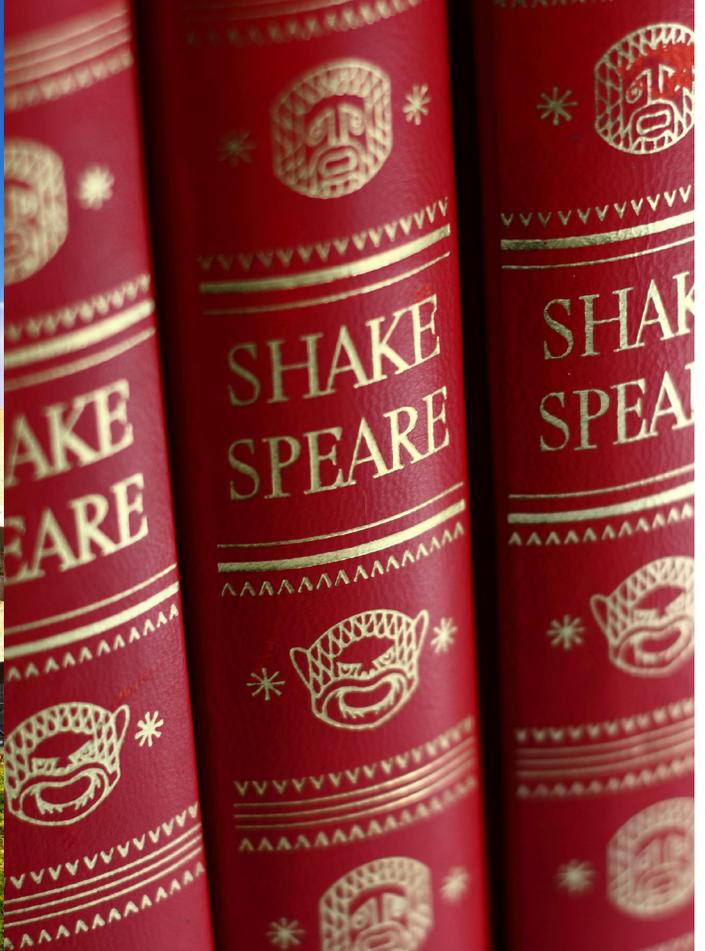


DAWSON COLLEGE

RESEARCH REVIEW  
2014-2015





Office of Instructional Development  
Research Office 4B.3A-6  
Barbara Freedman, Dean of Instructional Development  
Kaila Folinsbee, Coordinator of Research  
Suzanne Prévost, Administrative Technician  
Debra Gill, Administrative Technician  
Diana Rice, Coordinator of Special Projects  
514-931-8731 ext. 1374  
[research@dawsoncollege.qc.ca](mailto:research@dawsoncollege.qc.ca)

# TABLE OF CONTENTS

Research at Dawson	1
Message from the Dean of Instructional Development	2
Research Recognition Award 2014-2015	3
Overview of Research 2014-2015	6
Strategic Research Plan 2015-2018	7
Dawson Researcher Activities	9
Social Science and Business Technology	10
Creative and Applied Arts	14
Sciences, Medical Studies and Engineering	16
Pedagogical Research	19

# RESEARCH AT DAWSON



**Richard Filion**  
**Director General**

**“Externally sponsored funding for research at the College has grown by over 60% relative to last year. In 2014-15, research grants [brought] in over \$900,000 in funds for teaching release, project operations and indirect costs.”**

Director General’s Address, 20 August 2015

**“[This year we undertook] the creation of the Strategic Research Plan in August 2014 to develop a vision for the future of research at Dawson and articulate ambitious and measurable performance indicators. ”**

Dawson Strategic Research Plan 2015-2018

**“Overall, 8 new and 6 continuing grants were awarded to Dawson researchers, supporting 30 faculty, staff and students across disciplines including: psychology, math, history, physics, sustainability, pedagogy and literature.”**

Overview of Research at Dawson College 2014-2015

# DEAN OF INSTRUCTIONAL DEVELOPMENT



**“...[2014-2015 saw] the development of a Strategic Research Plan ... The result is a bold and ambitious plan that aims to position the College at the forefront of Canadian research, and includes fundamental support for research infrastructure and administration at the College”**

**Barbara Freedman, Dean of Instructional Development**

Research at Dawson encompasses a wide range of domains in the natural and social sciences, the scholarship of teaching and learning, the field of accessibility studies, and literature and the arts. Our researchers are involved in multilateral and international research collaborations, with faculty participating as lead investigators and collaborators on many exciting projects that push the boundaries of knowledge in diverse fields. This year has been an exceptionally strong one for research at Dawson College; our researchers brought nearly \$1 million in externally sponsored funding to Dawson to support 17 active projects involving over 30 researchers and students.

Our researchers have benefitted from the trend in Canada to support innovative and transdisciplinary research, especially applied research that has an impact on the real world. In particular, we applaud the launch of the new grant from the Social Sciences and Humanities Research Council (SSHRC) supporting social innovation and community partnerships. We look forward with great interest to the results of this competition in June. As the largest Cégep in Quebec, and with existing strong research connections to universities, colleges, not-for-profits and industry, Dawson is uniquely poised to take advantage of all exciting new opportunities.

Under the guidance of the Director General, this year the Office of Instructional Development undertook the development of a Strategic Research Plan that provides practical steps and key objectives to guide and measure the growth of research capacity over the next three years. This project was accomplished through collaboration with faculty and staff via surveys, discussions and focus groups. The result is a bold and ambitious plan that aims to position the College at the forefront of Canadian research, and includes fundamental support for research infrastructure and administration at the College. The Office of Instructional Development is excited to begin setting in motion the strategic objectives laid out in the Plan, and we expect to see continued growth in research capacity in the future.

I invite you to explore in this Annual Research Review 2014-15 the wide variety and stellar quality of research going on at Dawson College, and I congratulate our passionate and dedicated researchers on their tremendous accomplishments this year.

# RESEARCH RECOGNITION AWARD 2014-2015

## DR. ALICE HAVEL



As coordinator since 1992 of Dawson College's Student AccessAbility Centre, Alice Havel has demonstrated extraordinary commitment to student success and the inclusion of students with disabilities. She is a tireless contributor to numerous research projects in her role as research associate with the Adaptech Research Network, in addition to her activities at CRISPESH (the Research Centre for the Educational and Professional Inclusion of Students with Disabilities). She has consistently shared her vision of inclusive education with faculty and management at the College and throughout the post-secondary educational community through her commitment to promoting the principles of Universal Design for Learning (UDL) in education.

Alice earned her Master's degree in Counsellor Education (1975) and her PhD in Counselling Psychology (1993), both from McGill. She began at Dawson as an instructor in the Physical Education department (1972-1975), then worked as a counsellor in Counselling and Career Development (1975-1991). She held the post of Interim Director of Student Services from 1991-1992, and from 1992 until her retirement in 2014, she was the Coordinator of the Student AccessAbility Centre at Dawson.

Alice's research program focusses on the use of adaptive technologies by students with disabilities, and on the development and assessment of inclusive teaching practices that promote student success. She works closely with Catherine Fichten and the Adaptech research network on projects related to the use and accessibility of information and communication technologies in postsecondary education, and facilitators and barriers to academic success. She has also worked with Shirley Jorgensen looking at academic performance, graduation rate and students' risk status. In 2011, Alice won an Applied Research Tools and Instruments (ARTI) grant from the Social Sciences and Humanities Research Council of Canada to fund an Accessibility Testing and Training Laboratory for adaptive technology at Dawson. This laboratory serves students with disabilities, and offers a space for teachers to experiment with innovative technologies to help students learn better. Over the course of her career, Alice has supervised and co-supervised a number of graduate and undergraduate students.

