Annual Report

2007-2008

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

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The CSLP/CEAP's **mission** is to improve core skills in order to meet personal and employment challenges that Canadians face due to rapidly changing technology, and the globalization of knowledge creation/transfer and economic activity. We hope to develop strategies and tools to facilitate students' and employees' acquisition of general competencies that foster communication, literacy, numeracy, and employability skills for creative use in educational and workplace settings.

Our general **goals** are: to increase the theoretical and practical understanding of the factors that promote and hinder the learning and performance of basic to complex skills; to provide training and support to educators and administrators; to provide the educational community with material and intellectual resources regarding new ideas in education; and to train students who have an interest in learning and performance and who are enrolled in graduate studies within the departments with which the Centre and its members are affiliated.

Le CEAP se concentre à la fois sur la recherche de pointe liée à l'apprentissage et à la performance et sur l'application de nos découvertes dans le but d'améliorer l'éducation. Atteindre ces objectifs requiert une équipe d'enseignants dévoués, des employés inspirés et engagés, de même que d'excellents étudiants. Au CEAP, nous croyons que notre engagement envers l'excellence implique que nous avons le devoir de guider la prochaine génération de professionnels de l'éducation et de leur servir de mentors. Nous tentons de le faire de diverses façons, notamment en fournissant à nos étudiants l'opportunité de développer des compétences cruciales en collaborant activement avec eux sur des projets importants de même qu'en respectant les talents personnels qu'ils apportent à nos travaux.

Notre futur est entre de bonnes mains. Les étudiants du CEAP ont ce qu'il faut pour continuer à bâtir sur leurs réalisations avec nous une fois qu'ils auront quitté nos portes. Nous savons qu'ils possèdent le talent, l'expérience, les valeurs déontologiques de même que les compétences en communication et en relations interpersonnelles pour réussir.

Je sais que je ne suis pas seul lorsque j'exprime la fierté ressentie en voyant nos étudiants grandir lors du temps passé avec nous. Être en partie la source du succès d'un étudiant est une expérience gratifiante et ce, peu importe le niveau de scolarité.

Vous avez un poste disponible et vous voudriez le combler? Ou un travail important que vous voudriez voir compléter de manière adéquate? Engagez un étudiant du CEAP.

Merci à **Larysa**, **Ofra**, **Lori**, **Bindy** et à tous nos étudiants. Nous ne pourrions pas y arriver sans vous.

The CSLP's focus is both on conducting cutting edge research on learning and performance, and applying what we learn to improve education. Meeting these objectives requires a dedicated group of faculty, inspired and committed staff, and excellent students. At the CSLP, we believe that our commitment to excellence means we have a mandate to nurture and mentor the next generation of educational professionals. We try to do this in numerous ways including providing opportunities to our students for learning critical skills, actively collaborating with them on important projects, and respecting the talents they bring with them to our work.

Our future is in good hands. The CSLP's students have what it takes to build further on their accomplishments with us once they leave our doors. We know they have the talent, the experience, the work ethic, and the communication and interpersonal skills to succeed.

I know I am not alone in expressing the pride we feel watching our students grow during the time they spend with us. Contributing towards some part of student success is a gratifying experience no matter the level of education.

Have a position you want filled? Or an important job you want finished well? Hire a CSLP student.

So thanks **Larysa**, **Ofra**, **Lori**, **Bindy**, and all our other students. We couldn't do it without you.

Norman Segalowitz

In 2007–2008, CSLP members continued to collaborate with research groups from Québec, Canada, and around the world. The CSLP is a charter/founding member of the Centre de transfert pour la réussite éducative du Québec (CTREQ), a non-profit organization that addresses the school dropout rate in Québec. This group, originally funded by Valorisation-Recherche Québec and subsequently in part by the Ministry of Education, helps research groups transfer the results of their education-relevant work to the education milieu, with the aim of improving school success and school retention. The CSLP is also involved in "New Approaches, New Solutions" (NANS), a multi-million dollar project based at the Université de Montréal, concerned with Education Reform. Members of the CSLP are also part of a research team called Healthcare Access for Linguistic Minorities (H-CALM), a research group affiliated with the McGill-based Training and Human Resources Development Project that involves all four Montreal universities.

At the international level, the CSLP has been designated part of the International Campbell Collaboration. This prestigious organization sets and promotes standards for research involving systematic reviews. Centre members are working on an ABRA-CADABRA project in Australia with colleagues at the School for Social and Policy Research (Institute of Advanced Studies) and Charles Darwin University. In Portugal, the CSLP is also in partnership with the Instituto Politécnico de Leiria and school board partners, and is forging links with the University of Lisbon as the use of ePEARL continues to expand in that country.

Through these many links, the CSLP remains an active educational research force in Québec and Canada, with rich connections to the rest of the world.

Richard F. Schmid

Inspired by the real-world challenges faced by teachers, trainers and workers, CSLP researchers continue to expand their activities in new directions. Present projects were instigated with concern foremost for impact at the societal level, especially as related to "essential skills". We are also carving out new ground, using emerging technologies to bring new life to old ideas that were previously not feasible. Internet-based technologies now afford a depth and breadth of collaborative activities in all sectors of society that are changing our attitudes toward learning and performance. As is our custom, we have used this as an opportunity to increase participation for students and partners, whereby projects' needs and progress are co-guided by researchers and end-users. Indeed, one of the primary roles of the CSLP as an FQRSC Centre of Excellence is to prepare young scholars to undertake meaningful research. We proverbially throw them into the deep end of the pool, both giving them a taste of how difficult good research can be, and — in giving them real ownership — demonstrating how rewarding it is.

The Centre's research and development opportunities range from basic to applied research in many fields and disciplines (e.g., educational technology, elementary, secondary and postsecondary education, psychology). Basic research
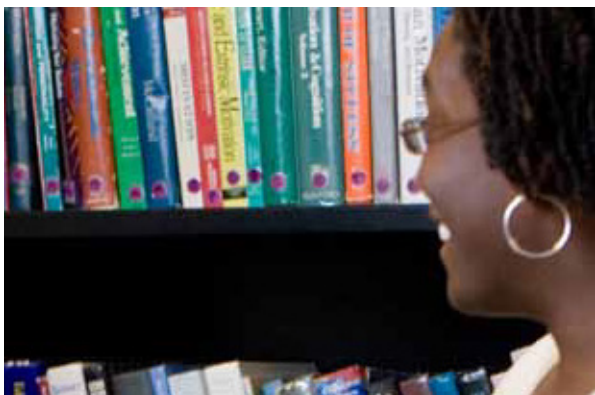
Bruce M. Shore

projects continue to include applications of cognitive process and how they impact on early literacy, an ongoing challenge for Canada. We are in the process of upgrading our laboratories thanks to a major infrastructure grant from the Ministére du Développement économique, de l'Innovation et de l'Exploration, providing our researchers, instructional designers and software developers with cutting-edge technology to better understand underlying cognitive processes, to help students learn and to promote effective instruction, and to guide students' and the public's acquisition of information literacy skills. Our projects involve all sectors of society, including schools, industry, government and not-for-profit organizations. We place particular emphasis on mentoring students in community outreach activities across the country and around the world that promote the transfer of knowledge into best practices. Our projects increasingly focus on students with special needs. Finally, as noted above, our research is examining the potential offered by Web 2.0 technology, and we are partnering with NGOs to integrate the communication and knowledge-building capacities of tools like Wikis into both learning and performance contexts for students, teachers and trainers.

The past year has been characterized by consolidation, reorganization, and opportunities for growth.

Consolidation. Lynn McAlpine was seconded for the second year as Director of the University of Oxford Centre for Excellence in Teaching and Learning. Also, two long-time members, **Cynthia B. Weston** and **Laura Winer**, now respectively Director and Associate Director of McGill's Teaching and Learning Services, stepped aside from active membership due to the demands of their administrative responsibilities. They remain close friends of the Centre, and we look forward to their continued collaboration.

Reorganization. A consequence of these changes has been that the Postsecondary Education theme group merged de facto with the Numeracy, Scientific Reasoning, and Inquiry group, and I was asked to take over Dr. McAlpine's responsibilities as the CSLP's McGill campus coordinator. During the year, in recognition of the importance of partnerships between McGill and other parts of the CSLP network, this position was changed to Associate Director (McGill).

Our Research Associate, **Tomoka Takeuchi**, moved on to new opportunities at CIHR early in this past year. We wish her the best and thank her for her diligent attention to grant exigencies. We were privileged to hire new Research Associate **Diana Tabatabai**, who works four days a week for the CSLP and one day, in a related capacity, assisting with research grant development for FERGSO. Dr. Tabatabai's PhD in Educational Psychology has enabled her to take a more direct and involved role in the substance of the work of CSLP's McGill-based members. A belated welcome aboard!

In the upcoming year, we hope to significantly increase the size of the McGill contingent with close attention to enhancing our focus on key CSLP goals. McGill's CSLP membership looks forward to playing a vigorous role in fostering partnerships across CSLP campuses and sparking new leadership in the areas in which we bring unique strengths to CSLP activities.

L'année qui vient de s'écouler a été caractérisée par la consolidation, la réorganisation et la croissance, ce qui a mené à la création de nouveaux liens de travail.

Consolidation. Lynn McAlpine a été reconduite pour une deuxième année en tant que directrice du Centre for Excellence in Teaching and Learning de l'Université d'Oxford. De plus, deux membres de longue date, **Cynthia B. Weston** et **Laura Winer**, qui sont maintenant respectivement directrice et directrice adjointe du Teaching and Learning Services de McGill, ont dû renoncer à leur statut de membre actif par suite de leurs responsabilités administratives. Elles demeurent de proches collaboratrices du Centre, et nous espérons qu'elles continueront d'y apporter leur contribution.

Réorganisation. À la suite de ces changements, l'équipe d'éducation postsecondaire a de fait fusionné avec l'équipe d'initiation à l'arithmétique et au raisonnement et questionnement scientifique, et l'on m'a demandé de reprendre les responsabilités de Mme McAlpine et d'agir en tant que coordonnateur du CEAP pour le campus de McGill. Au cours de l'année, en reconnaissance de l'importance des partenariats entre McGill et les autres parties du réseau du CEAP, le poste a été modifié pour celui de directeur adjoint (McGill).

Notre associée de recherche, **Tomoka Takeuchi**, a accepté l'opportunité de travailler aux IRSC plus tôt cette année. Nous lui souhaitons bonne chance et la remercions pour son attention diligente envers les exigences liées aux subventions.

Bruce M. Shore

Nous avons le privilège d'embaucher comme nouvelle associée de recherche Mme **Diana Tabatabai**, qui travaille quatre jours par semaine pour le CEAP et le cinquième jour, dans un poste connexe où elle assiste le processus de demande de subventions de recherche pour FERGSO. Mme Tabatabai est titulaire d'un doctorat en psychologie pédagogique, ce qui lui a permis de s'impliquer de manière plus directe dans les fondements mêmes des travaux des membres du CEAP qui sont basés à McGill. Nous vous souhaitons tardivement la bienvenue dans notre équipe!

