

CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

ANNUAL REPORT
2017-2018

TABLE OF CONTENTS

4	DIRECTOR'S MESSAGE
5	ASSOCIATE DIRECTOR'S MESSAGE
6	ABOUT THE CSLP
7-10	THEME AREAS
7	AXIS 1: DEVELOPING AND TESTING SOFTWARE TOOLS FOR LEARNING
7	THEME 1: LEARNING TOOLKIT
7	MILESTONES
8	THEME 2: EXPLORATORY WORK ON EMERGENT EDUCATIONAL TECHNOLOGIES
8	MILESTONES
9	AXIS 2: ANALYZING BASIC PROCESSES OF LEARNING
9	THEME 1: LANGUAGE & LITERACY
9	MILESTONES
9	THEME 2: ACADEMIC SELF-REGULATION
10	MILESTONES
10	CROSS-CUTTING THEME: SYSTEMATIC REVIEWS
10	MILESTONES
10	PUBLICATION GRANT RECIPIENTS
11	RESEARCH PROJECTS SHOWCASE
13	RESEARCH AND DEVELOPMENT PROJECT SHOWCASE
14	AWARDS
15	PRODUCTIVITY
16-18	MEMBERS, STAFF, AND PARTNERS
16	FULL MEMBERS
17	COLLABORATING PRACTITIONERS
17	STAFF
17	POSTDOCTORAL STUDENTS
18	PARTNERSHIPS

Design: University Communication Services
Compilation and editing: Tess Kuramoto, Lina Shoumarova, and Anne Wade

DIRECTOR'S MESSAGE



The Centre is entering a new era. We are forging partnerships between members from our various institutions and redefining our mandate. We are developing projects that are looking at cutting-edge work across our axes of research. From innovative approaches to language learning, critical digital and media literacy development as well as arts-based methods to promote pluralistic dialogue, Centre members are redefining and re-imagining their research to respond to both immediate and future needs of our society. Our collaborations extend beyond academic institutions and we are proud to work with community and non-governmental organizations, school boards, policy-making bodies, mental and social health service providers as well as public safety organizations. In an era where excellence in research should not only be measured in publication metrics and impact factors, Centre members are charting new paths in applied and practical research with and for public stakeholders. The future looks extremely bright.

In conclusion, I would like to especially note the incredible achievement of the Centre's Learning Toolkit+ team who were honoured with the UNESCO King Sejong Literacy Prize in August of 2017, which is a testament to the high level of engagement that our researchers have maintained over several decades in ensuring the development of basic literacy competencies in North America, Africa, and South East Asia.

Vivek Venkatesh

ASSOCIATE DIRECTOR'S MESSAGE



The CSLP branch at UQAM has enjoyed new strength this year as a result of a change in leadership (Isabelle Gauvin, Professor, Département de didactique des langues) and the addition of new members (Steve Masson and Isabelle Plante) to the team of researchers at UQAM. Our plan in this year of restructuring was to make the CSLP UQAM a centre known and recognized by all for its organization of dissemination and transfer activities. The success of this was proven when about 100 people took part in a conference attended by local and international researchers.

We also had as an objective to increase collaboration among CSLP researchers at UQAM, those from the CSLP at Concordia and those from other institutions affiliated with the Centre. To this end, the conferences and study days organized at UQAM allowed us to lay the foundations for promising future collaborations, which are ambitious and innovative and which demonstrate the great vitality of the CSLP UQAM and its researchers.

Finally, the CSLP UQAM thoroughly reviewed its program so as to highlight its high level of activity and to be able to support promising projects that will emerge in the coming months.

[Isabelle Gauvin](#)

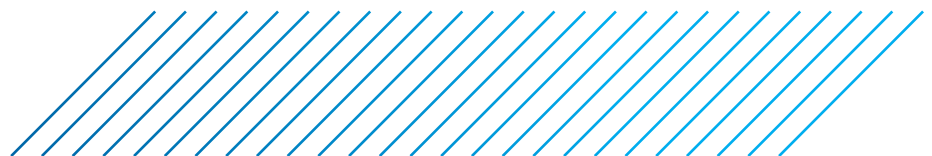
ABOUT THE CSLP

THE MISSION OF THE CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE (CSLP), HOSTED AT CONCORDIA UNIVERSITY IN MONTREAL, IS TO ADVANCE SCHOLARSHIP ON TEACHING AND LEARNING PROCESSES AND TO DEVELOP NEW PEDAGOGICAL TOOLS BASED ON THIS NEW KNOWLEDGE.