Alice Havel's encompassing vision of inclusion has led her to embrace the principles of the social model of disability as articulated by Universal Design concepts, and emphasizes knowledge mobilization to teachers to change social practices. Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences that guides the development of flexible learning environments that can accommodate individual learning differences. Alice has worked closely with faculty members at Dawson College to promote UDL in classrooms across the college, and she has given presentations such as Students with Disabilities: What Can we do for them, and Universal Design of Instruction: Curb Cuts for the Classroom to other colleges in the network. She has raised both awareness and the level of discourse at Dawson regarding disabilities and teaching techniques, and she has inspired and encouraged her colleagues to engage in changing their thinking about disabilities in education.

# RESEARCH RECOGNITION AWARD 2014-2015

## DR. ALICE HAVEL

Moving an institution away from the medical model of disability to adopt a social model of disability is no small accomplishment. Two major studies on UDL currently underway at Dawson are, in large part, a testament to Alice's inspiration and leadership.

Her professional associations have included: the Office des personnes handicapées du Québec (OPHQ), Comité sur la situation des étudiants ayant des incapacités dans les Cégeps, the Learning Disabilities Association of Québec (LDAQ), Montreal Chapter One, the Centre de recherche pour l'inclusion scolaire et professionnelle des étudiants en situation de handicap (CRISPESH), La Commission des droits de la personne et des droits de la jeunesse table de travail sur l'accommodement des étudiants et étudiantes en situation de handicap dans les établissements d'enseignement collégial, the National Educational Association of Disabled Students (NEADS), the Dawson College Human Research Ethics Committee (HREC), the Association québécoise des étudiants ayant les incapacités au post-secondaire (AQEIPS), and and CRIR's Rehabilitation Living Lab.

Alice Havel's commitment to research which results in practical applications to benefit students with disabilities has had a significant and positive influence on the Dawson research community, and on the hundreds of students she has helped over her career. Dawson College is proud to acknowledge this outstanding contribution to research excellence by awarding Alice Havel the Research Recognition Award for 2014-15.

### **Alice Havel Research Grants Awarded :**

Co-applicant, Fonds de recherche du Québec - société et culture (FRQSC) (2013-2017) « Les perspectives des étudiants et des professeurs sur l'excellence dans l'utilisation des TIC et du cyberapprentissage au collégial » (to Catherine Fichten).

Principal Investigator, Social Sciences and Humanities Research Council (SSHRC) (2011-2012) "Accessibility Testing and Training Laboratory for adaptive technology at Dawson College".

Co-applicant, Programme d'aide à la recherche sur l'enseignement et l'apprentissage (PAREA) (2010-2013) "Satisfaction et réussite académique au cégep/College satisfaction and academic success" (to Shirley Jorgensen).

Co-applicant, Fonds de recherche du Québec - société et culture (FRQSC) (2009-2011), « Les étudiants avec troubles d'apprentissage face aux technologies de l'information » (to Catherine Fichten).

Co-applicant, Programme d'aide à la recherche sur l'enseignement et l'apprentissage (PAREA) (2006-2009) "A comparison of the academic performance of graduates with disabilities" (to Shirley Jorgensen).

# RESEARCH RECOGNITION AWARD 2014-2015

## Alice Havel Selected Publications:

Raymond, O., Havel, A., Laplante, I., & Dagenais, A. (2015). "Students with disabilities, diversity and inclusion." *College Documentation Bulletin* 11: 1-13.

Havel, A. & Budd, J. (2015). "The collaborative parent-teacher interview. Perspectives!" *The Official Newsletter of the Montreal Centre for Learning Disabilities*. January 16, 2015.

Thomson, R., Fichten, C., Havel, A., Budd, J., & Asuncion, J. (in press). "Blending universal design, e-learning, and information and communication technologies." Chapter in S. Burgstahler (Ed.), *Universal design in higher education: From principles to practice*. Boston: Harvard Education Press.

Jorgensen, M., Budd, J., Fichten, C., & Nguyen, M., Havel, A. (in press). "Graduation and grades of college students with learning and mental health related disabilities." *Rehabilitation Counseling Bulletin*.

Nguyen, M. N., Fichten, C.S., Budd, J., King, L., Barile, M., Havel, A., Mimouni, Z., Chauvin, A., Raymond, O., Juhel, J. C. & Asuncion, J. (2015). <<Les TIC pour soutenir l'autodétermination des étudiants postsecondaires ayant des troubles d'apprentissage.>> *Développement humain, handicap et changement social (RIPPH)* 21: 97-110.

Swaine, B., Labbé, D., Poldma, T., Barile, M., Fichten, C., Havel, A., Kehayia, A., Mazer, B., McKinley, P., & Rochette, A. (2014). "Exploring the facilitators and barriers to shopping mall use by persons with disabilities and strategies for improvements: Perspectives from persons with disabilities, rehabilitation professionals and shopkeepers." *ALTER, European Journal of Disability Research/Revue européenne de recherche sur le handicap* 8: 217-229.

Fichten, C.S., Nguyen, M.N., King, L., Havel, A., Mimouni, Z., Barile, M., Budd, J., Jorgensen, S., Chauvin, A., & Gutberg, J. (2014). "How well do they read? Brief English and French screening tools for college students." *International Journal of Special Education* 29: 33-46.

Barile, M., Fichten, C.S., Jorgensen, S. & Havel, A. (2013). "Employment opportunities for graduates with disabilities: A step forward." *Review of Disability Studies: An International Journal* 8: 46-56.

Fichten, C. S., Nguyen, M. N., King, L., Barile, M., Havel, A., Mimouni, Z., Chauvin, A., Budd, J., Raymond, O., Juhel, J.-C., & Asuncion, J. (2013). <<Portrait de l'utilisation des TIC par les collégiens ayant des troubles d'apprentissage, les bons lecteurs et les très faibles lecteurs.>> *Pédagogie collégiale* 26: 38-42.

Fichten, C. S., Nguyen, M. N., King, L., Barile, M., Havel, A., Mimouni, Z., Chauvin, A., Budd, J., Raymond, O., Juhel, J.-C., & Asuncion, J. (2013). "Information and communication technology profiles of college students with learning disabilities and adequate and very poor readers." *Journal of Education and Learning* 2: 176-188.

Jorgensen, S., Fichten, C. S., Havel, A., Lamb, D., James, C., & Barile, M. (2003). "Students with and without Disabilities at Dawson College Graduate at the Same Rate." *Journal for Vocational Special Needs Education* 25: 44-46

Fichten, C. S., King, L., Nguyen, M. N., Barile, M., Havel, A., Chauvin, A., Budd, J., Mimouni, Z., Raymond, O. and Juhel, J. C. (2012). "Using information and communication technologies to improve college success for students with learning disabilities." *Pédagogie Collégiale* 25 : 1-6.

Fichten, C. S., Jorgensen, S., Havel, A., Barile, M., Ferraro, V., Landry, M. È., Fiset, D., Juhel, J.-C., Chwoka, C., Nguyen, M., Amsel, R. & Asuncion, J. (2012). "What happens after graduation? Outcomes, employment, and recommendations of recent junior/community college graduates with and without disabilities." *Disability and rehabilitation* 34: 917-924.

Jorgensen, S., Fichten, C. S., & Havel, A. (2009). "Academic success of graduates with and without disabilities—A comparative study of university entrance scores." *Pédagogie Collégiale* 22 : 26-29.