Au cours de l'année qui vient, nous espérons accroître de manière significative l'équipe de McGill en portant tout particulièrement attention à nous concentrer davantage sur les buts clés du CEAP. Les membres du CEAP de McGill souhaitent continuer de jouer un rôle vigoureux en encourageant les partenariats entre les campus du CEAP et en stimulant de nouvelles opportunités de leadership dans les domaines d'activités du CEAP où nous apportons des forces qui nous sont propres.

Richard F. Schmid

Inspirés par les défis réels auxquels font face les enseignants, les formateurs et les intervenants, les chercheurs du CEAP continuent d'étendre leur pratique à de nouveaux champs d'activité. Les projets actuels ont été lancés d'abord et avant tout en considérant leur impact au niveau de la société, surtout en ce qui a trait aux « compétences essentielles ». Nous ouvrons également la voie à de nouvelles applications, en utilisant des technologies et des procédés émergents afin de revivifier de nouvelles idées qui étaient précédemment impossibles à réaliser. Les technologies virtuelles permettent maintenant une vaste et profonde collaboration dans tous les secteurs de la société qui changent notre attitude à l'égard de l'apprentissage et de la performance. Comme c'est notre habitude, nous avons profité de cette opportunité pour augmenter la participation de nos étudiants et de nos partenaires, afin que les besoins et l'avancement des projets soient guidés à la fois par les chercheurs et les utilisateurs finaux. En effet, l'un des buts premiers du CEAP, en tant que centre d'excellence du FQRSC, consiste à préparer les jeunes étudiants à entreprendre des recherches significatives. Nous les jetons métaphoriquement à l'eau dans la partie profonde de la piscine, ce qui leur permet à la fois de goûter toute la difficulté inhérente à la production de travaux de recherche de qualité et d'expérimenter l'intense

Au cours de 2007–2008, les membres du CEAP ont continué de collaborer avec des groupes de recherche du Québec, du Canada et d'ailleurs dans le monde. Le CEAP est un membre fondateur d'origine du Centre de transfert pour la réussite éducative du Québec (CTREQ), un organisme sans but lucratif qui travaille à la réduction du décrochage scolaire au Québec. Ce groupe, à l'origine financé par Valorisation–Recherche Québec et ensuite en partie par le ministère de l'Éducation, aide les groupes de recherche à diffuser les résultats de leurs travaux liés à l'éducation aux intervenants du milieu dans le but de favoriser la réussite et la persévérance scolaire. Le CEAP est également impliqué dans le projet portant sur la réforme scolaire « Stratégie d'Intervention, Agir Autrement » (SIAA), dont le financement s'élève à plusieurs millions de dollars et qui est rattaché à l'Université de Montréal. Les membres du CEAP participent également à l'équipe de recherche sur la prestation de services de soins de santé aux groupes linguistiques minoritaires (H-CALM), un groupe de recherche commun aux quatre universités montréalaises et affilié

Norman Segalowitz

au Projet de développement et de formation des ressources humaines rattaché à l'Université McGill.

Sur le plan international, nous sommes fiers du fait que le CEAP ait été reconnu comme faisant partie de la Collaboration internationale Campbell. Cet organisme prestigieux établit les lignes directrices pour la recherche impliquant la réalisation d'examens systématiques. Les membres de notre centre travaillent sur un projet ABRA-CADABRA en Australie avec des collègues de la School for Social and Policy Research (Institute of Advanced Studies) et l'Université Charles Darwin. Au Portugal, le CEAP travaille aussi en partenariat avec l'Instituto Politécnico de Leiria et des commissions scolaires partenaires; le groupe y forge également des liens avec l'Université de Lisbonne et l'utilisation de PERLE continue de prendre de l'expansion dans ce pays.

Grâce à ces nombreux liens, le CEAP demeure une équipe active dans la recherche en éducation au Québec et au Canada, et un centre en relation avec le reste du monde.

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satisfaction qui en résulte puisque nous leur permettons de réellement signer leur recherche.

Le Centre offre une gamme de possibilités de recherche et de développement en recherche fondamentale et appliquée dans plusieurs domaines et disciplines (par exemple : technologie pédagogique, enseignement primaire, secondaire et postsecondaire, psychologie). Des projets en recherche fondamentale continuent de se pencher sur l'application de processus cognitifs et leur incidence sur l'alphabétisme en bas âge qui représente un défi continu pour le Canada. Nous sommes présentement en train de mettre à niveau nos

laboratoires grâce à une importante subvention pour l'infrastructure reçue du ministère du Développement économique, de l'Innovation et de l'Exploration, ce qui équipera nos chercheurs, nos concepteurs pédagogiques et nos développeurs d'outils à la fine pointe de la technologie afin de mieux comprendre les processus cognitifs sous-jacents, d'aider les élèves à apprendre, de promouvoir l'instruction efficace, de même que de guider l'élève et les apprenants dans l'acquisition des compétences informationnelles. Nos projets touchent tous les secteurs de la société : les écoles, l'industrie, le gouvernement et les organismes sans but lucratif. Nous nous efforçons tout particulièrement d'encadrer les

étudiants au moyen d'un mentorat lors d'activités à travers le pays ou ailleurs dans le monde au sein de collectivités qui privilégient le transfert des connaissances selon les meilleures pratiques. Nos projets se concentrent de plus en plus sur les élèves qui présentent des besoins particuliers. Enfin, ainsi que mentionné plus haut, notre équipe de recherche examine le potentiel qu'offre la technologie Web 2.0 et nous travaillons de pair avec des ONG afin d'intégrer les possibilités de communication et de construction des connaissances offertes par les outils tels que les sites Wiki dans un contexte d'apprentissage et de performance et ce, pour les élèves, les enseignants et les formateurs.

Members: Catherine Fichten (leader), Rhonda Amsel, Phil Abrami, Richard Schmid, Maria Barile, Jennison Asuncion, Alice Havel, Shirley Jorgensen, Rajesh Malik

Accessibilty and Students with Disabilities

L'accessibilité et les élèves handicapés

Considering the growing percentage of post-secondary students who are affected by some form of impairment, universal instructional design has never been more critical.

Notre équipe examine plusieurs façons d'améliorer l'accessibilité à l'éducation, particulière- ment au niveau postsecondaire. Nous croyons que de prêter attention aux facteurs obstacles et aux facteurs facilitants qui influencent l'accessibilité de l'appren-tissage — comme la qualité du matériel didactique et les conditions d'apprentissage — accroîtra la sensibilité envers les besoins de tous les apprenants. De plus, étant donné le pourcentage grandissant d'étudiants de niveau postsecondaire qui sont touchés par une forme ou une autre d'handicap (visuel, auditif, neurologique, psychiatrique, problèmes de mobilité, d'apprentissage, de santé, etc.), la question de la conception pédagogique universelle n'a jamais été aussi cruciale. Les technologies de l'information et des communications (TIC) peuvent améliorer de manière significative l'accessibilité pour les étudiants : nous avons découvert que les étudiants de niveau postsecondaire qui présentent des invalidités peuvent utiliser efficacement les TIC afin d'obtenir le même taux de réussite que leurs pairs sans handicap. Une grande part de notre engagement consiste donc à faire connaître ce potentiel aux éducateurs et aux concepteurs pédagogiques, par la dissémination de nos résultats de recherche. ■

Our theme examines ways to improve accessibility in education, particularly at the postsecondary level. We believe that attention to the obstacles and facilitators to accessible learning — such as the quality of educational materials and learning conditions — will lead to a greater sensitivity to the needs of all learners. Furthermore, considering the growing percentage of postsecondary students who are affected by some form of impairment (visual, hearing, neurological, mobility, psychiatric, learning, health, etc.), universal instructional design has never been more critical. Informational and communication technologies (ICTs) have the potential to significantly enhance acces- sibility for students: we have found that postsecondary students with disabilities can effectively make use of ICTs to succeed at the same rate as their non-disabled peers. A large part of our undertaking is therefore to communicate this potential to educa- tors and instructional designers, through the dissemination of our research findings.

Anthony Tibbs began his work with CSLP through his involvement with the Adaptech Research Network, more than a year ago. He says he has found his experience working on CSLP projects — such as his involvement in the CSLP's 2007 Research and Technology Fair and his collaboration on research into eLearning and use of ICTs at the postsecondary level — "highly rewarding". Under the direction and guidance of **Catherine Fichten**, he has assisted with technical aspects of coding and data analysis, and has learned a great deal about research methodologies and processes along the way: "I believe that this experience and exposure to the methodologies and processes used in research and statistical data analysis will allow me to more fully understand the meaning and implications of data and information reported by other researchers in the future."

Natalie Martiniello has found that her work on CSLP-related projects over the past year has been extremely valuable in terms of the knowledge and expertise which she has gained. She was responsible for the coding process on a national research project aimed at pinpointing the negative and positive effects of eLearning and ICTs on post-secondary students with disabilities, and had the opportunity to present some of the preliminary findings at the 9th International Conference on Low Vision in Montreal this past July. Martiniello thanks **Catherine Fichten** for being an excellent mentor and resource person throughout the research process, who "continuously stressed the value of collaboration, while encouraging independent work and self-learning." Martiniello says, "The opportunity to work on this project, and to present at the Vision 2008 conference, has provided me with the skills and motivation to pursue my own research interests in the future."

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Using bilingual questionnaires, archival and qualitative research methods, structured interviews, and focus groups, we develop appropriate testing instruments for collecting and analysing user-data. We then disseminate our findings to end-users: educators, students, campus disability service providers, policy-makers, faculty, and others. In the past year, we have been busy with an ongoing study, funded by PAREA, of standardized college exit grades of graduates with and without disabilities; we are examining the relationship between exit grades and perceived academic obstacles and facilitators. With the help of the Canadian Council on Learning, we have also been working on an accessibility study of campus-based software and hardware, involving over 1000 Canadian college and university students.

We were fortunate this year to have the participation of three students — **Natalie Martiniello**, **Anthony Tibbs**, and **Jill Budd** — through our summer internship program. **Martiniello** and **Tibbs** were accompanied by their guide dogs, **Sherby** and **Rhodes**, who have proven exemplary honorary Adaptech Research Network members. At weekly team meetings, students and team members presented aspects of their ongoing projects (while Rhodes was absent for these meetings, **Sherby** participated with the occasional snort, grunt, or grumble). Our work area was pretty crowded, but we were able to accomplish a lot, and we are grateful for the students' contributions to our ongoing projects.

We are looking forward to some exciting opportunities to share our findings in the coming year. As a result of their strong research work, **Martiniello** and **Budd** will present at Vision 2008: The 9th International Conference on Low Vision. At the same event, **Tibbs**, who has made important contributions to ensuring the accessibility of the new Dawson College website for science students, will present on his work with the Alliance for Equality of Blind Canadians. **Rajesh Malik**, **Catherine Fichten**, and **Jennison Asuncion** will present at eINDIA, the fourth annual Information and Communication Technologies 4 Development (ICT4D) Forum in New Delhi. For the upcoming 21st World Congress on Rehabilitation, theme members have organized a symposium, entitled "College and University Education for Individuals with Disabilities: A Formula for Success"; **Maria Barile**, **Shirley Jorgensen**, **Alice Havel**, and **Joan Wolforth** will be presenting. ◆

✪ **Antonia Arnaert**, **Luc Bonneville**, **Frank Ferrie**, **Fichten**, **Jeffrey S. Hoch**, **Tom Hutchinson**, **Mark Yaffe**, **Jaroslav Prchal**, **Justine Farley**, and **Annie-Claude Nadeau** were awarded a three-year St. Mary's Hospital Center grant for their project, "Development and evaluation of a tele-homecare platform for patients with cancer and their family caregivers.

