Mot du directeur

Je suis très heureux de vous présenter encore une fois un autre numéro formidable d’Impact. Brava à Alejandro Gomez pour son travail acharné dans la préparation de ce bulletin. Il me semble qu’Alejandro ne cesse d’innover pour enrichir notre produit, et ce à chaque édition. Mon rôle dans la production du bulletin se joue particulièrement en coulisse, mais il me donne l’occasion d’examiner à l’avance le contenu des articles ce qui est en soi une expérience inspirante. Je suis fasciné par la productivité, la créativité et les réalisations de nos chercheurs, de nos employés et de nos étudiants ainsi que par la passion qui les anime. Je suis certain que vous serez d’accord lorsque vous parcourrez ce numéro d’été 2013 d’Impact.

Depuis la parution du dernier numéro, le CRSÉC a fait des progrès notables sur le plan de ses initiatives stratégiques. Nous avons effectué une mise à niveau technologique pour nos bureaux et nous travaillons à réaliser de nombreux projets et à améliorer la mobilisation des connaissances, notamment : (i) L’actualisation de notre page Web « Actualités » (consultez-la! http://www.science.uottawa.ca/crecs/fra/index.asp); (ii) La mise en valeur de notre page « Mobilisation des connaissances »; (iii) Un nouveau format de communiqué de presse pour diffuser les nouvelles liées à la recherche; (iv) Une publication en série de vidéos pour la diffusion des recherches (en confection); (v) Un modèle de document pour aider les chercheurs à produire des rapports faciles d’accès au moyen d’inforobots de recherche Web et consultables.

De plus, Impact mettra désormais en vedette des chercheurs et certains de leurs projets. La première occurrence paraît dans ce numéro. Je tiens à remercier nos étudiants coop pour leur enthousiasme et leur énergie dans la production de ces articles.

Je vous souhaite de passer un bel été et bonne lecture!

Brad Cousins

From the Director

Well, once again I am delighted to introduce another wonderful edition of Impact. Hats off to Alejandro Gomez for all of his hard work in putting the newsletter together. It seems that Alejandro takes things to a new level with each and every issue. My role with the production of the newsletter is very much behind-the-scenes, but it provides me with an opportunity to review the content beforehand, and that is always an inspiring experience. I am astonished by the productivity, creativity and accomplishments of our researchers, staff and students and especially by the passion they bring to their projects and their roles. I am sure that you will feel the same as you navigate through this summer 2013 edition of Impact.

Since the last installment of Impact we’ve made considerable headway with many of our strategic initiatives at CRECS. We’ve made some changes at the office with some technological upgrades and we have several knowledge mobilization upgrades and projects on the go. These include: (i) upgrades to our news and events webpage (check it out! www.crecs.uottawa.ca); (ii) enhancements to the knowledge mobilization pages; (iii) a new ‘press release’ format for disseminating research news; (iv) a video serial publication for research dissemination (under development); and (v) a report production template to help researchers produce reports that are ‘crawl-able’ and searchable.

In addition, we are now profiling researchers and some of their projects in Impact, the first such installments appearing in this issue. I want to thank our co-op students for their enthusiasm and energy in producing these.

Have a great summer and happy reading!

Brad Cousins

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Alejandro Gomez, Editor.
Impact is published semi-annually. For submissions and queries please contact crecs@uOttawa.ca
Andrea Jane (AJ) Hickey, a graduate student at the University of Ottawa in Clinical Psychology, was one of approximately 150 students nationwide who were awarded the Vanier Canada Graduate Scholarship. The scholarship – which is often compared to the Rhodes and Fulbright scholarships – awards doctoral students $50,000 per year for three years. The Vanier CGS aims to attract and retain world-class doctoral students at Canadian universities thereby making Canada a global centre of excellence in both research and education.

AJ’s research aims to improve the often poor academic outcomes of children in foster care. More specifically, in collaboration with local Children Aid Societies, she will assess whether working memory training can: 1) improve the math and reading skills of children in foster care; and, 2) improve the effectiveness of academic tutoring on the basic mathematics and reading skills of children in foster care. AJ’s research allows her to combine her passions for neuroscience, psychology, and education.