OUR OBJECTIVES AND PRIORITIES

To fulfill its mission, the CSLP has defined **seven principal objectives and priorities** by which it is dedicated to making a long-term contribution to the quality of instruction and learning, and thereby to the quality of society.

- 1 ESTABLISH** collaborative and productive partnerships among researchers, educational practitioners, and policy-makers.
- 2 CONDUCT** basic and applied research and systematic reviews.
- 3 ADDRESS** a range of learner and professional populations, including people with disabilities and people from minority communities, from preschool to postsecondary, all of whom face barriers, temporary or long-term, to achieving their potential in personal, academic, and professional domains.
- 4 DEVELOP** and **EVALUATE** curricular and technology-enhanced tools consistent with best practices in contemporary educational reform that have meaningful and generalizable effects and important social impact.
- 5 ASSEMBLE** an outstanding team of researchers and thinkers, from both within and outside Quebec, involved in a range of basic and applied disciplines devoted to our mission.
- 6 TRANSFER** effective and widely applicable strategies promoting basic literacy and numeracy, core academic competencies, additional language learning, language and literacy, and enhanced learning capabilities that complement modern learning environments.
- 7 EDUCATE** the next generation of innovators, including practitioners, scholar-researchers, and policy-makers, and promote the blending of these roles wherever possible.



THEME AREAS

AXIS 1: DEVELOPING AND TESTING SOFTWARE TOOLS FOR LEARNING

THEME 1: LEARNING TOOLKIT+

Philip C. Abrami (theme leader); Monique Brodeur; Eva Bures; Nathalie Chapleau; Helena Dedic; Isabelle Gauvin; Line Laplante; Julien Mercier; Steven Rosenfield; Annie Savard; Richard Schmid; Vivek Venkatesh; David Waddington

This theme addresses the ongoing design, development, and testing of the Learning Toolkit+ (LTK+), which includes **ABRACADABRA** early reading software, **READS** repository of digital stories, **ELM** early mathematics software, the **ePEARL** e-portfolio, and **IS-21**, inquiry tool. Drawing on insights from Axis 1, work in this theme aims to improve student learning and foster students' understanding of their own motivational and self-regulatory processes.

MILESTONES:

- As part of their IDRC and SSHRC Partnership grants, in May and June 2017 **Phil Abrami** and **Anne Wade** visited schools and partner organizations in Mombasa, Nairobi, and Laikipia. Meetings were held at the High Commission of Canada, Kenya's Ministry of Education, UNESCO, and the University of Nairobi.
- UQAM researchers **Monique Brodeur** and **Line Laplante** began recruitment of teachers for their 2018-19 research project on the impact of the French adaptation of **ABRACADABRA** in Quebec schools.
- A new version of the LTK+ was launched in September 2017, with a number of changes that implicated all of the tools including the new html5 version of **ABRACADABRA (English)**, the addition of a teacher assessment module **ABRACADABRA (French)** and a complete interface redesign, and addition of new activities to **ELM**.



Students in Kimintet Primary School in Kirindan, Kenya work together on an ABRA lesson



During a visit to Kenya in January 2018, CSLP researchers and our local team there visited some of the schools where the LTK+ software has been implemented

- In September 2017, the CSLP was awarded the **UNESCO King Sejong Literacy Prize**, for their literacy project in Kenya. Partner representatives Maina WaGioko and Jonathon Marsh (Aga Khan Academies) and John Temba (Kenya Ministry of Education) joined Graham Carr (Provost and Vice-President, Academic Affairs, Concordia), **Phil Abrami** and his wife Valerie Turner, and **Anne Wade** in Paris to accept the award (see photo on p. 16). From there, the team travelled on to Kenya to meet with the local coordinators, visit schools, and conduct a partnership meeting in Nairobi as part of their SSHRC partnership grant.
- **Monique Brodeur** was interviewed for an article published in *Actualités UQAM* on the recommendations of the Conseil consultatif sur l'économie et l'innovation regarding literacy and basic skills development for Quebec workers, especially those most likely to be affected by automation and technological change in the workplace. Prof. Brodeur described the benefits of **ABRACADABRA** specifically and the Learning Toolkit+ more broadly and spoke about the potential of those software tools to be adapted to adult learners.
- In January 2018, researchers **Monique Brodeur**, Eileen Wood, and Alexandra Gottardo joined **Phil Abrami**, **Anne Wade**, and **Vanitha Pillay** in a two-week whirlwind visit to Mombasa, Kirindan, and Nairobi. Teachers in the new research schools were provided with three days of professional development on **ABRACADABRA** and **ELM** led by our local team and our researchers. Other activities included meetings with our partner organizations, visits to the participating schools to observe implementation of the Learning Toolkit software, and interviews with various stakeholders.