✪ **Fichten** and **Genevieve Lefebvre** — in collaboration with **Lucie Germain**, **Julie Lagacé**, **Daniel Rock**, **Gerard Fontaine** and **Ghislaine Prata** — have completed their study on telerehabilitation and are in the process of publishing the results ("Videoconferencing and wheelchair positioning in a bilingual context") in *Recherche interdisciplinaire en réadaptation: Défis techno-logiques dans les domaines de l'éducation et de la santé-théoriques et cliniques, vol. 3.*

Members: Michael von Grünau (leader), Phil Abrami, Denis Cousineau, Roberto de Almeida, Zohra Mimouni, Norman Segalowitz

Basic Processes

Les processus de base

Notre équipe utilise une approche multidisciplinaire en sciences cognitives afin d'étudier certaines questions touchant notamment à la façon dont nous procédons à l'acquisition du langage et dont différents types d'informations sensorielles sont traitées, de même que comment nous procédons à l'apprentissage et la réalisation de tâches. Plus précisément, nous étudions les mécanismes cérébraux tels que les processus de bas niveau responsables de la reconnaissance des attributs, les processus attentionnels automatiques dans les tâches visuelles et linguistiques, et les processus impliqués dans l'apprentissage et la réalisation de tâches complexes. Notre recherche fournit également les fondations pour de futurs projets de recherche appliquée portant sur l'évaluation, l'enseignement et l'appréciation des tâches et des habiletés cognitives. Nous croyons que notre recherche profite à l'ensemble des milieux éducatifs en aidant au développement d'outils et de technologies qui aideront à diagnostiquer les difficultés et les troubles d'apprentissage et à proposer des solutions à ces problèmes, y compris certains problèmes de vision spécifiques chez l'adulte (vision faible). Nous insistons sur l'implication de nos étudiants de premier ou de deuxième et troisième cycles au sein de notre équipe afin de leur fournir l'expérience nécessaire à leurs futures carrières professionnelles. ■

✪ **Michael von Grünau** and **Roberto de Almeida** were awarded an NSERC grant, in order to purchase an EyeLink II Head-free Eye-tracking System that will allow them to monitor and measure eye movements during psychophysical, scene processing, and psycholinguistics experiments.

✪ **Rong Zhou**, **Aaron Johnson**, **Rick Gurnsey** and **von Grünau** presented "Visual performance in normal and simulated low vision" at the 9th International Conference on Low Vision in Montréal, Québec.

✪ **Angela Vavassis** and **von Grünau** published "Complex backgrounds delay low-load visual search" in *Spatial Vision*.

Our theme uses the multidisciplinary approach of cognitive science to study such problems as how language is acquired, how various types of perceptual information are processed, and how tasks are learned and performed. Specifically, we study brain mechanisms such as the low-level processes responsible for the recognition of attributes (e.g. motion, texture, or syntactic parsing), attentional and automatic processes in visual and linguistic tasks (e.g. visual search, reading, or second language learning), and processes involved in the learning and performing of complex tasks (e.g. concept formation, linguistic/visual interactions, and the achievement of superior performance). Our research also provides a basis for more applied research into the assessment, teaching, and evaluation of cognitive tasks and abilities.

Angela Vavassis has been with the CSLP since 2003 — researching projects relating to visual perception, learning, and memory. She has conducted the vast majority of her research activities in Concordia's Visual Perception lab, under the supervision of **Michael von Grünau**, and has also conducted research within the context of the Center for Studies in Behavioural Neurobiology (CSBN) at Concordia, under the supervision of **David Mumby**. Vavassis found that through her participation in the CSLP 2005 and 2007 Research Fairs and the 2008 Annual Retreat, she was able to interact with other members in a fruitful way: "I benefited from the opportunity to share my research findings and field-specific knowledge with members conducting research in more applied contexts, and gained inspiration from those other members as to the range of applicability of my work in regards to the educational domain."

photo: courtesy of Angela Vavassis

Many [of our students] have had first-author publications in high-impact journals.

We believe our research stands to benefit the educational community as a whole by aiding in the development of tools and technologies that will help detect and address learning problems and disorders, as well as address specific adult visual problems (low vision). This year, members of the theme group studied many basic perceptual and cognitive processes. These include identifying shapes when central vision is compromised, perceiving velocity during locomotion, perceptual learning in visual search and working memory, second language lexical access, fluency, and emotional, social, and ethno-linguistic influences in second language acquisition and use, among others.

We always emphasize the involvement of our undergraduate and graduate students in our research work in order to give them the experience they require to further their professional careers, and we have a policy of including our students on our publications as authors. Many of our students have had first-author publications in high-impact journals, and our graduate students regularly present at top international conferences. These activities prepare them optimally for careers in academia or more applied settings. Among us, we have about fifteen graduate students and fourteen undergraduate students in any given year.

As always, we have benefited from productive collaboration this year, both among our members and with researchers in other theme groups and outside the CSLP/CEAP. **Denis Cousineau** and **Rick Gurnsey** have begun to explore statistical representations of the visual search task. An ongoing collaboration between the psycholinguistics lab of **Roberto de Almeida** and the visual perception lab of **Michael von Grünau** allowed us to study the interaction between visual information and the processing of linguistic representations (different verb classes, object presence or disappearance); our PhD student, **Caroline van de Velde**, successfully defended her thesis in this area. **Norman Segalowitz** collaborates with a number of members from other theme groups: **Elizabeth Gatbonton**, **Pavel Trofimovich**, **Robert Savage**, **Robert M. Bernard** and post-doctoral student **Evgueni Borokhovski**, **Segalowitz** and **Cousineau** also each have a joint-project with post-doctoral student **Guy Lacroix** and various non-CSLP/CEAP researchers. For the future, we would like to work on increasing these types of collaborations, and especially on establishing more contacts and collaborations between our members and those of different themes. ◆

Members: Robert Savage (leader), Phil Abrami, Denis Cousineau, Roberto de Almeida, Richard Schmid, Norman Segalowitz, Michael von Grünau, Anne Wade
Coordinator: Gia Deleveaux

Early Literacy

L'alphabétisme en bas âge

La recherche montre que les élèves qui ne savent pas lire couramment en troisième année voient leurs chances de réussite scolaire et professionnelle diminuer, et que les niveaux d'alphabétisme nationaux sont étroitement liés au P.I.B. Des membres de notre équipe développent et testent des outils visant à aider les jeunes enfants de partout au Canada – et de plus en plus souvent d'ailleurs dans le monde – à apprendre à lire et à écrire. Pour ce faire, nous nous efforçons de développer des logiciels informatiques fondés sur des données probantes qui sont facilement échelonnables et disponibles, afin de les offrir gratuitement aux milieux éducatifs. Cette année, nous avons vu des progrès encourageants liés à ABRACADABRA, notre logiciel d'alphabétisme interactif en ligne conçu pour les classes de niveau élémentaire. Ces développements incluent entre autres : les résultats de la première année de notre étude pancana-dienne portant sur l'efficacité d'ABRA qui se sont révélés extrêmement favorables (un rapport sera publié sous peu); notre travail en collaboration avec Monique Brodeur de l'UQÀM lors de nos demandes de financement relativement à la réalisation d'une version française d'ABRA; enfin, le démarrage enthousiaste du projet ABRA-Australie par la mise en place d'études dans six écoles. ∎

Deploying ABRA using a randomized control trial method in 26 classrooms in Québec, Ontario, and Alberta, we found significant differences in phonological awareness and word reading.

Research shows that students who do not learn to read fluently by grade three have a decreased chance of future academic success and employment, and that national literacy levels are closely tied to the GDP. We develop and test software and tools to help young children across Canada — and, increasingly, internationally — learn to read and write. To this end, we strive to develop readily available, scalable, and evidence-based technology systems.

Louise Deault has worked with the CSLP for about four years, and has had the opportunity to work on several applied research projects investigating the impact of web-based literacy software on students' developing reading skills. In particular, her work on ABRACADABRA allowed her to explore her interest in identifying teaching and learning strategies that support students in developing literacy and attention skills. Deault says supervisor **Robert Savage** helped her to construct sound experimental designs to investigate applied research questions. While she plans to practice as a trained school psychologist after graduating, Deault says she could see herself being involved with similar action research projects in the future, and says she has learned to appreciate the enormous potential of technology to enhance students' literacy development. She has also learned, however, that support needs to be put in place — both technological and pedagogical — in order to make sure that this potential is utilized effectively.

As assistant-coordinator for the two-year Pan-Canadian ABRACADABRA research project, **Bindy Sanghera-Sidhu** oversees implementation and data collection. She says the work has taught her the importance of keeping accurate records, staying on schedule, and ensuring the integrity of research. "The value of treatment integrity, which I have gained from this project," Sanghera-Sidhu says, "will follow me into my PhD where I will ensure the highest standards of research collection and analysis." Her experience working with the ABRACADABRA team has given her vital insight into large-scale collaboration. Sanghera-Sidhu is especially grateful to her mentor **Robert Savage**, who she says has been willing to share his knowledge and exchange ideas in an open and nurturing environment. She adds, "It is an example to which I will strive in my future roles as educator and researcher."

This year, we saw some encouraging new developments related to ABRACADABRA (ABRA), a highly interactive, flexible, web-based literacy resource for the elementary classroom. We designed ABRA to develop and enhance the literacy skills of students at risk of failing to master foundational skills in the early years of schooling; to improve their ability to be self-regulated in their learning through soliciting their interest and engagement with an interactive literacy tool; and to assist educators' support of their students by providing scaffolded instruction.

A number of ABRA-related projects yielded papers this year. **Robert Savage**, **Phil Abrami**, **Geoffrey Hipps**, and **Louise Deault** submitted "A Randomised Control Trial Study of the ABRACADABRA Reading Intervention Program in Grade 1" — the revised findings from their study of attention as a predictor of literacy development in typical first-grade students — to the *Journal of Research in Effective Education*. To the same journal, **Deault**, **Savage**, and **Abrami** submitted 'Inattention and Response to the ABRACADABRA Web-Based Literacy Intervention'. **Erin Comaskey**, **Savage**, and **Abrami** submitted a revised version of "A Randomized Efficacy Study of Web-based Synthetic and Analytic Programs among Disadvantaged Urban Kindergarten Children" to the *Journal of Research in Reading*'s special issue on Technology and Literacy, coming out in 2009. **Maria Di Stasio** and **Savage** are currently in an advanced stage of preparation on a paper on their one-year follow-up study about long-term effects of the ABRA program on first-graders.

Results from the first year of our pan-Canadian study of ABRA's effectiveness were favourable: deploying ABRA using a random-ized control trial method (RCT) in 26 classrooms in Québec, Ontario and Alberta, we found significant differences in phono-logical awareness and word reading; subjects also showed a strong trend toward significant improvement in letter knowl-edge. It appears teachers can effectively use ABRA as a phonics tool. We are now into year two of the ABRA research project.