RESEARCH AT DAWSON  
2014-2015

# 2014-2015

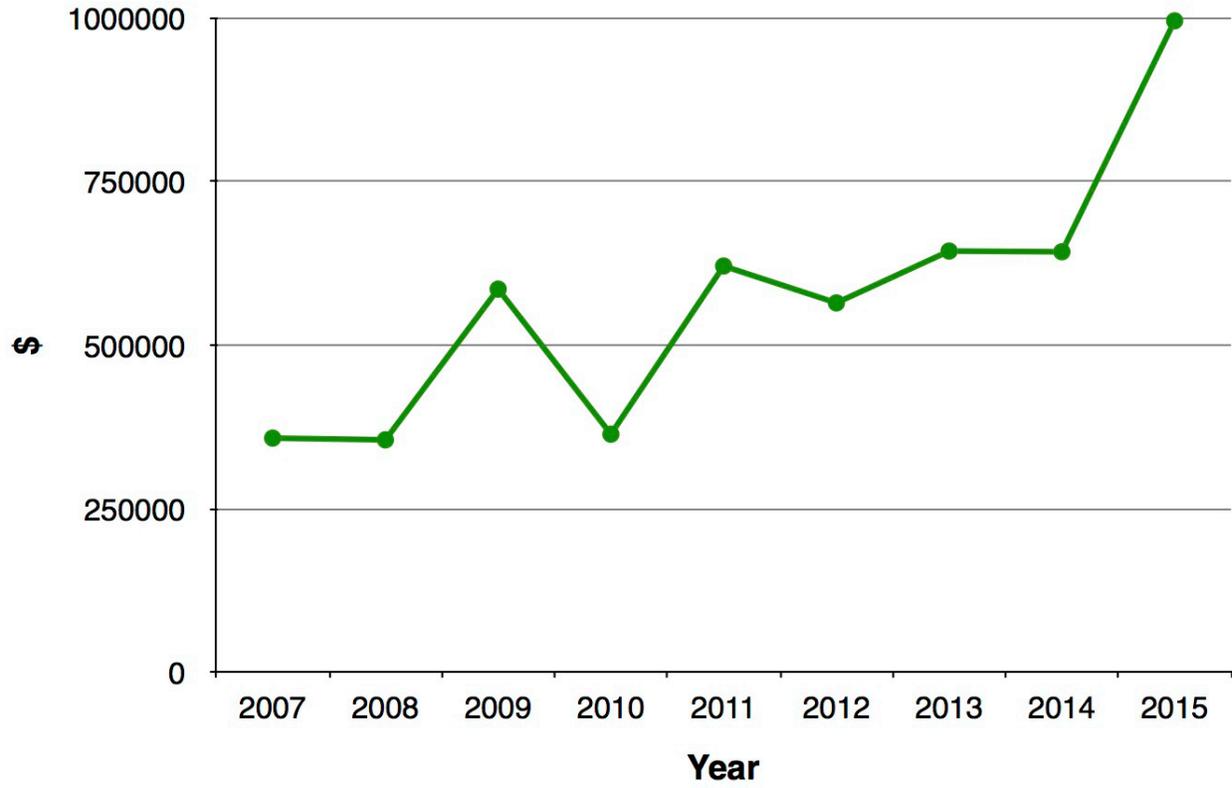
## OVERVIEW OF RESEARCH

Dawson has seen externally sponsored research grow significantly over the past 10 years, both in dollar amount and in the number of active researchers. We believe that this is due to a combination of factors, including: incoming teachers with research experience and the desire to continue doing research throughout their careers, investment in college research by both the provincial and federal government, and increased recognition at Dawson of the value that research brings to our community. Dawson College and the Office of Instructional Development (where research support is situated) are committed to the thriving research community at the College by offering strategic administrative support, investing in release time for teacher-researchers, and promoting our researchers' results within the College and throughout our network.

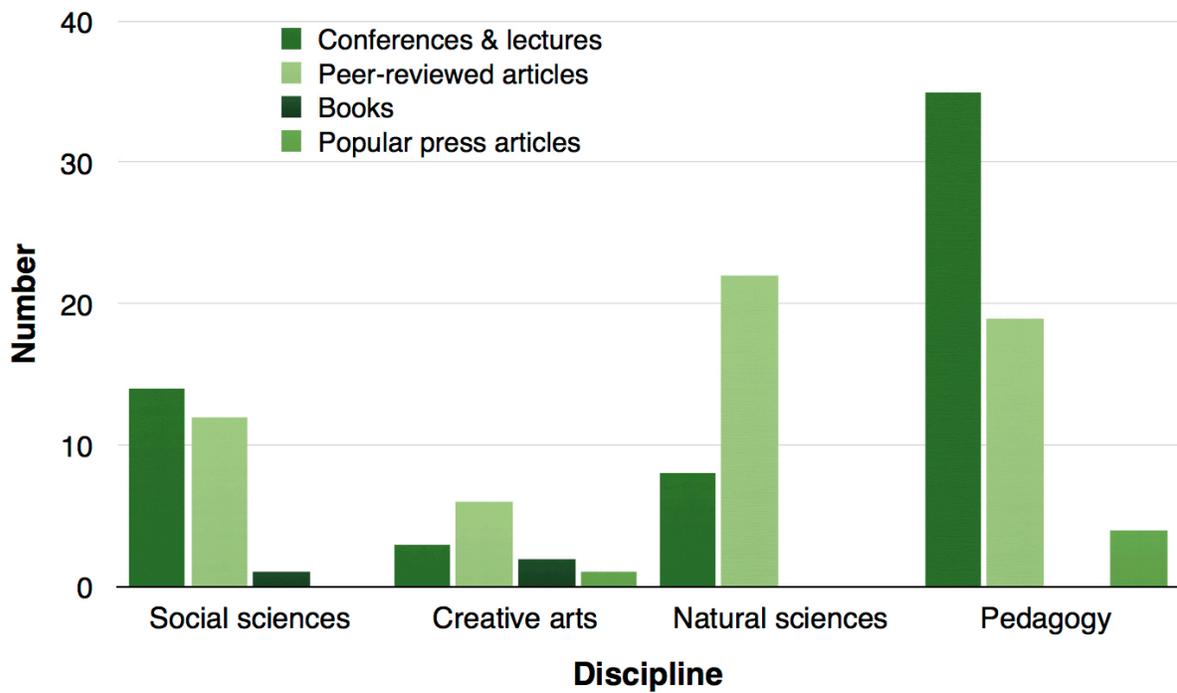
The past year, 2014-15, saw a jump in externally sponsored research funding brought into the College. In 2013-14, researchers brought in \$566,371 in external funding; that number grew by 72% in 2014-15 to \$972,319, the largest total since we began tracking these data. Overall, 8 new and 6 continuing grants were awarded to Dawson researchers, supporting 30 faculty, staff and students across disciplines including: psychology, math, history, physics, sustainability, pedagogy and literature.

These prestigious and competitive awards allow our researchers to dedicate their time to publishing and disseminating their research to a wide variety of audiences. Dawson researchers published over 50 peer-reviewed articles, and contributed to their disciplines through presentations at national and international conferences. Other types of outreach are equally important to our researchers, and they are incredibly generous with their time – they can be found all across Montreal giving seminars, workshops, talks and sessions to teachers from the elementary school level to university, and in talks to the general public.

## Annual Sponsored Funding



## Scholarly output by discipline



# STRATEGIC RESEARCH PLAN 2015-2018

The Director General mandated the creation of the Strategic Research Plan in August 2014 to develop a vision for the future of research at Dawson and articulate ambitious and measurable performance indicators. The Strategic Research Plan was developed in consultation with the Dawson community, led by the Research Coordinator and a focus group composed of faculty and professionals. The focus group deployed a survey to the community in October 2014 to assess the current state of research at the College, and to learn about the needs and challenges of current and future Dawson researchers. The Plan reflects current research strengths as well as a commitment to measurably growing research capacity over the next three years.

## Building Communities

Dawson College's research mission is to contribute positively to our communities through knowledge generation and mobilization, initiation of opportunities for our students to excel, create and be entrepreneurs and to foster innovation in education, science, society, and technology across disciplines. The Strategic Research Plan provides guidelines for Dawson to promote research and researchers that reach for these ambitious goals to build stronger communities within the College, throughout the city of Montreal, across Canada and beyond.