THEME 2: EXPLORATORY WORK ON EMERGENT EDUCATIONAL TECHNOLOGIES

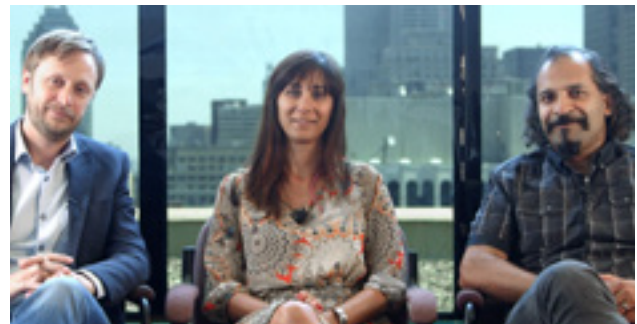
Juan Carlos Castro (theme leader); Philip C. Abrami; Robert Bernard; Walcir Cardoso; Patrick Charland; Catherine Fichten; Isabelle Gauvin; Laura King; Julien Mercier; David Pariser; Richard Schmid; Vivek Venkatesh; David Waddington

CSLP members in this theme are using diverse methods to study promising learning technologies that are in a nascent stage of development. A wide range of cutting-edge technologies are currently being examined, including Personal Response Systems (clickers), topic maps, and the use of mobile technologies to enhance the lives of intellectually disabled people.

MILESTONES:

- Adaptech co-director Jennison Asuncion was interviewed for an article published in *Careers and the Disabled Magazine*, in the special edition "Expo & Awards Issue 2017." He also received the 2017 National Employee of the Year Award for Outstanding Achievement from LinkedIn and CAREERS & the disABLED Magazine.
- In March 2018, **Juan Carlos Castro** became the Chair of the *Research Commission of the National Art Education Association*.
- **Juan Carlos Castro** is editor of *Mobile media in and outside of the art classroom: Attending to identity, spatiality, movement and materiality* (currently under contract with Palgrave Macmillan). The book explores a range of educational effects on student learning that resulted from a long-term study of a creative visual arts curriculum designed for mobile media (smartphones and tablets) and used in schools—specifically art classrooms. Contributors to this volume include researchers and practitioners Martin Lalonde, **David Pariser**, Bettina Forget, Lina Moreno, Ehsan Akbari, Gia Greer, Anne Pilon, and Sabrina Bejba.
- Jennison Asuncion was recipient of the *2018 Stephen Garff Marriott Award of the American Foundation for the Blind*. In addition, he was the keynote speaker for the 2nd Ed-ICT International Network Symposium in Montreal and the Global Accessibility Awareness Day (GAAD) in Copenhagen, Denmark.
- **Catherine Fichten** and the Adaptech team presented at numerous refereed conferences, gave eight talks, and led two workshops on accessibility for community groups. They published seven peer-reviewed and nine popular press articles.
- **Catherine Fichten** and the Adaptech team formed a partnership with Belgian and French groups to submit a grant on mobile technologies used by students with disabilities in Canada, France, and Belgium.
- The Adaptech team is working on two new projects dealing with employment of recent postsecondary graduates with disabilities and with the use of mobile technologies in postsecondary classrooms by students with and without disabilities.

- CSLP Director **Vivek Venkatesh** and researchers Ghayda Hassan from the Université du Québec à Montréal and David Morin from the Université de Sherbrooke were named co-chairs of the newly launched UNESCO Global Chair on the Prevention of Radicalization and Violent Extremism. The announcement was made in February 2018 at the Université de Sherbrooke. This UNESCO Chair. It encourages cooperation between schools, communities and media in raising awareness about and combatting hate speech and violent extremism from a multidisciplinary and cross-regional perspective. During their mandate as co-chairs, Venkatesh, Morin, and Hassan will develop, share, and promote pedagogical practices and actions that are based on critical thinking and reflexivity and that aim to counter hate speech and radicalization, with a particular focus on initiatives geared towards youth. See also the Concordia News article *UNESCO taps Concordia's expertise in social pedagogy* for more on this award and to watch a video featuring the three co-chairs: <http://www.concordia.ca/cunews/main/stories/2018/02/26/unesco-vivek-venkatesh-education-to-stop-terrorism.html>