We also continued to make progress toward our goal of extend-ing ABRA beyond English-speaking Canada. We collaborated with **Monique Brodeur** from UQAM in the solicitation of funding for a French version of ABRA. ABRA-Australia entered its preliminary stages, with studies in six schools, and positive feedback has helped position us to carry out a big RCT in 60 Australian classrooms within two years. Preliminary plans for an ABRA initiative in the UK are also underway: we formed an academic partnership with **Clare Wood** of the University of Coventry, and some schools have already been identified. The overall success of the ABRA program has been encouraging, and we look forward to future developments. ◆

✪ **Phil Abrami**, **Robert Savage**, **Anne Wade**, **Geoffrey Hipps**, and **Monica Lopez** contributed a chapter on 'Using Technology to Assist Children Learning to Read and Write' to *Children's learning in a digital world* (Oxford: Blackwell), edited by T. Willoughby & E. Wood.

✪ The ABRACADABRA 2008 Story Writers Contest for all Canadian K-12 children was announced. The winning stories will be published in the coming year, on the internet as part of our ABRA literacy initiative.

✪ **Savage** and **Abrami** were awarded a three-year SSHRC grant for their project, "The efficacy and effectiveness of the ABRACADABRA web-based reading intervention".

✪ **Savage**, **Abrami**, **Erin Comaskey**, **Catherine LeBel**, **Wade**, **Linda Siegel**, **Mary Ann Evans**, **Lesly Wade-Woolley**, **Eileen Wood** & **Noella Piquette-Tomei** were awarded a two-year CLLRNet grant for their project, "ABRACADABRA – A study in the development, implementation and effectiveness of a web-based literacy resource".

✪ **Savage**, **Abrami**, and **Comaskey** were awarded a three-year CLLRNet grant for their project, "Strengthening the link: Working with teachers to build and implement an effective technology-based reading intervention."

✪ **Abrami**, **Savage**, **Wood** and **Comaskey** were awarded a one year contract from the Canadian Council on Learning entitled "ABRACADABRA: A Study in the Development, Implementation and Effectiveness of a Web-based Literacy Resource "project, "Strengthening the link: Working with teachers to build and implement an effective technology-based reading intervention."
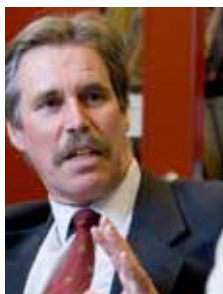
Members: Richard Schmid (leader), Phil Abrami, Robert Bernard, Saul Carliner, Anne Wade
e-Portfolio Project Manager: Erin Comaskey, Liz Meyer

Information & Communication Technology Integration

L'intégration des technologies de l'information et des communications

Notre équipe examine le potentiel qu'offre la technologie pour transformer véritablement la façon dont les gens apprennent et réussissent. Nous travaillons en recherche fondamentale — au moyen de concepts variés passant de l'expérimental à l'ethnographique afin d'examiner le rôle que la technologie informatique joue dans les processus d'apprentissage — et réalisons également des synthèses de recherche de la documentation empirique. Nous travaillons à développer des modèles d'intégration de la technologie qui sont fructueux dans la pratique et vérifiés de manière empirique, modèles qui peuvent ensuite être mis en œuvre à l'intérieur de cadres de développement professionnels — un processus que nous étudions et évaluons également. Par la conception et le perfectionnement d'outils et de techniques fondés sur les faits et par une compréhension accrue facilitant la mise en place de pratiques efficaces, nous espérons être un moteur de changement dans la façon dont la technologie est utilisée en apprentissage. Nos activités de recherche et développement explorent un certain nombre d'applications possibles de la technologie dans le contexte de l'enseignement institutionnel, et améliorent également l'apprentissage et les résultats en équipe dans les milieux de travail. ■

We examine the potential for technology to genuinely transform the way people learn and perform.

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

Our Electronic Portfolio Encouraging Active Reflective Learning (ePEARL) initiative has made important strides, in large part thanks to **Vanitha Pillay** (Research Coordinator) and student researchers, **Ofra Aslan**, **Iolie Nicolaidou**, **Caitlin Bentley**, **Louise Deault**, and **Rachel Scherzer**. With a network already established in Quebec, the ePEARL team (**Phil Abrami**, **Anne Wade**, **Bev White** from LEARN, **Liz Meyer**, **Catherine LeBel**, **Vladimir Severgine**, **Lindsay Bernath**, **Sebastien Rainville**, **Benoit Danis**, **Dehua Zhang**,

Gretchen Lowerison started at the CSLP in September 2000. As a research assistant, she had the opportunity to work on a number of challenging and rewarding projects: "Each required a different skill set and knowledge base that I was able to build on in a supportive and collaborative environment." Part of the PedTech project since it began, Lowerison worked closely with **Phil Abrami** and the team, and in the last few years has gradually assumed the role of project coordinator. "The role of coordinator," she says, "has allowed me to become familiar with the protocol and responsibilities of the overall project, work closely with others, and develop valuable contacts." Lowerison notes that faculty is always available for questions or discussion, and says that each project is driven by the "infectious enthusiasm" of faculty **Abrami**, **Richard Schmid**, and **Robert Bernard**. Lowerison says her experience at the CSLP has taught her the value of being thorough and reflective in her work: "The experience I gained has become part of me. I approach tasks and projects methodically and am very concerned about working on projects and reports that are founded on a strong research base."

photo: courtesy of Gretchen Lowerison

Mimi Zhou, **Andrea Cooperberg**, **Einat Idan**, **Erin Comaskey** and the local RECIT) expended considerable time and effort to build relationships with school districts and divisions in Quebec, Alberta and Manitoba. The team was then able to disseminate its research objectives and solicit eight or more classrooms (four control, four high-implementer) at three different provincial research sites. In implementing ePEARL, teachers were provided with active online and on-site support; and an interactive online virtual tutorial was developed to this end. Currently, we are analysing pre- and post-test data collected from both teachers and students.

We were awarded an Inukshuk grant this year for our Inquiry Strategies for the Information Society in the Twenty-first Century (ISIS-21) project – a collaborative effort between CSLP/CEAP members (**Abrami**, **Wade**, **LeBel**, **Lesley Farmer**, **Jennifer Phillips**, **Caroline Huebner**, **Bernath** and **Severgine**), LEARN, the Quebec Library Association, the Foothills School District (AL), the English Montreal School Board, Manitoba Education, Citizenship and Youth, the Canadian Association of Principals, the Canadian Association of School Administrators, and St.Georges School – which aims to ensure that all Canadians are adequately prepared to participate in the "knowledge society" by providing them with a solid foundation in information literacy, along with the sub-competencies of critical thinking and self-regulated learning. **Saul Carliner** also recently wrapped up a SSHRC-funded study intended to provide researchers with a stronger understanding of the role of genre in successful online communication, as well as a project on small knowledge exchange for the Work and Learning Knowledge Centre of the Canadian Council on Learning, with **Lynn Johnston**. We are pleased with the advances we have made in these, and other projects in the past year, and expect that our theme will continue to learn more about the wise use of ICT. ◆

✪ **Robert Bernard**, **Abrami**, **Richard C. Clark**, **Richard Schmid**, and **Wade** were awarded a SSHRC Standard Research Grant for their project, "Technology's role in different pedagogical models: Examining the evidence for facts, fictions, and guidance".

✪ **Rana Tamim**, **Gretchen Lowerison**, **Schmid**, **Bernard**, and **Abrami** presented "Assessing computer use and perceived course effectiveness in post-secondary education in an American/Canadian context" at the Annual AERA Meeting in New York, NY.

✪ **Schmid**, **Nathalie Di Francesco**, and **Nancy Miodrag** published "The tutor/student/computer triangle: using an electronic performance support system to promote the acquisition of early literacy skills" in the *Journal of Research on Technology in Education*.

✪ **Laura Collins**, **Roberto de Almeida**, **Elizabeth Gatbonton**, **E.M. Horst**, **Robert Savage**, **Schmid**, **Norman Segalowitz**, and **Pavel Trofimovich** were awarded an MDEIE grant for their project, "Essential education skills for Canadians in new economy: Building understanding to improve practice".

✪ **Savage**, **Abrami**, **Wade** and **Erin Comaskey** were awarded a two-year CLLRNet grant for their project, "Improving literacy skills through electronic portfolios".

✪ **Abrami**, **Wade** and **Vanitha Pillay** were awarded an 18 month contract from the Canadian Council on Learning entitled "Scaling Up: Encouraging Self-regulated Learning Through Widespread Electronic Portfolio Use"

Members: Mark Aulls (leader), Helena Dedic, Silvia D'Apollonia, Helen Osana, Steven Rosenfield, and Bruce Shore

Numeracy, Scientific Reasoning and Inquiry

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

✪ Member publications this year include contributions to :

• The *Journal of College Science Teaching* (**C. Kalman, Mark W. Aulls, S. Rohar, and J. Godley**)

• *Teacher Education Quarterly* (**Krista C. Redden, Rebecca Simon and Aulls**),

• The *American Journal of Physics* (**Nathaniel Lasry and Aulls**),

• *The Physics Teacher* (**Lasry**), *Learning and Individual Differences* (**R. Martini, and Bruce M. Shore**),

• *Gifted Child Quarterly* (**C. L. Hannah and Shore**).

✪ As heralded in the last *Annual Report*, this year saw the publication of an important two-volume set, *Inquiry in Education*, just in time for the 2008 AERA convention.

Notre équipe étudie l'enseignement des sciences et des mathématiques aux niveaux secondaires et postsecondaires, et cherche à identifier les processus et les conditions associés à l'apprentissage axé sur le questionnement à tous les niveaux de l'enseignement institutionnel. L'objectif de l'équipe de recherche en enseignement postsecondaire, soit de favoriser la réussite académique par l'examen du vaste éventail de facteurs qui permettent la mise en place d'environnements d'apprentissage postsecondaires efficaces, a toujours été complémentaire à notre propre objectif, et il a récemment été décidé de fusionner ces deux axes de recherche. Cette année, nous commençons un projet visant à investiguer à quel point le questionnement, en tant qu'approche pédagogique, est présentement intégré à l'enseignement postsecondaire. Nous avons également produit quantité de publications, y compris un livre en deux tomes sur le questionnement en éducation, et nous avons présenté des articles à des conférences tant ici au Québec qu'à l'étranger. Nos étudiants, comme toujours, ont contribué de manière substantielle aux recherches et aux résultats de notre équipe et nous sommes fiers de leurs réalisations. ■