## Themes of Research Excellence

### Social Innovation and Global Citizenship

Researchers in the social sciences enhance our understanding of modern social, cultural, technological, environmental, economic, and wellness issues. ***The Teaching, Learning, and Technology*** cluster encompasses research that develop and implement innovative teaching and learning practices, and evaluate their impact using data-based analytical tools.

Researchers in the ***Accessibility and Inclusion of Diverse Populations*** cluster advance knowledge and promote inclusive social practices that support populations with diverse needs, including students with disabilities, ageing populations, language learners and Indigenous people.

The ***Society, Culture, Communication and History*** cluster draws on theory and methodology from diverse fields within the social sciences and humanities to explore how humans create meaning, the articulation between culture and identity and the trajectory of history in shaping modern society.

# STRATEGIC RESEARCH PLAN 2015-2018

## Science, Technology, and the Environment

Promoting **Social and Environmental Sustainability** is critical to tackle the pressing ecological issues affecting our planet. Researchers in this cluster use applied, innovative, and multidisciplinary approaches to tackle social, environmental and technological challenges facing the world.

Researchers working within the **Fundamental and Applied Sciences** cluster uncover new facts about the natural world, and generate new technologies and processes that contribute to economic growth and a better quality of life.

## Strategic Objectives and New Investments

The Strategic Research Plan identifies three ambitious Strategic Objectives to develop research capacity and increase externally funded research at the College.

### Objective I: Increase the number of researchers at the College

To achieve this goal, the College will invest internally in additional research release to support the development of strong grant proposals, and to support new and ongoing research projects in the areas of identified research excellence. This will attract and retain teachers with strong research portfolios.

### Objective II: Increase external funding to researchers at the College by 20%

The College will initiate more institutional grants to support existing strengths and new research directions, and encourage researchers to apply to external funds. In three years, Dawson College will attain a higher rank among Canadian colleges with respect to research revenue.

### Objective III: Develop and grow applied research

To grow into the new area of applied research, the College will support the Research Office by investing in training, networking and information sessions to help researchers participate in applied projects through external partnerships and contracts.

The background features three red mugs stacked vertically. Each mug is decorated with white patterns, including wavy lines, zig-zags, and circular motifs. The text 'SHAKE' and 'SPEAK' is visible on the mugs. The overall image is faded and serves as a background for the title.

DAWSON RESEARCHER ACTIVITIES  
2014-2015

# SOCIAL SCIENCE AND BUSINESS TECHNOLOGY

## Economics

**Gert Janssens** uses dynamic game theory and modelling in his research. He is currently working on a PhD from HEC. He was the recipient of the Ph.D. excellence scholarship “**Edouard Montpetit - Standard Life**” of \$10 000, awarded by Manulife in honour of Edouard Montpetit.

## Geography

**Jeffrey Barnes’** research on chocolate consumption in the Kuna people (Columbia, Panama) was featured on CBC News.

Barnes, JI. 2013. Where Chocolate Begins and Research Methods End: Understanding Kuna Cacao Consumption. *Human Organization* 72(3): 211-219.

**Julia De Montigny’s** research in Human Geography has focussed on the LGBT community in urban areas.

De Montigny, Julia, Podmore, Julia. “Space for Queer and Trans Youth? Reflections on Community-Based Research in Montreal.” *Global Studies of Childhood*. Vol 4. No. 4, 2014.

**Gisela Frias** is continuing her “Sustainable Campuses” participatory action research project with a \$20,000 grant from the International Development Research Council of Canada. She has developed partnerships with three Mexican Universities, and is initiating internships and student exchanges to implement and document sustainable practices on the campuses of higher educational institutions.

Frias, G & Hurtado, M., Eds. (2014) *Compartiendo Saberes para Crear Planteles Educativos Sustentables/Sharing Knowledge to create Sustainable Campuses*. Cuernavaca.

**Richard Soare** uses high-resolution satellite imagery to explore the geological landscapes of Mars. He published the following papers this year:

R.J. Soare, S.J. Conway, J.M. Dohm, M.R. El-Maarry. 2014. Possible open-system (hydraulic) pingos in and around the Argyre impact region of Mars. *Earth and Planetary Science Letters* 398: 25–36.

Soare, R.J., Horgan, B., Conway, S.J., Souness, C., and El-Maarry, M.R. (2015). Ice-dust precipitation and volcanic terrain: a proposed epigenetic origin of ground ice at the mid-latitudes of Utopia Planitia, Mars, *Earth and Planetary Science Letters* (accepted).

Dohm, J.M., Hare, T.M., Robbins, S.J., Williams, J-P., Soare, R.J., et al. (2015). Geological and hydrological histories of the Argyre Province, Mars, 253, 66-98 *Icarus* doi:10.1016/j.icarus. 2015.02.017.

**Celia Vives-Gonzalez** organized, chaired and presented during several sessions of the International Political Science Association Conference (Montreal, QC July 21-23 2014).

# SOCIAL SCIENCE AND BUSINESS TECHNOLOGY

## History

**Janice Harvey** is part of an **FRQSC-funded regroupement strategique** project led by Martin Petitclerc at UQAM entitled “Le gouvernement de la misère et la citoyenneté: pauvreté, maladie et crime dans l’histoire du Québec ». This year she completed an article on a mixed-gender industrial school, “‘Endangered’ Children and the Montreal Ladies’ Benevolent Society Industrial School, 1883-1921” and another on a home for working boys “‘Designing Citizens’: The case of the Boys’ Home of Montreal.” She also acted as a resource person on two media projects. Launched in April by the Réseau québécois en études féministes and the Conseil du statut de la femme, “La Ligne du Temps” is a series of short web-based capsules designed for secondary school students that highlight women’s contribution to the history of Quebec. The other, just in the preliminary stages, is a documentary film that looks at the lives of Americans from different walks of life including a brush maker who grew up in a Montreal orphanage. Part of her research focusses on debates around the care of dependent children will be presented to the Canadian Society for the History of Medicine in June, “But families have no specialized workers!” : Institutional care versus foster care in child protection, nineteenth and early twentieth century Montreal.”

**Elizabeth Kirkland’s** research is **funded by the FRQSC team grant** for the project « Modernité et légitimité a Montréal, 1800-2010». Her current research looks at the experiences of Montreal women in international settings during the first two decades of the 20th century - one woman in London, England, the other in Paris, France.

**Ben Lander and Mark Beauchamp** were the only college teachers to be awarded the **FRQSC grant “Appui aux projets novateurs”** in 2014 (total value: \$153,000 over 18 months). Through a project-based pedagogical approach that encourages students to become actively involved in research, the Dawson Oral History Project (DOHP) is training a new generation of research-scholars and creating a public digital archive of oral history interviews that can be accessed by students, teachers, researchers, and community partners. Through DOHP, which was launched in Fall 2012, Ben and Mark have introduced oral history methodology into their courses, spearheading a student-led research initiative that has the potential to reach communities in and out of the academic context. Students have already collected over seven hundred interviews, turning to their family members, peers, and neighbors as key sources of historical knowledge; it is expected that the collections will grow by at least 200 more recordings annually. These recorded audio interviews are in-depth, personal narratives that document and explore diverse experiences, memories, and perspectives, capturing the voices and experiences of Québec residents in a way that few primary sources can.