The co-chairs of UNESCO Chair on the Prevention of Radicalization and Violent Extremism: (from left to right) David Morin (Université de Sherbrooke), Ghayda Hassan (UQAM), and Vivek Venkatesh (Concordia University)
Photo credit: Joe Calandrino and David Sauvé

- In September 2017, Project SOMEONE (Social Media Education Every Day), led by **Vivek Venkatesh**, was awarded a Community Resilience Fund from the Ministry of Public Safety Canada to combat hate through a better understanding of how hate speech is produced, used, and viewed online. In Venkatesh's own words: "This funding ensures our continued partnership with key national and international stakeholders—including community leaders, social service organizations, teaching professionals and policy makers—in creating public engagement activities to



promote pluralistic dialogues about the impact of hate speech, discrimination and radicalization on our society.”



(back row, left to right) Marc Miller, MP; Nicole Fournier-Sylvester, Champlain College; CSLP Director Vivek Venkatesh; Justin Powlowski, Concordia University. (front row, left to right): Jihan Rabah, MITACS Postdoctoral Fellow; Kathryn Urbaniak, Project SOMEONE project manager; Juan Carlos-Castro, Concordia University and CSLP full member.

Photo credit: Concordia University

AXIS 2: ANALYZING BASIC PROCESSES OF LEARNING

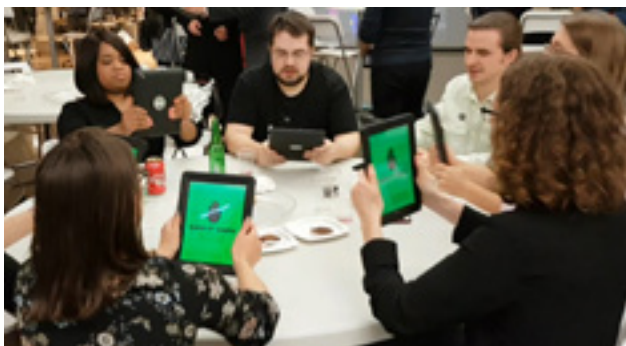
THEME 1: LANGUAGE & LITERACY

Pavel Trofimovich (theme leader); Philip C. Abrami; Walcir Cardoso; Laura Collins; Sara Kennedy; Kim McDonough

Within this theme, researchers from psychology, educational psychology, applied linguistics, and educational technology collaborate to understand language processing and learning. This theme is mainly focused on identifying the core perception and production processes that underlie speaking, listening, reading, and writing skills in first, second, and additional languages.

MILESTONES:

- In November 2017 team members Denis Liakin (Études françaises), **Walcir Cardoso**, and **David Waddington** launched *Astronaute FLS*, a mobile interactive team-building shouting game for learning French vocabulary and pronunciation. <http://astronautefls.ca>. See also *How to drive a spaceship — en français*, featured in *Concordia News*.



- **Walcir Cardoso**, with colleagues Denis Liakin (Études françaises) and Natalia Liakina (McGill), received a SSHRC Insight grant (2018-2021) entitled *L'utilisation de la technologie mobile dans l'enseignement de la prononciation en langue seconde* for the amount of \$54,969.
- Avery Rueb (Vanier College) and **Walcir Cardoso** received an Entente Canada-Québec Grant (2017-2019) entitled *Outils d'apprentissage d'une langue seconde axés sur des jeux pour développer les aptitudes linguistiques* for the amount of \$46,664.
- **Kim McDonough** and Caroline Payant from UQAM received a grant from Paragon Testing, Inc. to support their research project about how students in the program English for Academic Purposes use planning time during integrated writing tests and whether planning helps them write better essays.
- **Sara Kennedy** participated in the *International Colloquium on Language Skills for Economic and Social Inclusion* in Berlin, Germany (October 12-13, 2017). This is a colloquium that explores the link between individual language skills and people's integration in the economy and in society in general.
- **Laura Collins** was elected vice-president of the *American Association of Applied Linguistics*, and Conference Chair for *AAAL Atlanta 2019*. Working with her on the organization of the conference are CSLP member **Walcir Cardoso** and graduate students Clinton Hendry, June Ruivivar, and Lauren Strachan.
- **Laura Collins** and student June Ruivivar participated in an international colloquium at the *American Association for Applied Linguistics* (Chicago, March 2018) on an initiative dedicated to making research findings on learning and teaching openly available and easily accessible to anyone who might be interested for professional or other reasons. (<https://oasis-database.org>)
- **Walcir Cardoso** and **Laura Collins**, in collaboration with graduate students Jennica Grimshaw and June Ruivivar, completed a large scale online survey and focus group interviews documenting Quebec francophone college students' exposure to English through their independent use of technology outside of class time. Findings were presented at the following conferences: *Task Based Language Teaching* (Barcelona, Spain), *EuroCALL* (Southampton, UK), and the *American Association for Applied Linguistics* (Chicago, USA).