Our theme examines Science and Mathematics instruction in secondary and postsecondary schooling, and researches the processes and conditions associated with inquiry-oriented learning at all levels of formal education, including the postsecondary level. It was recently decided that the Postsecondary Education theme would be merged into Numeracy, Scientific Reasoning and Inquiry; the former's goal, to foster academic success through examination of the broad range of factors that shape effective postsecondary learning environments, has always been complementary to our own.
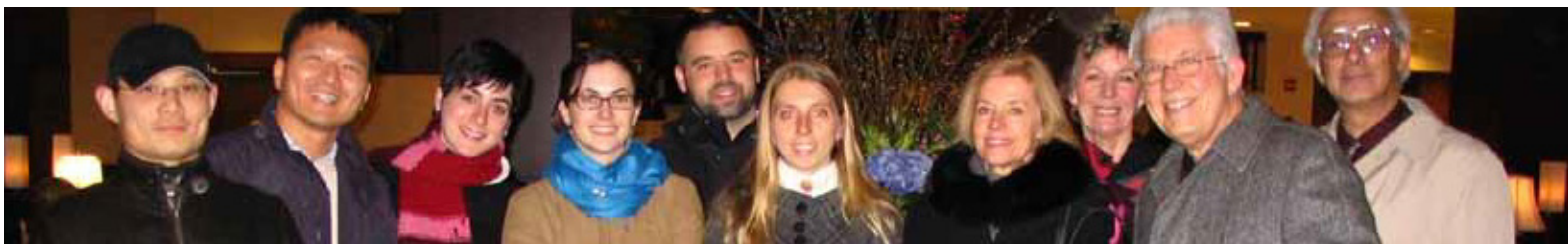

photo: courtesy of Krista Redden

& Postsecondary Education

Ahmed Ibrahim has worked at the CSLP for about two years and is grateful for the support and mentorship that have helped him make the most of his time here. He has found his work on CSLP projects has been useful in informing his own research, and says, "It has given me insights into areas of practice and application, and their impacts and linkages to society." Ibrahim says that his work with the CSLP has introduced him to new research topics and methodologies, and adds that the direct interactions and dialogues he has had with his mentors have been invaluable to his growth and productivity. For the future, Ibrahim says he intends to continue to research inquiry at different levels of education, and look at evaluation/assessment methods and benefits of technological advances in implementing inquiry-based instruction. "I am interested in this work," he says, "I make a contribution and that rewards me personally on many levels."

photo: courtesy of Ahmed Ibrahim

We have had a strong year in terms of disseminating our research findings: our members had a number of significant publications, and presented at many regional and international conferences. This year also marked the beginning of an important new study, as **Mark W. Aulls**, **Bruce Shore**, and colleagues were successful in obtaining a three-year SSHRC award to look at the extent to which inquiry, as a pedagogical approach, is being incorporated into postsecondary education. Using tools they developed through past investigations into this subject, **Aulls** and **Shore**'s team will try to determine how pre-service teachers value inquiry in teaching, and the factors that determine what importance educators give the inquiry-based approach in shaping their pedagogical strategies. The study involves several universities in Quebec and one in the United States; as part of the first year, a website on inquiry teaching and learning was launched.

Our students, as always, have contributed substantially to our theme's research and output in terms of publications and presentations.

Our students, as always, have contributed substantially to our theme's research and output in terms of publications and presentations. A good example is **Rebecca Simon**, who completed her doctoral thesis this year by establishing a model for explaining the persistence of men and women who commence CEGEP with strong secondary-level academic records, but do not continue in Sciences during CEGEP. During her studies, **Simon** presented papers at professional meetings both in Québec and internationally, and was published several times; her forthcoming publication — co-authored with **Aulls**, **M. Hoover**, **Krista C. Redden**, **Y.J. Hong** & **Charles Dadong Hou** — is entitled "Circumstances associated with pre-service teachers' deep and surface learning in educational psychology courses".

Another example, **Cassidy Syer**, used her doctoral research to compare the understanding of inquiry instruction by student teachers at the beginning and end of their BEd programs with a group of upper-year psychology students who had done research projects. Although doing research provided some knowledge advantage for psychology seniors over beginner BEd students, senior education students demonstrated superior inquiry knowledge; moreover, there was evidence that this knowledge was explicitly taught in specific courses. Our theme intends to look further at the kinds of experiences future teachers should have (e.g., direct inquiry opportunities and formal instruction) to be able to better use inquiry in their own teaching.

Including **Simon** and **Syer**, a total of eight students in our theme successfully defended their PhDs this past year. We are proud of the valuable headway our students, as well as all our members, have made in the field of Numeracy, Scientific Reasoning and Inquiry and Postsecondary Education. ◆
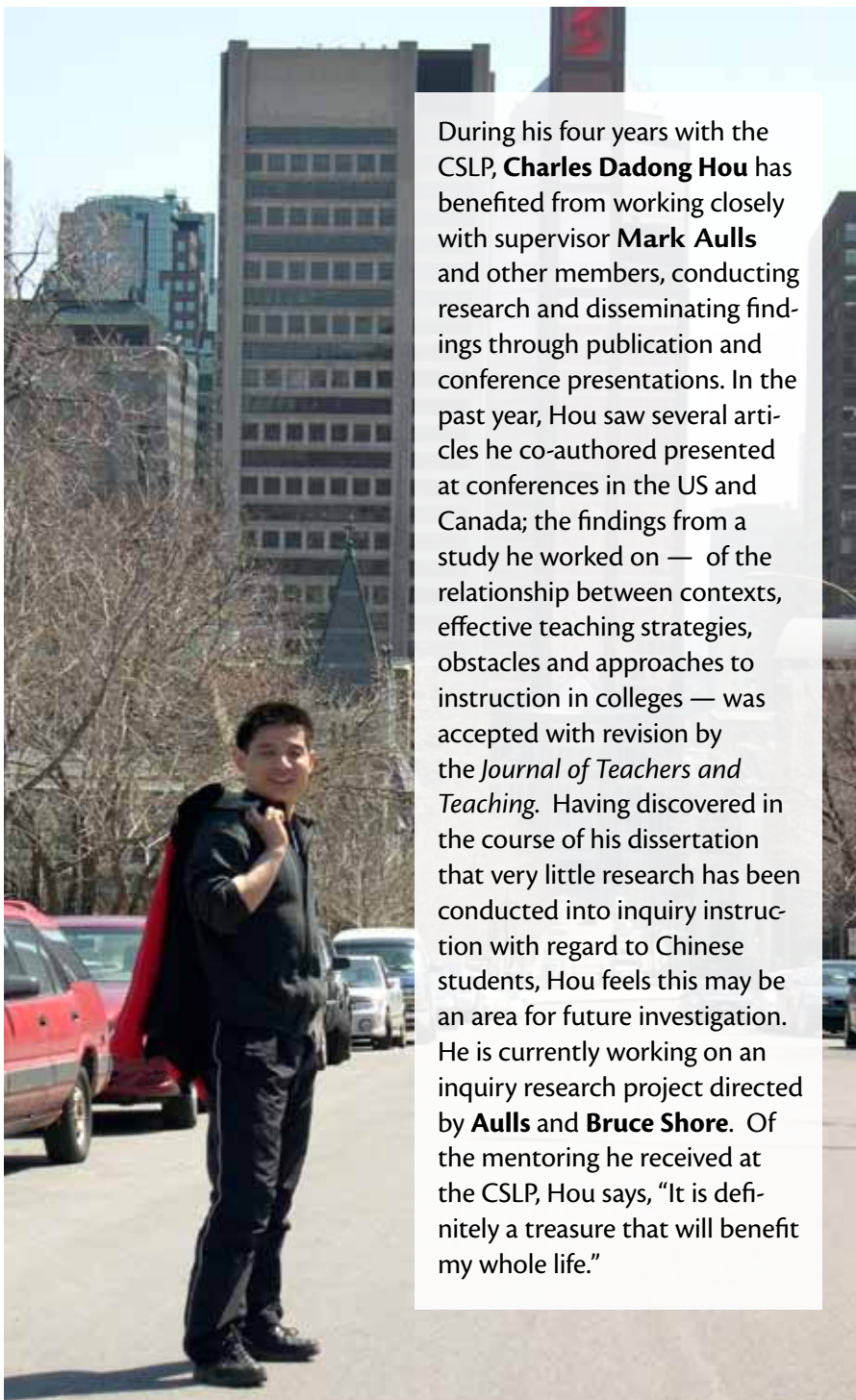
During his four years with the CSLP, **Charles Dadong Hou** has benefited from working closely with supervisor **Mark Aulls** and other members, conducting research and disseminating findings through publication and conference presentations. In the past year, Hou saw several articles he co-authored presented at conferences in the US and Canada; the findings from a study he worked on — of the relationship between contexts, effective teaching strategies, obstacles and approaches to instruction in colleges — was accepted with revision by the *Journal of Teachers and Teaching*. Having discovered in the course of his dissertation that very little research has been conducted into inquiry instruction with regard to Chinese students, Hou feels this may be an area for future investigation. He is currently working on an inquiry research project directed by **Aulls** and **Bruce Shore**. Of the mentoring he received at the CSLP, Hou says, "It is definitely a treasure that will benefit my whole life."

photo: courtesy of Charles Dadong Hou

✪ **Brenda Linn** and **Bruce Shore** had a chapter on "Critical Thinking" published in *Critical issues and practices in gifted education: What the research says* (Waco: Prufrock Press, 2008)
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✪ **Jeanne E. Ormrod**, **Donald H. Saklofske**, **Vicki L. Schwean**, **Jac J.W. Andrews** and **Shore** released the second Canadian edition of *Principles of Educational Psychology* (Toronto: Pearson, 2008).

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

Second Language Proficiency

Les compétences en langue seconde

Le bilinguisme et le multilinguisme sont des compétences qui prennent de l'importance pour la participation au sein de la société contemporaine. Comme l'attestent nos travaux de cette année, nous étudions comment les langues secondes sont apprises et utilisées dans une série de contextes, avec l'objectif sous-jacent de réussir à déterminer les meilleures pratiques permettant l'amélioration des compétences en langue seconde. Pour ce faire, nous concevons du matériel didactique et d'évaluation de support, ainsi que des outils de recherche qui seront utilisés dans les écoles, les milieux de travail et les centres communautaires. Nous avons eu la chance de récemment collaborer avec des partenaires de recherche d'établissements d'enseignement à travers le Canada et en Australie, au Brésil, en Espagne, aux États-Unis, au Royaume-Uni, ainsi que dans des écoles, des milieux de travail et des centres communautaires dans plusieurs provinces canadiennes. Comme toujours, nous nous sommes efforcés de former nos étudiants aux outils d'encodage et d'analyse des données. De plus, ceux-ci possèdent le statut de co-auteurs pour une série de présentations données dans des conférences internationales et d'articles soumis à des publications évaluées par les pairs. ■

Bilingual and multilingual abilities are increasingly important for participation in contemporary society. Second language instruction is compulsory at all levels of the Canadian school system, and for many adults meeting personal and professional goals may also require learning additional languages. Our theme studies how second languages are learned and used by children and adults across a range of contexts. The underlying objective of our work is to identify best practices for enhancing second language proficiency. We develop supportive instructional and testing materials, and design research tools for use in school, workplace, and community centre contexts.

In the past year, increased collaboration with colleagues from French-speaking Québec universities has resulted in three new members: **Ahlem Ammar** and **Daniel Daigle** (Université de Montréal), and **Leif French** (Université du Québec à Chicoutimi). **Carolyn Turner** (McGill University) also joined us. This is in addition to collaboration with

✪ **Walcir Cardoso** won two prestigious teaching awards this year, the *Dean of Arts and Science's Award for Excellent in Teaching*, offered by the Faculty of Arts and Science (Concordia University), and the *Teacher of Merit Award* (offered by the Société pour la promotion de l'enseignement de l'anglais au Québec – SPEAQ).