**DAWSON  
ORAL  
HISTORY  
PROJECT**

# SOCIAL SCIENCE AND BUSINESS TECHNOLOGY

## Psychology

**Catherine Fichten's** research centres on two areas: postsecondary students with disabilities, and sleep and its disorders. *(Please see the "Pedagogical Research – ADAPTECH" section for details on Catherine's work on students with disabilities.)*

Catherine's sleep research focusses on the following areas: obstructive sleep apnea and primary care, metabolic syndrome and obstructive sleep apnea, definition and predictors of good and poor sleep quality, insomnia and diabetes, obstructive sleep apnea, sleepiness and driving safety, sleep and insomnia in first time mothers 2 and 6 months post-partum. The goal of her research is to examine referral of primary care patients for obstructive sleep apnea screening, to examine comorbidities of obstructive sleep apnea and insomnia, and to evaluate the long term consequences of treating obstructive sleep apnea on daytime functioning and metabolic syndrome components. This work is expected to result in better diagnostic practices, and more effective treatment of obstructive sleep apnea and its comorbidities. She is co-supervising Dorrie Rizzo's doctoral work at the Université de Montréal on sleepiness and fatigue in driving, and Master's student Dieu-Ly Tran's work as a research assistant on sleep in new mothers and their babies.

This work is funded by grant from the **Fonds du Quebec – nature et technologie, and societe et culture (FRQNT and FRQSC).**

Bailes, S., Rizzo, D. Baltzan, M., Grad, R., Pavilanis, A., Creti, L., Fichten, C.S. & Libman, E. (in press). Multiple manifestations of insomnia in sleep apnea: implications for screening and treatment. *Behavioral Sleep Medicine*.

Jorgensen, M., Nguyen, M. N., Budd, J., Jorgensen, S., Fichten, C. S., & Henderson, T. (2015). Employment opportunities for college and university graduates with a learning disability. *Perspectives! The Official Newsletter of the Montreal Centre for Learning Disabilities*. March 9, 2015.

Havel, A. & Budd, J. (2015). The collaborative parent-teacher interview. *Perspectives! The Official Newsletter of the Montreal Centre for Learning Disabilities*. January 16, 2015.

Budd, J. (2014, May). Adaptech Research Network's "Free and Inexpensive" Adaptive Technology Database. Webinar for the Equal Access to Software and Information (EASI).

**Sam Parkovnick's** research focusses on the history of American psychologists in the 19th century. This year he published the following works:

Parkovnick, S. (2015). The behaviorism of George Herbert Mead. *American Sociologist*.

Parkovnick, S. (2015). George Herbert Mead's social psychology. *American Sociologist*.

# SOCIAL SCIENCE AND BUSINESS TECHNOLOGY

## Psychology

**Seven students from Rajesh Malik's** Abnormal Psychology class participated in a survey led by the Douglas Mental Health Institute to count the homeless citizens of Montreal, I COUNT MTL 2015. The objective of the project is to help Montreal's most vulnerable citizens exit homelessness.

**John Ranellucci** is working on his PhD in Psychology at McGill. He published the following papers this year:

Muis, KR, Ranellucci, J, Trevors, G, & Duffy, MC (2015). The effects of technology-mediated immediate feedback on kindergarten students' attitudes, emotions, engagement and learning outcomes during literacy skills development. *Learning and Instruction* 38: 1-13.

Becker, ES, Goetz, T, Morger, V, & Ranellucci, J. (2014). The importance of teachers' emotions and instructional behavior for their students' emotions—An experience sampling analysis. *Teaching and Teacher Education* 43: 15-26.

## Social Service

**Denise Brend's** work focusses on the experiences of social workers working with trauma and professional relationships. She is currently supported by the **FRQSC on a Bourses de doctorat en recherche (B2)** (2013-2016) for her PhD work at McGill. This year, Denise was awarded a research fellowship at the Research Training Programme of the International Psychoanalytical Association (London, United Kingdom), Yale University School of Medicine Child Study Center, New Haven, Connecticut, USA (2015). She presented at several conferences and published the following papers this year:

Fletcher, K., Nutton, J., & Brend, D. (2014). Attachment, A Matter of Substance: The Potential of Attachment Theory in the Treatment of Addictions. *Clinical Social Work Journal*, 1-9.

Brend, D.M. (2014) A Dialogue Between Theories: Understanding Trauma in Helping Professionals. *Intervention*, 14.

Brend, D. M. (2014). Understanding child welfare staff buy-in of organizational change. *Canadian Child Welfare Research Portal* (book review)

# CREATIVE AND APPLIED ARTS

## 3D Animation & CGI

**Samantha Yousef** ran a Kickstarter campaign for her book, “The Youssef Drawing Syllabus”.<https://www.kickstarter.com/projects/samanthasketches/the-youssef-drawing-syllabus-movement-and-form>

## English

**Patrick Barnard** published an op-ed piece in the Montreal Gazette “Quebec needs its ‘social state’ more than ever” (April 15, 2015).

**Miranda Campbell** published the following this year:

Miranda Campbell. (2015). Creative Entrepreneurship in the Cultural Industries: Rhetoric and Realities of Youth Creative Work. In: S. Malliet, A. Dhoest, J. Haers, and B. Segaert. Revisiting Subcultures: From Art to Resistance to Creative Innovation. Routledge

**Stewart Cooke** is continuing his **SSHRC Insight-funded** project “A Scholarly Edition of the Letters of Charles Burney, Volume 3 (1974-1800)”. This year, he published the following edited volume:

Cooke, Stewart, ed. 2015. The Additional Journals and Letters of Frances Burney: Volume 1, 1784-1786. Oxford: Oxford UP.

**D’arcy O’Connor** is a veteran journalist, script writer, documentary producer, and book author. He has contributed to the Wall Street Journal, the Montreal Gazette, People magazine, and National Geographic. Among his books credits are The Money Pit (Putnam), The Big Dig (Ballantine), and The Secret Treasure of Oak Island (Lyons Press). Among his associate producer credits are a segment on Oak Island for ABC, the CBC/NFB’s “Valour and the Horror,” winner of three Gemini awards, and CBC/NFB’s “The Ware at Sea,” a docudrama on Canada’s role in the North Atlantic in WWII. This year, he published the non-fiction book:

O’Connor, D’arcy. 2015. Montreal’s Irish Mafia: The True Story of the Infamous West End Gang (Harper Collins Canada Ltd.)

**Marie-Therese Blanc** is interested in in the areas of Canadian public law, law and literature, and current affairs as they relate to literary matters. She published the following articles this year:

Blanc, Marie-Thérèse, “Our Forefather, the Marquis de Sade.” Montreal Serai 27:4 (2014): <http://montrealseicom/2014/12/13/our-forefather-the-marquis-de-sade/>

Blanc, Marie-Thérèse, “Trying to Get out of the Middle East as a Metaphor.” Montreal Serai 27:3 (2014) : <http://montrealseirai.com/2014/10/25/trying-to-get-out-of-the-middle-east-as-a-metaphor/>

**Ian Duncan MacKenzie** has focussed much of his work on the Writing in the Disciplines projects over the course of the past several years. This year he presented at the Association of Environmental Students and Sciences in New York City, “The savvy public voice: Blogging, environmental literacy and general education.”, as well as a presentation at Kiuna Institution’s Pedagogical Day “Writing in the disciplines, writing at Kiuna.”

# CREATIVE AND APPLIED ARTS

## Fine Arts



**Claude Arsenault** exhibited her work at the À La Galeries d'art du Parc. She is working on a project to use environmentally friendly printing products in the printmaking lab. Claude will be teaching a course on non-toxic print-making to faculty and outside participants based on a course she took this past year at Zea's May's Printmaking. She also attended the "Melancholia colloquium", which was sponsored by UQTR and funded by a SSHRC grant.

## French

**Adeline Caute** is interested in women's narrative and literature, gender studies, translation and comparative literature. This year, she presented at literary conferences, and published:

« "Et moi, moi aujourd'hui" : disparition et dérive identitaires du personnage dans V.O. d'Eva Almassy (1997) », dossier « Le roman contemporain au détriment du personnage », *L'Esprit Créateur*. The International Quarterly of French and Francophone Studies, printemps 2014, vol. 54, no. 1, p. 35-46.