THEME 2: ACADEMIC SELF-REGULATION

Vivek Venkatesh (theme leader); Philip C. Abrami; Monique Brodeur; Eva Bures; Julien Mercier

Within this theme, researchers from various fields collaborate to consider students' cognitive and motivational processes within individual and group contexts. Our focus has been on: (a) supporting the development of self-regulation skills within the key phases of forethought, execution, and reflection; (b) creating

instruments that reliably measure self-regulation; and (c) developing theories and methodologies that address self-regulation in technology-enhanced learning environments.

MILESTONES:

- As part of the SSHRC partnership grant and working with our partners at I Choose Life, **Vivek Venkatesh, Phil Abrami, Larysa Lysenko, Anne Wade**, and members of our local team (Maina WaGioko, Enos Kiforo, Rose Iminza) began plans for the implementation of **ePEARL** in Mombasa secondary classrooms. **ePEARL** is a perfect fit with the new competency-based curriculum that has recently been introduced in Kenyan schools.
- **Phil Abrami, Eva Bures, Vivek Venkatesh**, Robert Cassidy, and Vice Provost Catherine Bolton were the recipients of an Entente Canada-Québec grant entitled *Promoting critical thinking, creativity and self-regulated learning through the use of an e-portfolio*. As part of this grant, a workshop was held on December 12, 2017 with over 30 faculty in attendance. Presenters Pamela Gunning, Teresa Hernandez-Gonzalez, **Eva Bures**, Nathalie de Grace, Caroline Chochol, and **Liz Warwick** shared their experiences in using the previously developed **ePEARL** Level 4 prototype and their desire to use the new **ePEARL 4.0** that is currently being designed. See elsewhere in this report for a description of the project.

CROSS-CUTTING THEME: SYSTEMATIC REVIEWS

Robert Bernard (leader) and Richard Schmid

CSLP members in this theme are involved in the production of major systematic reviews of the impact of educational interventions.

MILESTONES:

- Members of the Systematic Review Team, in collaboration with their colleagues at Zayed University in Dubai, EAU, published two book chapters (one will come out in fall 2018) and three articles in scholarly journals.
- The Systematic Review Team presented two scholarly papers: one at AERA's Annual Meeting in Austin, TX and the other at the International Cognitive Load Theory Conference (ICLTC2017) at the University of Wollongong, Australia.
- **Bob Bernard** and **Eugene Borokhovski** conducted a 3-day workshop entitled *The Basics of Statistical Analyses for Research in Education* for faculty members at Zayed University in Dubai, UAE.
- The Systematic Review Team continued their work on the meta-analysis for the Jacobs Foundation, Switzerland in K-12 educational contexts examining teacher-centred and student-centred teaching practices involving 365 effect sizes. Once completed, the study will be published by the International

Campbell Collaboration's repository of systematic reviews.

- The team began work on a SSHRC Insight grant exploring technology use in elementary school science education.
- Doctoral student Carol Sparkes has almost completed meta-analysis of experimental and quasi-experimental studies that investigate the educational classroom application known as "flipped classroom" or "inverted classroom." It is a variation of blended learning (part classroom and part online) that flips the relationship between lecture and student classroom activities. **Bob Bernard** is her supervisor and **Richard Schmid** and **David Waddington** are members of the committee.

PUBLICATION GRANT RECIPIENTS

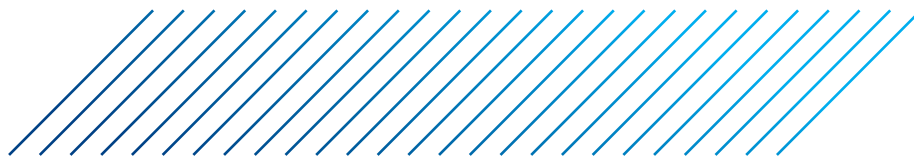
Concordia CSLP members **Dato Abashidze, Kim McDonough, and Pavel Trofimovich**, received a CSLP Publication grant to pursue a collaboration with **Julien Mercier** in his applied cognitive science lab at UQAM on studies about the role of eye gaze in second language learning. This collaboration has resulted in three international conference talks and a coauthored article submission.