✪ **Laura Collins**, **Pavel Trofimovich**, **Marlise Horst**, **Joanna White** and **Cordoso** were awarded a three-year SSHRC grant for their project, "The sounds, the forms, and the meanings: An integrated perspective on second language teaching and learning".

✪ **Norman Segalowitz**, **Elizabeth Gatbonton, Trofimovich** and **Anna Sokolovskaya** had their chapter, "Feeling affect in a second language: The role of word recognition automaticity" accepted for publication in *Emotion words* in the monolingual and *bilingual lexicon: Special issue of The Mental Lexicon* (in press).

research partners at academic institutions across Canada and in Australia, Brazil, Spain, the US, and the UK, and in school, workplace, and community centres in a number of Canadian provinces. We have continued in our outreach activities, to promote knowledge-transfer among language-teaching professionals at local, provincial, and international venues.

Bilingual and multilingual abilities are increasingly important for participation in contemporary society.

A number of projects focussed on understanding second language use in different contexts: spoken language learning among the deaf (**Daigle** and **Ammar**), second language spoken teaching (the ALERT Team of **Laura Collins**, **Pavel Trofimovich**, **Joanna White**, **Walcir Cordoso**, and **Marlise Horst**), and second language use in air traffic communication (**Trofimovich**, **Norman Segalowitz**, and **Elizabeth Gatbonton**). In a follow-up to their previous study on how healthcare communication in a second language relates to ethnic affiliation and identity, Segalowitz, Turner, Trofimovich, and Gatbonton researched how to improve healthcare access for linguistic minorities.

Members also carried out projects to enhance language instruction in different milieus; for instance, working to promote collaboration between first and second language teachers in French (**White** and **Horst**) and English (**Roy Lyster** and **Collins**) middle schools. **Cardoso**, with Groupe ECO, created "Just Say the Word", a web-based, multimedia platform for teaching English idioms, while **Tom Cobb** and a team from Ubisoft developed "My Word Coach", a gaming tool to enhance vocabulary knowledge. French worked to implement and evaluate new intensive ESL and FSL programs in New Brunswick, with support from that province's Ministry of Education.

As in previous years, our graduate students received training in instrument design and sophisticated data coding and analysis tools: **Raquel Llama** worked on the PRAAT program for acoustic analysis of speech, **Hyojin Song** worked on the CHILDES program for coding oral discourse, **Amanda Hare** worked on Vocabprofile for studying vocabulary features in corpora, and **Philippa Bell** developed language aptitude measures and multivariate analyses. We also strove to interest promising undergraduate students in research, by encouraging them to assume positions of responsibility in data coding and analyses (e.g. **Nancy Dytynyshyn**, **Heather Desabrais**, **Alexandra Keane**, and **Christi Milsom**). In recognition of their substantial contribution, students participated as co-authors on a range of international conference presentations and manuscripts submitted to peer-reviewed journals. ◆

A CSLP research assistant since late 2006, **Philippa Bell** feels her research work has allowed her continuous development of skills such as project implementation, data collection, and statistical analysis. She says, "This improved the quality of my thesis research and allowed me to reach a deeper understanding of the necessary characteristics for a successful research project." Whether conducting research for **Marlise Horst** and **Joanna White**, or researching her PhD under **Laura Collins'** supervision, Bell felt she was given excellent help and advice; she also notes "the invaluable contributions" of **Randall Halter** to her knowledge of statistics. Bell, who intends to continue to work at the CSLP during her doctoral studies, says: "I am not only more able to see a research project as a whole, but also as a variety of stages leading to the whole. This has led to insights at each stage [of research] and has allowed me to develop greater organizational and administrative skills when working with people in different areas of education."

Members: Robert Bernard (leader), Phil Abrami, Richard Schmid, Anne Wade
Coordinator: Evgueni Borokhovski

Systematic Review and Meta-Analysis

L'examen systématique et la méta-analyse

Un examen systématique est la codification de la recherche relativement à une question clairement formulée qui utilise des méthodes systématiques et explicites d'identification, de sélection et d'évaluation critique des études pertinentes, pour finalement permettre l'extraction, la collecte et l'analyse des données provenant des études qui sont incluses dans l'examen. Les méthodes statistiques (méta-analyse) peuvent être ou ne pas être utilisées pour analyser et résumer les résultats des études incluses. Les étudiants et les membres de la faculté de notre équipe de recherche travaillent ensemble à la réalisation d'examens systématiques et de méta-analyses ayant reçu du financement. Nous travaillons typiquement sur deux ou trois projets à la fois ce qui requiert la coordination, entre les membres de l'équipe lors des étapes de sélection des études à inclure, de l'extraction et du calcul des tailles d'effet, et du choix des caractéristiques d'encodage des études. De 12 à 14 assistants de recherche travaillent en tout temps simultanément sur différents projets, et le travail de nos étudiants expérimentés et très compétents en tant qu'assistants de recherche fait partie intégrante de chaque étape de nos recherches et est en fait crucial à leur réalisation. ■

A systematic review is a codification of research on a clearly formulated question; it is a way to systematically and explicitly synthesize the results of individual studies in order to promote the development of theory, and to suggest best practices and policies. Using methods that are objective, repeatable, transparent, systematic, comprehensive, and integrative, members of our theme identify, select, and critically appraise relevant research for inclusion in each review, and collect and analyse data from the included research. Statistical methods (meta-analysis) may or may not be used to analyse and summarize the results.

✪ **Phil Abrami**, **Bob Bernard**, **Evgueni Borokhovski**, **Anne Wade**, **Michael A. Surkes**, **Rana Tamim** and **Dai Zhang** had "Instructional Interventions Affecting Critical Thinking Skills and Dispositions: A Stage One Meta-Analysis" accepted for publication in the *Review of Educational Research*.

✪ **Wade** presented "Systematic Reviews and Information Retrieval: A Practical Workshop", **Bernard** and **Abrami** presented "The Basics of Effect Size Extraction and Calculation" at the Campbell Collaboration's 2007 colloquium in London, England.

✪ **Christian Dagenais**, **Abrami**, **Bernard**, and **Michel Janosz** were awarded a three-year FQRSC grant for their project, entitled, "Examen des mécanismes en jeu dans la décision des intervenants scolaires, d'utiliser les connaissances issues de la recherche pour changer leurs pratiques".

The work of our experienced and highly skilled student research assistants is integral and in fact crucial to every stage of conducting our research.

Rana Tamim has worked for the CSLP for four years. In her PhD work, she conducted a systematic quantitative review of meta-analyses addressing computer technology and its impact on learning, work that was tightly linked to the research she did as part of the Systematic Review and Meta-Analysis theme group and the PedTech project. Tamim says the CSLP has offered her benefits like collegiality, guidance, and the chance to have first-hand experience of research and knowledge dissemination. During her four years, she has worked closely with **Richard Schmid**, **Bob Bernard**, and **Phil Abrami** and says, "It has proved to be an excellent apprenticeship for me...the skills I have gained throughout my work with the Centre are too valuable to ignore or discard." Tamim is grateful for what she hopes will be life-long professional relationships with colleagues who share similar interests and commitment to research.

The work of our experienced and highly skilled student research assistants is integral and in fact crucial to every stage of conducting our research. At any given time, we have 12-14 research assistants working on different projects at the same time. We typically work on two or three projects at once and require coordination of team members in the phases of selecting studies for inclusion, extracting and calculating effect sizes, and coding study features. This year, when the number of ongoing projects exceeded three, we decided to create the position of theme Research Coordinator. Post-Doctoral Fellow **Evgueni Borokhovski** was selected to fill this new position, based on his relevant knowledge, experience, and strong people skills. Borokhovski recently completed his PhD, which included, in addition to three experimental studies, a meta-analysis of cognitive psychology research.

For the CSLP/CEAP's ongoing PedTech project, we are in the midst of synthesizing a body of research (from 1990 to the present) on pedagogical technology treatments applied to postsecondary education classrooms. Contributing student assistants are **Gretchen Lowerison**, **Larysa Lysenko**, **Kamran Shaikh**, **Cristina Galofre**, **Nancy Acemian**, **Katherine Hanz** and **Anna Sokolovskaya**. As well, our meta-analysis of critical thinking interventions continues with team members **Tonje Persson** and **Engida Gebre** contributing to the effort. Doctoral students **Rana Tamim**, **Mike Surkes** and **Edward Bethel** worked with other team members to complete a meta-analysis of three different types of interaction treatments in distance education; they recently submitted their work to the *Review of Educational Research*. We also received funding for a new initiative that involves synthesizing qualitative and quantitative research related to teacher-centred and student-centred models of education as they intersect with the application of technology. This project will likely begin this fall and continue for two years.

Finally, we also learned this year that the Steering Committee of the prestigious Campbell Collaboration (C2) chose to approve CanKnow as a C2 partner organization. The CanKnow initiative — led by **Phil Abrami**, **Robert Bernard**, and **Anne Wade** — is dedicated to using systematic reviews in order to collect and disseminate evidence that will inform and improve Canadian policy-making and practice. It is our hope that CanKnow will provide a means through which researchers, policy-makers and practitioners in aligned areas may collaborate on a broader mission of using systematically collected and integrated evidence in order to improve the quality of life for all Canadians. ◆

Highlights of the Year

June 6 2007
Robert Bernard was awarded the "Dean's Award for Distinguished Scholarship".

June 25 2007
CSLP/CEAP doctoral students **Rana Tamim** and **Gretchen Lowerison** were appointed as lecturers in Concordia University's Department of Education for 2007-2008

April 10 2007
The CSLP/CEAP held its annual get-together at AERA in Chicago.

September 5 2007
Helena Dedic was appointed to a three-year term on the Commission d'enseignement collegiale, an advisory body to the Ministère de l'Éducation, du Loisir et du Sport.

September 21 2007
CSLP/CEAP theme leader **Robert Savage** was named a William Dawson Scholar at McGill University.

September 24 2007
Judy McBride, a 2005 PhD Ed Psych grad and member of the CSLP/CEAP McGill research team, was awarded the CPA best thesis award with regard to impact on classrooms.

November 15 2007
The CSLP/CEAP's 6th Biennial Research and Technology Fair was held in Concordia University's McConnell Atrium.

January 17 2008
Dr. Eric Mazur, Balkanski Professor of Physics and Applied Physics from Harvard University invited by the CSLP/CEAP and the Centre for Teaching and Learning Services at Concordia University to speak as part of the Centre's seminar series.

January 30 2008
Co-investigator **Dr. Catherine Fichten** awarded a three-year St. Mary's Hospital Center grant entitled Development and evaluation of a tele-homecare platform for patients with cancer and their family caregivers.

February 18 2008
Call for papers for the ePortfolio & Digital Identity international conference, co-hosted by Eifel and the CSLP/CEAP to be held at Concordia in May 2008.

March 1 2008
Launch of the ABRACADABRA 2008 Story Writers Contest in which story submissions from Canadian K-12 children are solicited. Successful submissions are to be published within the ABRA software.