« Le sourire de la mère : faux sacrifice et matricide dans Un barrage contre le Pacifique de Marguerite Duras (1950) », « Filiations du féminin », Lori Saint-Martin et Ariane Gibeau (dir.), Montréal : Les Cahiers de l'IREF, 2014, p. 77-85.

## Humanities

**John Hunting** will present the paper "Levinas and the Photographic Undergone" at the 21st Century Photography: Art, Philosophy, Technique Central Saint Martin's Annual Conference in London (UK) in June, 2015.

**Joseph Rosen** published the following article this year:

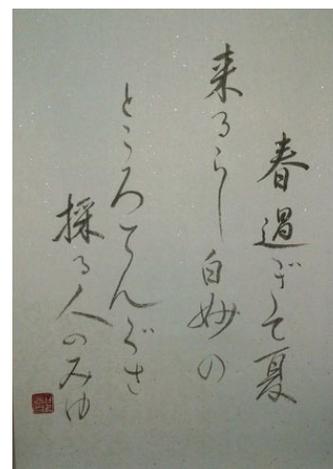
Rosen, Joseph. March 2015. The Third Solitude: Searching through fact and fiction to confront anti-Semitism in Quebec. *Maisonneuve Magazine*.

## Liberal Arts

**Beverly Sing** submitted two different pieces of Calligraphy to a competition in Canada and the 43rd Competition of the International Calligraphy Association in Tokyo, Japan.

Exhibited at the Tokyo Metropolitan Museum (March 1-8, 2015). Title: "A Field of Buckwheat Flowers in the Moonlight". The Calligraphy featured here is her submission for the Canadian competition.

Japanese calligraphy scroll submitted to the 7th Annual Japanese Calligraphy Competition in Canada. Exhibited at the Japanese-Canadian Cultural Centre in Toronto (Oct. 19-Nov. 1, 2014). Title: "A Poem of Summer".



# SCIENCES, MEDICAL STUDIES AND ENGINEERING

## Biology

**Tonia de Bellis** was awarded a **3 year FRQNT grant** for her proposal “Do soil fungal communities facilitate invasion of temperate forests by the Norway Maple?” (total value: \$108,000). She will be working with a collaborators at UQAM and Concordia University to understand the biology of biological invasions.

**Virgina Hock** published the following article this year:

Virginia Hock, G. Chouinard, É. Lucas, D. Cormier, T. Leskey, S. Wright, A. Zhang, and A. Pichette. “Behavioral responses of plum curculio (Coleoptera: Curculionidae) to different enantiomer concentrations and blends of the synthetic aggregation pheromone grandisoic acid”. *Environmental Entomology*. DOI: 10.1093/jee/tov026, pp. 1-10, 2015.

## Chemistry

**Elisabeth Cadieux** is completing her **FRQNT-funded project** in collaboration with Justin Powlowski at Concordia University. Her work involves studying the enzyme phenol hydroxylase to better understand how the bacteria *Pseudomonas* CF600 deals with detoxifying this harmful compound. In the past three years, four Dawson students from the Chemical Technology program have participated in this project. Elisabeth is continuing her work and has established new collaborations with Matthew Sazinsky at Pomona College for x-ray crystallography, and with Yisong Guo at Carnegie Mellon for Mössbauer and Electron Paramagnetic Resonance spectroscopies.

## Mathematics

**Richard Fournier’s** research deals with analytic functions of one complex variable, univalent functions and conformal maps, bounded analytic functions, approximation theory, polynomials, inequalities, universality and residual sets. He has been a member of the Centre de recherches mathématiques at the Université de Montréal since 1996. This year, he has **two FRQNT grants** to support his work – one through the **CRM and an FQRNT grant from the programme pour les chercheurs du college**. In 2014-15, he presented at several conferences and published the following articles:

Fournier, R. and J. Da Silva Castanheira. (in review) A reversed Cauchy-Schwarz-Bunyakovsky inequality.

Fournier, R. 2014. Discrete Bernstein Inequalities for polynomials. *Math. Inequal. Appl.* 17: 241-248.

Fournier, R, D. Kleiman and J. Litwin. 2014. Fibonacci-type Sequences. *Dawson Research Journal of Experimental Science* 6-8.

Fournier, R. and H. Barnaby. 2014. A Proof of Riemann’s Rearrangement Theorem for Alternating. *Dawson Research Journal of Experimental Science* 9-10.

Fournier, R. 2014. A New Class of Inequalities for Polynomials. *Rocky Mountain J. Math.* 44: 1171-1181.

Fournier, R. 2014. Bound-preserving operators and the maximum modulus of polynomials *Comput. Methods Funct. Theory* 14: 735-741.

## Mathematics

**Andrea Gambioli** published the following article:

A. Gambioli, Y. Nagatomo, S. Salamon. 2015. Special geometries associated to quaternion-Kähler 8-manifolds. *Journal of Geometry and Physics*: 146-162.

**Gilbert Honnouvo** published the following this year:

K. Thirulogasanthar, Nasser Saad, G. Honnouvo, 2D-Zernike polynomials and coherent state quantization of the unit disc, *Math. Phys. Anal. Geom.* 18 (2015) DOI 10.1007/s11040-015-9172-y

G. Honnouvo, K. Thirulogasanthar, On the dimensions of oscillator algebras induced by orthogonal polynomials, *J. Math. Phys.* 55 (2014), 093511 (13pp). doi10.1063/1.4896324

**Thirulogasanthar Kenagatharam** has published the following articles this year:

K. Thirulogasanthar, Nasser Saad, G. Honnouvo, 2D-Zernike polynomials and coherent state quantization of the unit disc, *Math. Phys. Anal. Geom.* (2015) (available at arXiv:1303.5483).

G. Honnouvo, K. Thirulogasanthar, On the dimensions of oscillator algebras induced by orthogonal polynomials, *J. Math. Phys.* 55 (2014), 093511 (13pp). doi10.1063/1.4896324

S. Twareque Ali, K. Thirulogasanthar, The quaternionic affine group and related continuous wavelet transforms on complex and quaternionic Hilbert Spaces, *J. Math. Phys.* 55 (2014), 063501 (16pp); DOI:10.1063/1.4881716.

M. Khokulan, K. Thirulogasanthar, B. Muraleetharan, S-spectrum and associated continuous frames on quaternionic Hilbert spaces, Submitted to *J. Geom. Phys.* (available at arXiv:1503.05385).

B. Muraleetharan, K. Thirulogasanthar, Coherent state quantization of quaternions, Submitted to *J. Math. Phys.* (available at arXiv:1406.0028).

**Ben Seamone's** research focuses on graph theory, which includes but is not limited to, graph colouring and labeling, cycles in graphs (particularly Hamiltonian cycles and cycle extendibility), extremal graph theory, probabilistic methods in graph theory and graph searching. Ben is supported by an **FRQNT research grant** (2014-17) for his project "A study on path and cycle based properties of graphs". This year, he published:

Seamone, B. 2014. Bounding the monomial index and  $(1, l)$ -weight choosability of a graph. *Discrete Mathematics & Theoretical Computer Science* 16 (3): 173-188.

Seamone, B. 2015. On uniquely Hamiltonian claw-free and triangle-free graphs, *Discuss. Math. Graph Theory*, 35:2, 207-214.

Math students **Ilya Gromovikov** "The Active Game of Cops and Robbers on Graphs" (Supervisor: Ben Seamone), **Andrew Hamilton** "Differential Equations and applications in Physics" (Supervisor: Alexander Hariton), and **Thanh Thong Nguyen** "FTA: Getting to the Root(s) of the Problem" (Supervisor: Shahab Shahabi) worked with math faculty on independent research projects, and presented their results during the annual Math Awards ceremony on May 7th.