RESEARCH PROJECTS SHOWCASE

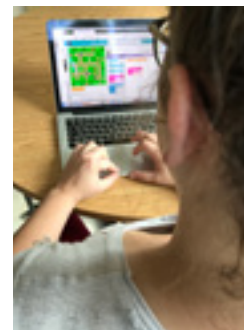
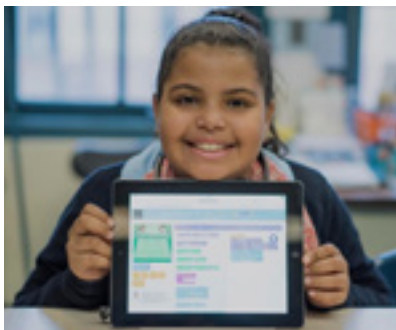
Patrice Potvin, Martin Riopel, and Patrick Charland are working on the project "Models of conceptual change," which involves the systematic review of 240 research articles, which have been published since the inception of the field (1982) in the six most important journals in science and technology education and which have supported one or more models of conceptual change in some way. The project aims to provide better answers to the three following questions:

- What are the models of conceptual change in science that are supported by the research literature?
- What are the main characteristics of these models?
- What is the historical evolution of the different kinds of support given to these models?

The articles are analyzed so as to identify the different types of support that the authors provided for the models: support "by reference," "by taking a position (negative or positive)," or empirical support. They are analyzed by two people individually, then their analyses are combined in a database. The project aims to provide an exhaustive list of the best supported models of conceptual change and their characteristics. The researchers plan to make the initial results from this project available in the fall of 2018.



Patrick Charland, in collaboration with Hugo G. Lapierre and Yannick Skelling, PhD students in education at UQAM, has begun a research project "Analyse des traces psychophysiologiques liées à l'apprentissage de la programmation" ("Analysis of psychophysiological traces linked to the learning of programming skills"). The aim is to compare in real time the dynamic of the relation between the affective, cognitive, and behavioural dimensions during a programming learning activity executed by novices and experts. To do this, they have used a research design involving non-intrusive quantitative psychophysiological data collected in real time: electrodermal activity, facial recognition of emotions, and eye tracking. The task is composed of a sequence of challenges allowing playful learning through a video game, an activity that is available on the very popular platform code.org, which is dedicated to learning coding. The pretest and posttest measuring learning is the FCSI, a concept inventory developed specifically for novices in programming. Data collection has ended and the research team is in the process of analyzing the data.





Patrick Charland (UQAM) has been involved in the development of the educational video game *Slice Fractions* by Ululab, which aims to facilitate fraction learning for primary school students. He was also part of the research team studying the *Slice Fractions* app. The research team collaborated with Ululab to: 1) evaluate the app's effectiveness and 2) to assess in this way the most efficient scenarios of integrating the game in classrooms. In 2017, an experimental protocol was used to measure the effects of *Slice Fractions* on learning in three classrooms. The results of the study demonstrated a positive impact of the game on student learning. The use of *Slice Fractions* also led to a significantly greater increase in learning compared to traditional instruction without use of the game. *Slice Fractions* has received numerous awards including Best of 2014—Apple App Store and Best Original Digital Content 2015—Youth Media Alliance. In March 2018, the CSLP organized a presentation of the game, entitled “La conception et l’impact pédagogique du jeu vidéo éducatif *Slice Fractions*.”



RESEARCH AND DEVELOPMENT PROJECT SHOWCASE: ePEARL 4.0

ePEARL 4.0, which stands for an *Electronic Portfolio for Active and Reflective Learning*, is an innovative, web-based portfolio for CEGEP and university students and their teachers.

