Trail Festival and the 2023 Tokyo Biennial, to establish a TreeNet measuring station in the Nara Prefecture Forest. Thanks to the work of artist and acoustic ecologist Marcus Maeder (Zurich University of the Arts ZHdK), EER has also begun to monitor the acoustic biodiversity of the forest.

Mockler visited Ireland in October to re-engage with her work on the EER where she continued the second part of her participatory research, which is one of three parts focused on examining the impact of the weakening of the Gulf Stream on the local ecosystems of West Cork. As part of the EER project, Mockler again collaborated with Marcus Maeder from Zurich University of the Arts ZHdK to design and facilitate a workshop for an intergenerational group of 'archipelagic' thinkers and makers who are enrolled in the island-based graduate MA in Art & Environment program at Technical University Dublin.



MOCKLER IN JAPAN

STUDENT SPOTLIGHT



NATASHA
MACDONALD

Natasha MacDonald, supervised by **Julie Corrigan**, an Inuk with Scottish heritage, examines intercultural communication in English second language learning via social media in Inuit communities where Inuktitut is still the first language. **MacDonald** has received a 3-year \$105,000 Canada Graduate Scholarship to support her research. **MacDonald** is also looking at how Inuit communities can decolonize ESL education to maintain their culture and language in an English-dominated (online) world. **MacDonald** notes that *“the funds that I’ve been granted will support my research immensely considering my data collection will be in Nunavik where the high cost of transportation is prohibitive without financial support. Our communities are isolated and fly-in only. Since I need to travel to several communities for data collection, the SSHRC funding provides a big relief.”*



SOPHIE OGILVIE-HANSON,
PHOTO BY HAMZA
A. ABOUELOUAFAA

Sophie Ogilvie-Hanson is a songwriter, musician, and PhD student at Concordia University supervised by **Owen Chapman**, who received a 3-year *Canada Graduate Scholarship* worth \$105,000.

For her SSHRC-funded doctoral research project **Ogilvie** will perform an ethnography of local independent musicians, examining the folk theories which inform how this community describes, evaluates, and imagines the workings of music streaming algorithms and recommendation systems.



ADÈLE AUBIN

Adèle Aubin, PhD student supervised by **David Waddington**, has received a DIALOGUE grant from the Fonds de recherche du Québec Société et Culture (FRQSC) to organize a series of workshops that will cover the intersection of ethics and artificial intelligence (AI). Each workshop will be structured around a 20-minute video that will touch on the

most important elements of the targeted theme. A summary sheet that recalls the essential ideas and suggests additional resources will accompany each video, and a discussion outline to contextualize the concepts explained in the video and to encourage people to reflect on their own will also be available.

Angus Tarnawsky

is an artist, musician, educator, researcher, and PhD candidate in the Department of Communication Studies at Concordia University under the supervision of **Owen Chapman**. **Tarnawsky** has received a 2-year SSHRC Doctoral Fellowship



ANGUS TARNAWSKI PRESENTS WITH OTHER GRADUATE STUDENTS THE IMAGINED BODIES CONFERENCE HELD AT THE CSLP IN SEPTEMBER.

worth \$40,000 to investigate the social and political dimensions of everyday listening practices in urban spaces using site-specific sound installations.

AWARDS

Cécile Rousseau was awarded the *Lifetime Achievement Award* by the Society for the Study of Psychiatry and Culture (SSPC/SPA). <https://psychiatryandculture.org/awards/>

Léa Clermont-Dion, **Vivek Venkatesh** and **Owen Chapman**'s podcast *Pourquoi tant de haine* was named one of the best podcasts of 2023 by ICI Artv. <https://ici.artv.ca/blogue/podcast-marie-claude-barrette-true-crime-maude-landry/>

Léa Clermont-Dion was awarded two Gémeaux Awards at the 38th annual presentation, winning for *Best Direction in a Documentary Program or Series* and *Best Research in a Documentary Program or Series*.

Léa Clermont-Dion was also named *Woman of Distinction* and awarded the *Inspiration Award* from Fondation Y des femmes de Montréal.

PRODUCTIVITY

For the period January 1, 2023, to December 31, 2023, the CSLP has the following productivity:

52 FULL MEMBERS

9 INSTITUTIONS



22 NEW GRANTS AND CONTRACTS AWARDED TO CSLP MEMBERS

60 GRANTS AND CONTRACTS ONGOING

\$8,149,490 NEW FUNDING IN 2023*

\$30,380,775 NEW FUNDING SINCE 2020*



121 JOURNAL ARTICLES & MANUSCRIPTS

40 BOOKS, CHAPTERS, PROCEEDINGS

34 CONFERENCE PAPERS

2 REPORT

197 TOTAL PUBLICATIONS



105 PRESENTATIONS & SEMINARS

26 TRAINING & WORKSHOPS

120 MEDIA APPEARANCES

251 TOTAL TRANSFER ACTIVITIES



104 M.A. THESES UNDER SUPERVISION

119 PhD UNDER SUPERVISION

5 PHD DEFENDED

10 POST DOCS

238 TOTAL STUDENTS TRAINED

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

Please refer to the *CSLP/CEAP Annual Report 2023, Part 2* for the complete productivity listing.

FUNDING AGENCIES

The work of the Centre for the Study of Learning and Performance could not be achieved without the support of many people and organizations. On behalf of our various members and their research partners we are pleased to thank the following groups for the support received this past year.

Alloprof	Government of Canada. Canada Research Chairs
Canadian Foundation for Innovation (CFI)	Ministère de l'Éducation et de l'Enseignement supérieur
Centre national de la recherche scientifique	Ministry of Canadian Heritage
Concordia University	Mitacs
Dawson College	Natural Sciences and Engineering Research Council of Canada (NSERC)
Employment and Social Development Canada	Public Health Agency of Canada
Entente Canada-Québec (ECQ)	Public Safety Canada
Fonds de recherche du Québec	Recherche et Action sur les Polarizations Sociales (RAPS)
Fonds de recherche du Québec – Santé	Social Sciences & Humanities Research Council of Canada (SSHRC)
Fonds de recherche du Québec – Société et culture (FRQSC)	UQAM Université du Québec à Montréal
Global Partnership for Education, Knowledge and Innovation Exchange (KIX)	
Gouvernement du Québec	





CONCORDIA.CA/CSLP

Centre for the Study of Learning and Performance
GA 1.210, Concordia University
1455 De Maisonneuve Blvd. W.
Tiohtià:ke / Montreal, QC, H3G 1M8, Canada

We would like to acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community. (Concordia Indigenous Directions)

The main office of the CSLP is located in the Grey Nuns Annex, at 1211 St. Mathieu Street. Built in 1869 by the architect Victor Bourgeois, the two beautiful and historic buildings—la Maison mère des Sœurs-Grises-de-Montréal (Grey Nuns) and la Maison des Hommes (Grey Nuns Annex)—are now owned by Concordia University. Tucked away in a lane, the Annex may be accessed from Guy or St. Mathieu Streets, or from the Faubourg. Come visit us any time!

The CEAP-UQAM, is located at Local N-3820, 1205 Saint-Denis Street.