# SCIENCES, MEDICAL STUDIES AND ENGINEERING

## Physics

**Sameer Bhatnagar** is part of a research team led by Nathaniel Lasry (John Abbott). They won a three-year **PAREA** grant to use data mining to assess student success, identify students at risk of failing and implement targeted intervention strategies.

**Jon Sumner** is continuing his **FRQNT-funded research** project “Simulation des écoulements atmosphériques dans un parc éolien afin d’évaluer sa performance et maximiser son rendement ». He has begun a new two-year collaboration with EDF Énergies nouvelles (based in Montréal) and the École de technologie supérieure. This project will be concerned with the practical application of the simulation tools he is developing to solve challenging real-world problems in the wind energy sector.

Sumner, J., Cabezón, D., Masson, C., & Crespo, A. (2014). A Closer Look at Second-Moment Closure for Wind Farm Analysis. In *Wind Energy-Impact of Turbulence* (pp. 93-99). Springer Berlin Heidelberg.

**Manuel Toharia** works on particle physics research in the field of warped extra dimensions, an extension of the Standard Model of elementary particles. He has been awarded a **3 year FRQNT grant** for his proposal “Higgs phenomenology in warped extra dimensions” (total value: \$108,000). He will continue his work with collaborators at Concordia to understand the structure of matter in particular, he is interested in the Higgs boson sector of these models. In 2014-15, he published the following papers:

M. Frank, C. Hamzaoui, N. Pourtolami and M. Toharia. (submitted to Phys. Rev D) Fermion Masses and Mixing in General Warped Extra Dimensional Models arXiv:1504.02780 Phys. Rev. D.

M. Frank, C. Hamzaoui, N. Pourtolami and M. Toharia. (2015) Unified Flavor Symmetry from warped dimensions Phys. Lett. B 742: 178

C. Hamzaoui, S. Nasri and M. Toharia (2014) Partial mu-tau textures and leptogenesis. Phys. Rev. D 89 : 073019.

## Physical Rehabilitation

**Sharon Clegg** is working on a collaboration between the Département of Kinesiology at the Université de Montréal and the technical programs in physical rehabilitation at Cégep Marie-Victorin and Dawson College entitled: “Technologies intelligentes en kinésiologie et en techniques de réadaptation physique”. They have developed various tools, apps, and games to integrate technology into physical rehabilitation practices. They have involved four students over the 2014-15 year as research interns, and presented at various conferences.

# PEDAGOGICAL RESEARCH

## ADAPTECH



*(For Catherine Fichten's research on sleep disorders, please see the Psychology section.)*

The **Adaptech Research Network** consists of a team of academics, students and consumers co-directed by **Catherine Fichten** (Psychology, Dawson), **Jennison Asuncion**, and Associate Director **Mai Nhu Nguyen**. They conduct research involving college and university students with diverse disabilities (e.g. visual, mobility, hearing impairments, psychological, learning and chronic medical disabilities).

Their areas of focus are: use and accessibility of information and communication technologies in post-secondary education, facilitators and barriers to academic success, and free or inexpensive software useful to students with various disabilities.

The goal is to provide empirically based information to assist and inform decision making that ensures that new policies, information and communication technologies reflect the needs and concerns of a variety of stakeholders. The outcomes will be better educational opportunities and learning experiences for college and university students with disabilities.

**Alice Havel**, Dawson Accessibility Centre (retired), is an active researcher in the ADAPTECH network. Her work focusses on the incorporation of Universal Design for Learning in the classroom. In 2011, Alice received a grant from **SSHRC** to develop an Accessibility Testing and Training Laboratory for adaptive technology at Dawson. She continues to participate in research and publish with the ADAPTECH team.

Catherine Fichten's former Masters student **Jillian Budd** (Dawson), has received an M.A. from McGill's School/Applied Child Psychology. She was also the winner of a SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship for her doctoral work. **Mai Nguyen** received a Bachelor's degree from the Université de Montréal in translation, and Dawson graduate **Gabrielle Lesage** was awarded an entrance scholarship at Bishop's University where she is studying psychology.

This work is supported by grants to Catherine Fichten from the Centre de recherche interdisciplinaire en réadaptation du Montréal métropolitain (**CRIR**), **Fonds de recherche du Québec - société et culture (action concertée to Catherine Fichten and regroupement stratégique to Phil Abrami, Concordia)**, **SSHRC**, and **Service Canada**.

# PEDAGOGICAL RESEARCH

## ADAPTECH

### Publications 2014-2015:

Jorgensen, M., Budd, J., Fichten, C.S., Nguyen, M.N. & Havel, A. (under review). Graduation and grades of college students with learning or mental health related disabilities. *Rehabilitation Counseling Bulletin*.

Fichten, C.S., Nguyen, M.N., Martiniello, N., Jorgensen, M., Budd, J., Amsel, R., Asuncion, J., & Libman, E. (under review). A preliminary study of college and university students with visual impairments: Grades and graduation. *British Journal of Visual Impairment*.

Jorgensen, M., Fichten, C.S., Nguyen, M.N., Budd, J., Barile, M., Asuncion, J., Amsel, R., Tibbs, A., & Jorgensen, S. (under review). The employment realities of recent junior/community college and university graduates and premature leavers with disabilities. *International Journal of Disability, Community, and Rehabilitation*.

Thomson, R., Fichten, C., Havel, A., Budd, J., & Asuncion, J. (in press) Blending universal design, e-learning, and information and communication technologies. Chapter in S. Burgstahler (Ed.), *Universal design in higher education: From principles to practice*. Boston: Harvard Education Press.

Nguyen, M. N., Budd, J., Fichten, C. S., & Asuncion, J. V. (in press). Les TIC, les médias sociaux et les étudiants et diplômés canadiens en situation de handicap. *Terminal: Technologie de l'information, culture et société*.

Nguyen, M. N., Fichten, C.S., Budd, J., King, L., Barile, M., Havel, A., Mimouni, Z., Chauvin, A., Raymond, O., Juhel, J. C. & Asuncion, J. (2015). Les TIC pour soutenir l'autodétermination des étudiants postsecondaires ayant des troubles d'apprentissage. *Développement humain, handicap et changement social (RIPPH)* 21 : 97-110.

Raymond, O., Havel, A., Laplante, I., & Dagenais, A. (2014) Students with disabilities, diversity and inclusion. *College Documentation Bulletin* 11: 1-13.

Fichten, C. S., Asuncion, J., & Scapin, R. (2014). Digital technology, learning, and postsecondary students with disabilities: Where we've been and where we're going. *Journal of Postsecondary Education and Disability* 27: 369-379.

Fichten, C. S., Nguyen, M. N., Amsel, R., Jorgensen, S., Budd, J., Jorgensen, M., Asuncion, J., & Barile, M. (2014). How well does the Theory of Planned Behavior predict graduation among college and university students with disabilities? *Social Psychology of Education* 17: 657-685.

Fichten, C. S., Nguyen, M. N., Budd, J., Barile, M., Asuncion, J., Jorgensen, M., Amsel, R., & Tibbs, A. (2014). College and university students with disabilities: "Modifiable" personal and school related factors pertinent to grades and graduation. *Journal of Postsecondary Education and Disability* 27: 273-290.

Swaine, B., Labbé, D., Poldma, T., Barile, M., Fichten, C., Havel, A., Kehayia, A., Mazer, B., McKinley, P., & Rochette, A. (2014). Exploring the facilitators and barriers to shopping mall use by persons with disabilities and strategies for improvements: Perspectives from persons with disabilities, rehabilitation professionals and shopkeepers. *ALTER, European Journal of Disability Research/Revue européenne de recherche sur le handicap* 8 : 217-229.

Fichten, C.S., Asuncion, J., & Scapin, R. (2014). E-Learning and information and communication technologies in postsecondary education of students with disabilities: Where we are and where we're going. *Proceedings of the Accessing Higher Ground Conference, Westminster, Colorado*.