Created in collaboration with partners at Concordia, Dawson College, and Bishop's University and funded through a multi-year grant from the Entente Canada-Québec, ePEARL 4.0 acts as a multimedia container for student work. Users are able to link work to specific professional competencies, thus providing evidence of progression in these competencies through a variety of modalities, reflecting essential 21st-century competencies, such as creativity and critical thinking. The tool offers a commenting feature, allowing teachers and peers to offer assessment of other students' work.

ePEARL 4.0 is a process portfolio in which students refine in a cyclical fashion: a) their own learning goals and strategies for achieving those goals; b) the enactment of those goals and strategies over time and through multimedia; and c) reflections on their progress, coupled with peer and instructor feedback. The portfolio explicitly scaffolds the teaching and learning process of self-regulation, a process known to be associated with enhanced learner motivation and academic performance.

Integrating ePEARL 4.0 into the teaching and learning process helps transform classroom pedagogy from teacher-centred, didactic approaches to learner-centred ones that focus on the formative development of both student content expertise (i.e., learning "what") and learning strategies (i.e., learning "how") while, at the same time, encouraging educators to become more reflective practitioners.

ePEARL 4.0 will be piloted with postsecondary students and faculty in the fall of 2018.



Screenshot of ePEARL's interface

AWARDS

2017: JENNISON ASUNCION

was recipient of the *2017 National Employee of the Year Award for Outstanding Achievement* from *LinkedIn* and *CAREERS* & the *disABLED Magazine*.

JULY 2017: ANNE WADE

was first prize winner of the *Prix d'excellence des professionnels de recherche* of the *Fonds de recherche du Québec, Société et culture (FRQSC)*.

concordia.ca/cunews/main/stories/2017/08/09/concordia_s-anne-wade-is-the-provinces-top-research-professional.html

AUGUST 2017: PHIL ABRAMI

and the LTK+ team were recipients of the *UNESCO's King Sejong Literacy Prize*

concordia.ca/cunews/main/stories/2017/08/30/centre-for-study-of-learning-performance-wins-unesco-prize.html



NOVEMBER 2017: VIVEK VENKATESH

was recipient of the *Research Communicator of the Year (National)*

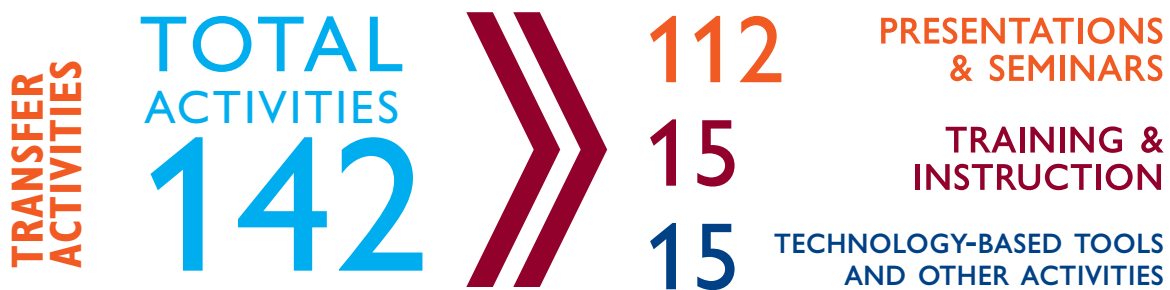
concordia.ca/cunews/main/stories/2017/11/01/media-outreach-awards-2017.html?c=artsci/education

2018: JENNISON ASUNCION

was recipient of the *2018 Stephen Garff Marriott Award of the American Foundation for the Blind*.

PRODUCTIVITY

FOR THE PERIOD APRIL 1, 2017 TO MARCH 31, 2018, THE CSLP HAD THE FOLLOWING PRODUCTIVITY:



Please refer to the CSLP Annual Report 2017-18, Part 2 for a complete listing of grants, publications, workshops, and students.

On behalf of all CSLP members, we extend a sincere thank you to all of our provincial and federal funders, along with our donors (for a complete list please refer to Part 2 of this Annual Report). Without their generous contributions, the CSLP's research and development projects would not be achievable.