Where They Are Now
A Snapshot of Former CSLP/CEAP Students

In her role as Teaching Consultant for the Centre for Teaching and Learning Services at Concordia University, **Janette Barrington**'s responsibilities include consultations with professors, departments and administrative units on course design and teaching issues, and the design and delivery of centralized and discipline-specific workshops. Barrington also contributes to projects in support of innovation, collaboration and teaching excellence, and she is currently engaged in a collaborative course design initiative with Sustainable Concordia to promote the infusion of sustainability learning outcomes across the curriculum and the scholarship of teaching and learning.

Barrington feels her doctoral research, which focused on a collaborative approach to faculty development and university course design, prepared her for her current position. "Knowledge of current practices and trends in Higher Education and the rigour, creativity, and team skills learned with the CSLP are essential competencies for a career in educational development," she says. Barrington fondly remembers the CSLP's social events, which were times to talk about new initiatives and new ways of thinking, to celebrate common research and personal interests, and to have fun. She notes, "It is so important to feel connected to a community of like-minded people after one graduates."

Janette Barrington

photo: courtesy of Janette Barrington

A former CSLP graduate student, **Laura Collins** now heads the Second Language Proficiency Theme. She is also a tenured Associate Professor of Education at Concordia, has just finished a term as Graduate Program Director of the Applied Linguistics Program, and is currently co-editor of the *Canadian Modern Language Review*. Prior to accepting her appointment with Concordia, Collins spent two years at the University of Victoria as a lecturer and tenure track assistant professor. While conducting research with the CSLP as a graduate student, Collins won a FQRSC graduate student scholarship, and was one of two recipients of the American Association for Applied Linguistics (AAAL) Graduate Student Travel Grant Award, which subsidized a trip to the AAAL conference in Seattle, Washington, to present her PhD research.

As a student with the CSLP, and specifically as a part of **Patsy Lightbown**'s research team, Collins gained invaluable research experience and learnt the value of collaborative research. She remembers gratefully the CSLP's invited lectures, in which international scholars offered talks and interaction with smaller groups of graduate students. One such invited talk by Nick Ellis led to a personal and professional collaboration, which recently resulted in an invitation to co-edit a special issue of well-known American journal *The Modern Language Review*. Collins says, "I don't think this collaboration would have happened if I had not had the opportunity to meet Nick Ellis while I was a graduate student at Concordia."

Laura Collins

Nathalie di Francesco is a full time professor of Early Childhood Education at the School of Community and Liberal Studies, Sheridan College (Toronto). Besides teaching, she is participating in program and course development for Sheridan's new Early Childhood Education Bachelor's degree, and collaborating in a study on teacher training in Ontario with Ontario Institute for Students in Education of U of T, York University, and the University of Ottawa. Di Francesco is also currently a PhD candidate in Educational Psychology specializing in early childhood education at the University of Ottawa, researching child development, child care quality, learning environments, and developmentally appropriate practice.

Because her graduate work with the CSLP required her to partake in research design and offer insight about young children's early literacy and computing skills, di Francesco feels she was

Nathalie di Francesco

photo: courtesy of Nathalie di Francesco

able to develop a strong foundation in child development and observation methods. The knowledge she gained has been invaluable in her teachings at Sheridan, helping her to offer her students applied and concrete examples. Di Francesco particularly cherishes her experience collecting data with school children across the United States (e.g., Vermont, Connecticut, and New Jersey): "The teachers, directors, and children were receptive to our research projects and were always enthused about the recommendations we offered regarding how to enhance literacy education and appreciated the valuable skills and strategies we offered using Alphie's Alley/Success For All. This opportunity also allowed me to understand the realities teachers and children face in the school system in disadvantaged areas of the U.S."

Monica Lopez

As an academic resources professional and instructional designer at Marianopolis College, Montreal, **Monica Lopez** works to promote and support faculty use of technology in the classroom, design and deliver faculty training on technology use and instructional strategies, and support the Academic Dean's Office when conducting self-evaluation of academic programs at the College.

Lopez feels she learned a great deal about instructional design working at the CSLP, and her CSLP internship on the Alphie's Alley project was a marvellous opportunity to apply and test some ID strategies in "real life". She says that being able to pilot test her ideas with teachers and students while also getting feedback from other team members showed her what does and doesn't work when designing software for multiple audiences. Lopez still recalls the time when she travelled with Ane Jorgensen and Bradley Tucker to the United States to train a group of teachers on Alphie's Alley. They were only prepared to train about 30 teachers, but when they arrived on site, the number turned out to be more than 70. They were forced to split into two groups and change part of the training on the spot, a challenge Lopez enjoyed: "It was stressful, but when it all worked out at the end, we felt a great sense of accomplishment." Lopez now successfully uses the same hands-on approach she learned at the CSLP in designing and delivering technology training for teachers at Marianopolis.

Geoffrey Hipps is currently employed as a Pedagogical Consultant for the Sir Wilfrid Laurier School Board. He provides on-site support for elementary and secondary teachers, develops workshops and special projects, and liaises between provincial communiqués and teachers. At a time when the system of education is increasingly adopting research-based practice, Hipps finds his graduate work with the CSLP equipped him with concrete experience of the

Geoffrey Hipps

realities and importance of education research. Hipps remembers his time with the CSLP as a very positive experience, particularly his work on ABRACADABRA and other literacy projects. He says the CSLP is "a true Learning Organization."

Where They Are Now

Katherine McWhaw is currently employed as Program Evaluator at Dawson College, where she has been working since 2002. She is responsible for evaluating the CEGEP's pre-university and technical/career programs, and its policies. This year, she will be evaluating Dawson's Strategic Plan. McWhaw feels that the experience she gained at the CSLP, particularly as Research Coordinator for the McConnell project, gave her practical experience on how to conduct data analysis and evaluation, coordinate

Katherine McWhaw

photo: courtesy of Katherine McWhaw

multiple projects, and collaborate with professors and other individuals. McWhaw particularly remembers going to the 1997 AERA conference in Chicago to present the results of her research. She says, "I had the full support of the Centre but especially from **Phil Abrami**, who was also my thesis advisor. It is an experience I will never forget and it gave me confidence to continue to work in the field of research/evaluation."

As a scientist working for Electrical Geodesics, Inc. (EGI), **Catherine Poulsen**'s primary responsibility is to conduct basic and applied research to investigate learning, training, and education issues, using dense-array EEG, psychometric questionnaires, and behavioural measures. She collaborates on the development of new EEG analysis tools, and carries out training seminars for both EGI customers and students from the University of Oregon. Her research activities include grant writing, experimental design, supervision of data acquisition, data analysis, conference presentations, and publication. She received a number of distinctions in the course of her studies, including the J.W. McConnell Memorial Graduate Fellowship from Concordia University's School of Graduate Studies, a SSHRC Doctoral Fellowship, and a Summer Institute in Cognitive Neuro-science Fellowship from Dartmouth College.

As a CSLP Research Associate and PhD student, Poulsen gained methodological and substantive experience that included advanced statistical and experimental design, grant writing, manuscript preparation, and project management. She had the opportunity to conduct basic and applied research in education and psychology, examining cognitive, motivational, and emotional issues. She worked closely with **Phil Abrami** and **Bette Chambers** as a Research Associate, and conducted her PhD under the supervision of **Norman Segalowitz**. Poulsen says, "I will always recall and continue to admire the profound dedication of these mentors to their research, their students, and the larger community of educators and learners. Their pursuit of excellence and sheer enjoyment in their work has had a strong influence on my development as a scientist and educator."

Catherine Poulsen

photo: courtesy of Catherine Poulsen

Laura April McEwen

Laura April McEwen is entering her final year of doctoral studies with the Faculty of Education at Queen's University; her research focuses on assessment and evaluation in postsecondary education. As an instructional consultant with Queen's Centre for Teaching and Learning, McEwen facilitated a faculty development workshop and conducted follow-up research. She has conducted programme evaluation and assisted as a researcher on distance education projects, and was employed in McGill's Faculty of Science for three years as Professional Associate on the Tomlinson University Science Teaching Project.

McEwen found that her graduate work, specifically with the CSLP's **Richard Schmid**, provided her with extensive, diverse, practical experience in educational research; she was awarded a Concordia University Outstanding Graduate Student Award. Beginning in 1998, she was involved in research and evaluation activities in higher education and undertook a progressively more active role in the design, implementation and management of major funded research and evaluation studies, as well as the analysis and dissemination of findings. Her role as Design and Development Coordinator for the McConnell Project was the capstone of her CSLP work, when she was able to collaborate with faculty members across various disciplines in the design, development, and evaluation of courseware and innovative learning initiatives. McEwen believes that high quality mentoring relationships are crucial to the quality professional development for graduate students, and values her ongoing professional relationship with mentor Richard Schmid. She says that her association with the CSLP, by affording her the opportunity for collaboration with other members, has provided exposure to and experience with an authentic community of practice.

Productivity 04.01.2007 - 03.31.2008

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

This is a summary of the grants and contracts awarded to CSLP/CEAP Faculty (full members) and their value for the period **April 1, 2007 - March 31, 2008**. Also included is the number of publications, workshops and conference presentations by full members, professional staff and graduate students. The number of students supervised or hired by full members is listed last.

For an itemized list of grants, publications, presentations, training, transfer and professional activities, students, fellowships and awards, please consult Part 2 of the Annual Report entitled *CSLP/CEAP Annual Report 2007-2008: Productivity Section* located on our website at:

http://education.concordia.ca/cslp/ CSLP-AnnualReport.php

Scholarly Productivity

	2007-2008
Publications	
Journal Articles & Manuscripts	158
Books/Chapters/Proceedings	59
Other	11
Total publications	**228**
Other Dissemination Activities	
Presentations & Seminars	134
Training and Instruction	29
Technology-based Tools and Other Transfer Activities	96
Total dissemination activities	**259**
Training of Students	
M.A. Theses and Internships	63
Ph.D. Dissertations	55
Fellowships	5
Research Assistants	87
Total students	**210**

External Funding

Total number of grants and contracts awarded to full faculty members is **68**. Estimated total value held by CSLP/CEAP full members only, for the period 2007-2008 (i.e. one year of multi-year grants) is approximately **$3,400,000**.

Grants and Contracts: Social Sciences and Humanities Research Council (*SSHRC)* (19); Fonds Québécois de Recherche sur la société et la culture (*FQRSC)* (8); Canadian Council on Learning (6); Canadian Language and Literacy Research Network (6); Programme d'aide à la recherche sur l'enseignement et l'apprentissage (*PAREA)* (4); Ministère de l'Éducation, du Loisir et du Sport

(*MELS*) (3); Canada-Quebec Entente (2); Health Canada (2); National Science and Engineering Research Council (*NSERC*) (2); U.S. Department of Education (2); American Psychological Foundation (1); Centres for Excellence in Teaching and Learning (1); Heritage Canada (1); Inukshuk Wireless (1); Max Bell Foundation (1); LEARN RX (1); Le centre de transfert pour la réussite educative du Québec (1); Ministère du développement économique, de l'innovation et de l'exportation (*MDEIE*) (1); Office des personnes handicapées du Québec (1); Programme de soutient au chercheurs et chercheuses du collegial (1); Sir Wilfrid Laurier School Board (1); Success For All Foundation (1); and Telstra Foundation Social Innovation Grants (1).