# PEDAGOGICAL RESEARCH

## Academic Advising

**Tanya Chichekian** has completed her PhD research at McGill University with her dissertation entitled “New Teachers’ Self-Efficacy to Build, Implement, and Sustain Inquiry-Based Instruction”, supported by a three-year scholarship from the **FRQSC**. In 2014, she received the Recognition Award for Theses and Dissertations on Teacher Education from the Canadian Association for Teacher Education. In 2014-15, she presented at several conferences and published the following articles:

Chichekian, T., & Shore, B. M. (2014). Concept maps provide a window onto preservice elementary teachers’ pedagogical content knowledge in the domain of mathematics. *Canadian Journal of Education/Revue Canadienne de L’Éducation*, 36 (3), 23-46.

Chichekian, T., & Shore, B. M. (2014). The International Baccalaureate: Contributing to the use of inquiry in higher education teaching and learning. Invited chapter in J. M. Carfora & P. Blessinger (Eds.), *Inquiry-based learning for faculty and institutional development: A conceptual and practical resource for educators* Bingley, England: Emerald



The Research Centre for the Educational and Professional Inclusion of Students with Disabilities (CRISPESH) is a College Technology Transfer Centre in Innovative Social Practices (CCTT-PSN) born out of a partnership between the Cégep du Vieux Montréal and Dawson College. The centre was recognized by the Ministry of Education, Recreation and Sports (MELS) in October 2010 and is operationally funded by the Ministère de l’Enseignement supérieur, de la Recherche et de la Science and the Ministère de l’Economie, de l’Innovation et des Exportations. CRISPESH’s research revolves around the advancement of knowledge and the development and promotion of innovative social practices that target the educational, social and professional inclusion of people living with disabilities.

### CRISPESH Research Activities 2014-2015

CRISPESH currently holds a Programme de collaboration université-collèges (PCUC) grant in partnership with Cégep du Vieux Montréal, Cégep Marie-Victorin, Collège Montmorency, l’Université de Québec à Montréal and l’Université de Montréal. This project aims to develop pedagogical applications of Universal Design for Learning (UDL) in postsecondary education. The Centre holds a Programme d’aide à la recherche et au transfert in technological innovation (PART-IT) in partnership with Vestechpro, which aims to develop an adapted compression garment for adolescents and young adults living with autism.

CRISPESH in partnership with ECOBE and IRIPI, two CCTT-PSN, hold an Alliance Stratégiques grant which aims to develop a service offer pertaining to the management of employment diversity. Over the year CRISPESH has been mandated by different teaching institutions to run faculty learning communities pertaining to the implementation of Universal Design for Learning (UDL) in postsecondary education.

# PEDAGOGICAL RESEARCH

The Centre is currently working in collaboration with the Hébergement Communautaire Ungava to develop a simulation-based training in mental health. This year, the Centre organized its third annual symposium, which was on the theme of promotion of self-determination as a road to inclusion, engagement, and success for youth and young adults with disabilities

We are actively involved in the research community and present regularly at local, provincial, national and international scientific and popular conferences and symposia. Over the past year these include, among others, conferences organized by the Consortium d'animation en persévérance et en réussite éducative aux études supérieures (CAPRES), Carrefour de la Réussite, PERFORMA, le Salon Innovatif de Paris, Association francophone pour le savoir (ACFAS) and the Association québécoise de pédagogie collégiale (AQPC).

## S.A.L.T.I.S.E.

**Supporting Active Learning & Technological Innovation in Studies of Education (SALTISE)** is a community of practice that brings together instructors and professional development staff from English and French educational institutions from Montreal, and other regions of Quebec. The key goals of SALTISE are based on the ideas of pedagogical change involving innovations in instruction and leveraging the use of educational technology to promote learning. SALTISE is based at Dawson, and co-directed by **Elizabeth Charles** and **Chris Whittaker** from Dawson and Nathaniel Lasry (John Abbott).

Liz's research team is partially funded by **PAREA** for the project "Ecosystème Pédagogique et Artéfacts Épistémiques". This research aims to address the challenges of student engagement in three ways: (1) document the types of knowledge-generation activities and products in Active learning classes; (2) examine specific aspects of this processes of this production and how they influence the product and its use; and (3) develop an educational focus on these products and how their production and use could be facilitated or restricted by available technology approaches. They are also supported by a grant from Entente Canada-Québec for the project « Centre d'apprentissage actif et d'innovation pédagogique (ALPIC). »

**Chris Whittaker** will be awarded the **2015 College Sector Educator Award of the Society for Teaching and Learning in Higher Education (STLHE)**.

Charles, E., Lasry, N. & Whittaker, C. (2014). SALTISE: Bringing Pedagogical Innovations into the Physics Classroom. *Physics in Canada* 70: 96-98.

Lasry, N., Charles, E.S., & Whittaker, C. (2014). When teacher-centered instructors are assigned to student-centered classrooms. *Physical Review Special Topics-Physics Education Research* 10: 010116.

Lasry, N., Dugdale, M. & Charles, E. (2014). Just in Time to Flip Your Classroom. *The Physics Teacher* 52: 34-37.

Lasry, N., Guillemette, J., & Mazur, E. (2014). Two steps forward, one step back. *Nature Physics* 10 : 402-403.

Miller, K., Lasry, N., Lukoff, B., Schell, J., & Mazur, E. (2014). Conceptual question response times in Peer Instruction classrooms. *Physical Review Special Topics-Physics Education Research*, 10: 020113.

Lasry, N., Dugdale, M. et Charles, E. (2014). Zut! J'ai renversé ma pédagogie. *Pédagogie Collégiale*, 27, hiver.

# PEDAGOGICAL RESEARCH

## Universal Design for Learning (UDL)

**Laure Galipeau, Catherine Soleil (French) and Effie Konstantinopolous (AccessAbility Centre)** are in the second year of their **PAREA-funded project “ Impact des applications de la CUA sur le français écrit en FLS”**. The main objective of this project is to measure the impact of applications of UDL on writing improvement for students with and without disabilities in French as a Second Language courses. They have been actively presenting at conferences over the past year, including:

Laure Galipeau, Catherine Loiselle, Effie Konstantinopoulos, Catherine Soleil, Making the Classroom Learning-Centered for All Students: Universal Design for Learning & Faculty Learning Community, Journée pédagogique, collège Dawson, 17 octobre 2014.

Laure Galipeau, La Conception universelle de l'apprentissage (CUA) et les étudiants en situation de handicap : des applications éprouvées pour la réussite des études supérieures, webinar organisé par le CAPRÈS (Consortium d'animation sur la persévérance et la réussite en enseignement supérieur), 21 octobre 2014.

Catherine Soleil, Laure Galipeau, Effie Konstantinopoulos, Conception universelle de l'apprentissage en action : une mise en pratique en français langue seconde, au collégial!, Colloque La conception universelle en enseignement postsecondaire : réalité ou utopie? Symposium à l'intention des éducateurs, Université du Nouveau Brunswick à Fredericton, 9 et 10 novembre 2014.

Catherine Soleil, Laure Galipeau, Effie Konstantinopoulos, Journée de la réussite, Cégep du Vieux Montréal, Montréal, 13 janvier 2015.

Laure Galipeau, Catherine Soleil, Effie Konstantinopoulos, Conception Universelle de l'Apprentissage: Perspectives canadiennes. Semer les idées, Cultiver le Changement, Soutenir la Croissance, McGill University, Montréal, 20, 21 et 22 mai 2015:

### **Ted Talk acceptés :**

Conception universelle de l'apprentissage en salle de classe au collégial: une réalité en français langue seconde.

UDL@Dawson: une nouvelle communauté de pratique est née au collégial.