MEMBERS, STAFF, AND PARTNERS

FULL MEMBERS

Philip C. Abrami	Professor Emeritus, Honorary Research Chair and LTK Team Leader	Concordia University
Robert M. Bernard	Professor Emeritus	Concordia University
Monique Brodeur	Doyenne	Université du Québec à Montréal
Eva Mary Bures	Associate Professor	Bishop's University
Walcir Cardoso	Professor	Concordia University
Juan Carlos Castro	Associate Professor	Concordia University
Nathalie Chapleau	Professeure	Université du Québec à Montréal
Patrick Charland	Professeur	Université du Québec à Montréal
Laura Collins	Associate Professor	Concordia University
Helena Dedic	Professor	Vanier College
Catherine Fichten	Professor and Co-Director of Adaptech Research Network	Dawson College
Isabelle Gauvin	Professeure and CSLP Associate Director	Université du Québec à Montréal
Sara Kennedy	Associate Professor	Concordia University
Laura King	Enseignante	CÉGEP André Laurendeau
Line Laplante	Professeure	Université du Québec à Montréal
Kim McDonough	Professor	Concordia University
Julien Mercier	Professeur	Université du Québec à Montréal
David Pariser	Professor	Concordia University
Hélène Poissant	Professeure	Université du Québec à Montréal
Patrice Potvin	Professeur	Université du Québec à Montréal
Martin Riopel	Professeur	Université du Québec à Montréal
Steven Rosenfield	Professor	Vanier College
Annie Savard	Associate Professor	McGill University
Richard F. Schmid	Professor	Concordia University
Pavel Trofimovich	Professor	Concordia University
Vivek Venkatesh	CSLP Director and Associate Professor	Concordia University
David Waddington	Associate Professor	Concordia University

COLLABORATING PRACTITIONERS

Sandra Furfaro	Director, Educational & IT Services	English Montreal School Board
Geoffrey Hipps	Director, Educational Services	Sir Wilfrid Laurier School Board
Michael Canuel	CEO	LEARN

We extend a warm welcome to our new member: *Martin Riopel*.

We extend a warm thank you along with best wishes to retiring member *Tina Korb*, Director, Educational Services, Sir Wilfrid Laurier School Board.

STAFF

ADMINISTRATION

Evelyne Cypihot	Grants Officer
Anne Wade	Manager and Information Specialist
Patricia Yetman	Administrative Assistant

DESIGN & DEVELOPMENT

Manuela Bertoni	Creative Director
Michael Hemingway	Designer/Developer
Sébastien Hotte	Developer
Jeong-Jea Hwang	Developer
Steven Kanellopoulos	Lead Programmer
Celeste (Tess) Kuramoto	Creative Director
Jean-Charles Verdier	Designer/Developer

RESEARCH

Eugene Borokhovski	Project Manager, Systematic Review
Rawda Harb	Research Assistant, Project SOMEONE
Larysa Lysenko	Research Coordinator
David Pickup	Information Specialist
Kathryn Urbaniak	Project Manager, Project SOMEONE

INSTRUCTIONAL DESIGN AND TRAINING

Estel Grimard	Instructional Designer
Jennifer Head	Instructional Designer
Vanitha Pillay	LTK Trainer
Liz Warwick	Lead Instructional Designer

POSTDOCTORAL STUDENTS

Dato Abashidze
 Jihan Rabah
 Ryan Scrivens



From left to right: CSLP staff members Patricia Yetman, Steven Kanellopoulos, Jeong-Jea Hwang, and David Pickup
 Photo credit: Concordia University

OUR PARTNERSHIPS

Our research and development projects are much richer because of our collaborations with a variety of partner institutions. We extend thanks to all of our partners, including:

- Affiliate universities: the Centre for Enhancing English Learning and Teaching (CEELT) at the Chinese University of Hong Kong, Queen's University, Shanzu Teacher Training College (Kenya), University of British Columbia, the Centre for Pedagogy and Andragogy at the University of Nairobi, University of Stockholm, Wilfrid Laurier University, and CHILL at Zayed University (Dubai).
- International development agencies: Aga Khan Academies, Aga Khan Foundation Canada, Aga Khan Foundation East Africa, Aga Khan Foundation Mali, Camara Education, I Choose Life, SAIDE, World Vision Canada, and World Vision Kenya.
- Other educational organizations: AQETA, Centre d'alphabétisation, Fédération autonome de l'enseignement, Fédération des comités de parents du Québec, Fédération des syndicats de l'enseignement, Fondation pour l'alphabétisation, Kenya Ministry of Education and its agencies KICD, LEARN, the Observatoire interdisciplinaire de création et recherche en musique (OICRM), Ministère de l'Éducation et de l'Enseignement supérieur du Québec, Réunir Réussir, participating Canadian school boards, to name a few.



Photo credit: Concordia University

CONCORDIA.CA/CSLP

CSLP, GA 1.210, Concordia University
1455 de Maisonneuve Blvd. West
Montreal, QC, H3G 1M8, Canada

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

The CSLP also has a satellite office at UQAM,
Local N-3820, 1205 Saint-Denis Street.