Partnerships

The CSLP/CEAP continues to serve as an intellectual and support centre for a multi-disciplinary group of researchers, collaborators, associates, and partners. We are uniquely advantaged by the scope of our network. Our Québec-based partnerships include: the **Leading English and Education Resource Network** (LEARN); the **National RECIT**; **Societé pour la promotion de l'enseignement de l'anglais (langue seconde) au Québec**; **Tyndale-St. Georges Community Centre**; the **English Montreal**, **Sir Wilfrid Laurier**, **Central Quebec**, **Eastern Townships**, **Riverside** and **Western Quebec** school boards, various French school boards and **CTREQ**. Outside of Quebec we continue to research the effectiveness of ABRACADABRA and ePEARL in the **Foothills**, **Palliser** and **Lethbridge** school districts in Alberta, with various schools in Ontario, and in Manitoba through a partnership with **Manitoba Education**, **Citizenship and Youth**.

The Centre also established new and/or stronger ties with a variety of national and international organizations including; the **Canadian Association of Principals**, the **Canadian Association of School Administrators**, the **Canadian Association of Speech Language Pathologists and Audiologists**, the **Canadian Sensory Institute**, **Learning Through the Arts**, the **PEI Association of Principals**, the **Success For All Foundation**, the **School for Social and Policy Research** at Charles Darwin University, the **Institute for Effective Education** at York University (UK), and the **International Campbell Collaboration**.

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

Transfer Activities

Our Advisory Board: The CSLP/CEAP continues to rely on the expertise and wisdom of the members of the educational community. Populated by our key stakeholders, the **CSLP/CEAP Learning Toolkit Advisory Board**'s purpose is to guide our research and development projects, primarily in the K-11 sector. This past year, a very successful and informative full day meeting was held in the spring with representatives from our partner organizations from across the country. Discussions centred on the planning of a pan-Canadian research project related to the Learning Toolkit.

Our Fair: Every two years the Centre holds a Research and Technology Fair as a means to communicate with our membership and the educational community. On November 15th 2007, the atrium in Concordia University's J.W. McConnell Building was lined with exhibits, posters, and smartly-dressed academics for our fifth biennial fair. In addition to a keynote address by **Drs. Aulls** and **Shore** entitled "Inquiry in Education: The State of the Art and the Art of the Feasible", the fair included presentations and demonstrations covering second language development, CSLP/CEAP-developed educational tools such as electronic portfolios and wikis, using said technologies to support learning and assessment, attention in musical perception, improving access to students with disabilities, systematic reviews, and many other topics. Once again students and teachers from a partner school, this year from **Hillcrest Elementary** (SWLSB), demonstrated use of our ePEARL and ABRACADABRA tools.

Communicating Beyond Canada

The CSLP/CEAP continues to broaden the scope of our dissemination activities outside of Canada. This past year, members were often seen in airports travelling to conferences, workshops, seminars and meetings with potential or existing partner organizations from around the world. This world map outlines just some of the various destinations of our members.

Norway   Finland

United Kingdom   The Netherlands   • Russia

Ireland   Germany

Belgium   Austria

Spain   Hungary

Portugal   Italy

• Qatar

Singapore •

Australia

We also communicated with our partners via in-service workshops, academic and *Knowledge Link* publications, and our website. (See Google Analytics Report for the number and geographic locations of visitors to the CSLP/CEAP website, this past year.) Yet, one of our most effective and unique methods of transferring research evidence to the educational community is via our educational software tools that are offered to the community at no charge. The Centre receives requests for information on our educational tools on a daily basis from education professionals from around the world.

Google Analytics Report for CSLP/CEAP website
12,015 visits came from 126 countries/territories

Map Overlay   Apr 1, 2007 - Mar 31, 2008.

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For further information about our centre, please visit our website at **http://education.concordia.ca/cslp**

Theme Presentations
May 2nd, 2007

Full members

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

Rhonda Amsel, Professor, Psychology, McGill

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

Robert M. Bernard, Professor, Education, Concordia

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

Walcir Cardoso, Graduate Program Director, Associate Professor, Education, Concordia

Saul Carliner, Associate Professor, Education, Concordia

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

Laura Collins, Associate Professor, Education, Concordia

Denis Cousineau, Professor, Psychologie, UdeM

Silvia d'Apollonia, Professor, Biology, Dawson College

Roberto de Almeida, Associate Professor, Psychology, Concordia

Helena Dedic, Professor, Physics, Vanier College

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

Elizabeth Gatbonton, Associate Professor, Education, Concordia

Marlise Horst, Associate Professor, Education, Concordia

Nathaniel Lasry, Professor, Physics, John Abbott College

Lynn McAlpine, Professor, Educational & Counselling Psychology, McGill

Zohra Mimouni, Professor, Langues modernes, Collège Montmorency

Helena P. Osana, Associate Professor, Education, Concordia

Steven Rosenfield, Professor, Mathematics, Vanier College

Robert S. Savage, Assistant Professor, Educational & Counselling Psychology, McGill

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

Norman Segalowitz, Associate Director & Professor, Psychology, Concordia

Bruce M. Shore, Professor, Educational & Counselling Psychology, McGill

Pavel Trofimovich, Associate Professor, Education, Concordia

Michael von Grünau, Professor, Psychology, Concordia

Joanna White, Associate Professor, Education, Concordia

Collaborators

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

Brian Cobb, Professor, Education, Colorado State University

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

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

Mary Ann Evans, Professor, Psychology, University of Guelph

Andrew Feenberg, Professor and Research Chair, Simon Fraser University

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

Deborah E. Giaschi, Assoc. Professor at the University of B.C./ Staff Scientist, Ophthalmology & Psychology, BCC Hosp

David Gough, EPPI Centre, Institute of Education, University of London

Guy Lacroix, Assistant Professor, Psychology, University of Ottawa

Tess Lea, Director, Social Policy Research Institute, Charles Darwin University

Gary Libben, Professor, Linguistics, University of Alberta

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

Nancy Madden, President & CEO, Success for All Foundation

Renata Meuter, Coordinator, Faculty of Health, School of Psychology and Counseling, Queensland University of Technology

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

Ann Patteson, Director, Education & Research QUIPPED, Queen's University

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

Linda Siegel, Professor, Canadian Language and Literacy Research Network, University of British Columbia

Robert Slavin, Chairman, Success for All Foundation

Nina Spada, Professor, Curriculum, Teaching and Learning/ Modern Language Centre, University of Toronto

Rena Upitis, Professor, Faculty of Education, Queen's University

Sue Wastie, Canadian Association of Speech Language Pathologists and Audiologists & Canadian Sensory Institute

Teena Willoughby, Professor, Brock University

Eileen Wood, Professor, Wilfrid Laurier University

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

Associates

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

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

Monique Brodeur, Vice-doyenne à la recherche, Faculté des sciences de l'éducation, UQAM

Elizabeth Charles, Professor, Dawson College

Henri Cohen, Professor, Centre de neuroscience de la cognition, UQAM

Philip Cohen, Adjuct Professor, Music, Concordia

Christian Dagenais, Directeur de l'évaluation, CLIPP Professeur Adjoint, Department de psychologie, UdeM

Bruno Geslain, Coordinator, Research and Professional Development, Dawson College

Richard Harris, Professor, Physics Department, McGill

Alice Havel, Counselling & Coordinator, Disabilities Centre/ Adaptech, Dawson College

Michel Janosz, Associate Professor, Ecole de psychoéducation, UdeM

Shirley Jorgensen, Coordinator Institutional Research, Adaptech Research Network, Dawson College

Eva Libman, Director, Psychology, Jewish General Hospital

Roy Lyster, Associate Dean, Integrated Studies in Education, McGill

Rajesh Malik, Professor, Psychology/Adaptech Research Network, Dawson College

Patsy Martin-Lightbown, Distinguished Professor Emeritus, Education, Concordia

Julien Mercier, Professeur, Faculté des sciences de l'éducation, UQAM

Gilbert Paquette, Directeur du Centre de recherche LORNET, UQAM

Natalie Phillips, Professor, Psychology, Concordia

Cynthia B. Weston, Professor, Educational & Counselling Psychology, McGill

Jesús Vásquez-Abad, Directeur, Département de Didactique, UQAM

CSLP/CEAP Members

Staff

Lindsay Bernath, Designer/Programmer, Concordia

Erin Comaskey, Literacy Coordinator, Concordia

Evelyne Cypihot, Grants Officer, Concordia

Andrea Cooperberg, Instructional Designer, Concordia

Benoit Danis, Designer/Programmer, Concordia

Gia Deleveaux, Literacy Coordinator, Concordia

Andrew Fuchs, Technician, Vanier College

Randall Halter, Research Associate, Concordia

Jeong-Jea Hwang, Designer/Programmer, Concordia

Einat Idan, Lead Instructional Designer, Concordia

Catherine LeBel, Director, Design & Development, Concordia

Jonathan Levesque, NANS Coordinator, UdeM

Monica Lopez, Instructional Design Coordinator, Concordia

Elizabeth Meyer, e-Portfolio Project Manager, Concordia

Vanitha Pillay, ABRA/ePEARL Research Coordinator, Concordia

Sébastien Rainville, Designer/Programmer, Concordia

Claude Romain, Administrative Assistant, Concordia

Sharon Roy, Educational Development Consultant, McGill

Vladimir Severgine, Designer/Programmer, Concordia

Francis Simmons, Instructional Designer, Concordia

Students

Nancy Acemian, Ph.D. Education, Concordia

Augusta Acquah, B.A. Education, Concordia

Ashkan Ahmadi, B.A. Education, Concordia

Veronique Allard, M.A. Education, Concordia

Julie Aouad, M.A. Educational & Counselling Psychology, McGill

Marci Araki, M.A. Education, Concordia

Rosie Arcuri, B.A. Psychology, Concordia

Ofra Aslan, Ph.D. Education, Concordia

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Elana August, B.A. Education, Concordia

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Julia Barkhouse, M.L.I.S. Grad. School of Library and Information Science, McGill

Melanie Barriere, M.A. Education, Concordia

Gabrielle Beaudoin, M.A. Education, Concordia

Philippa Bell, M.A. Education, Concordia

Nathalie Benchitrit, M.A. Education, Concordia

Nicholas Birks, M.A. Education, Concordia

Camelia Birlean, Ph.D. Instructional Psychology, McGill

Marleah Blom, M.A. Education, Concordia

Georgeana Bobos-Kristor, M.A. Education, Concordia

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CSLP • CEAP
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Centre d'études sur l'apprentissage et la performance

As the CSLP/CEAP continues to evolve and grow, it seemed fitting that in our twentieth year we would establish a new visual identity. The key concept expressed by our new logo is the leading role the Centre plays in the research and dissemination of knowledge on learning and performance. Research is expressed through the graph and the statistical curve, representing the ever-increasing rate of gain in knowledge. The sun suggests the dissemination of knowledge, the various individuals involved, and the multi-facetted nature of the CSLP/CEAP. The sunrays, each representing a particular theme at the Centre, overlap the graph to show how each serves to inform the other.

To transition smoothly from the previous CSLP/CEAP logo, this new visual identity has maintained a blue serif typeface for the CSLP/CEAP acronym. The full name is written in a san-serif typeface, to balance the established, renowned side of the Centre with its innovative, forward thinking approach.

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