There are currently over 64,000 children in-care in Canada. These children are at risk of a variety of negative developmental outcomes, of particular concern is their difficulty with academics. Children in foster care, on average, have below-grade academic performance, higher rates of grade retention, and lower scores on standardized tests of academic achievement, particularly in mathematics and reading. “There is a huge need to help these children achieve at a level that reflects their academic potential.” AJ’s research aims to not only improve the often poor academic outcomes of these children, but also to bring awareness to the severity of the issue and the need for more research. Currently, there are only 11 published intervention studies aimed at improving the academic achievements of children in care. There is an urgent need to improve the academic skills of children in care, particularly because the demand for proficiency in math and reading required for employment has significantly increased in recent years.

“I have been lucky enough to work with children in care and have come to realize that despite their often difficult upbringing, many of these children continue to be happy and hopeful for a better tomorrow — these children are truly inspiring! Through my research, I hope to be able to play a small part in helping to improve their future.”

AJ will be conducting her research under the supervision of Dr. Robert Flynn at the Centre for Research on Educational and Community Services (CRECS) at the University of Ottawa. “It’s an honour to work with Dr. Flynn. Not only is he a leader in the field of child welfare, but his passion for improving the educational outcomes of children in care is inspiring. Furthermore, the supportive and friendly environment at CRECS makes going to work fun! I am very fortunate.”

The application process is intensive and highly competitive, with roughly 600 applicants nominated by Canadian universities each year. Available to both Canadian and international students, the Vanier scholarship is awarded to students who demonstrate excellent leadership skills, research potential, and a have a high standard to scholarly achievement in either the social sciences and humanities, natural sciences and engineering, or health-related fields.
A CRECS evaluation team, led by the Faculty of Education's Jess Whitley, was chosen by the Ontario Ministry of Education to conduct a province-wide evaluation of the DIPLS.

The evaluation consisted of three strands; 1., Concept mapping (A total of 21 educators, 5 administrators and 11 board personnel from 6 of the 12 project boards participated); 2., Provincial Differentiated Instruction Survey (A total of 4875 teachers, 820 administrators and 313 board personnel which equals 97% of English public boards and 100% of Catholic boards, although rates of participation within boards varied widely); and 3., Multiple Case Study (Five boards across the province, representing 5 different regions including North Bay/Sudbury, Barrie, Ottawa, Toronto and Thunder Bay, participated.)

The report concludes that many teachers felt confident about implementing differentiated instruction (DI). However, some were unsure of the goals and elements of DI and saw little evidence of a shared investment in the framework by their colleagues and leaders. “The comfort level of teachers with respect to talking about and implementing DI really varied” states Whitley. “We would speak to teachers at one K-8 school or a secondary school and there would be a highly dedicated, motivated group with knowledgeable leadership who provided time for teachers to meet and co-plan; then we would speak to other teachers at the same school or those at another across town and they would be unsure what DI really was or how to implement it”.

Several key findings emerged. While teachers are certainly aware of DI, many lacked a real understanding of what it entails and how it might apply to their specific grade or subject. Misconceptions surrounding DI, such as its incompatibility with senior academic classes, play a role in this confusion. Whitley describes the perspectives of some of the teachers who participated: “We heard many times that DI was necessary for those who were struggling, or was appropriate for open classes; for those teachers focused on preparing students for post-secondary, however, there was often a concern that DI would bring down standards and make things easier for students”. Certainly the greatest impediment to DI implementation listed most often by all participant groups was time; time for planning, sharing with colleagues, and for students to explore and engage with new activities. The study discovered that those teachers who took part in DIPLS activities, who held more positive beliefs about DI, and who had more confidence in implementing DI, also perceived more positive impacts on students.

The most common recommendation with respect to improving DI professional learning was the need for individuals with expertise in DI who could provide ongoing classroom-based support. According to Whitley, “teachers really wanted that ground-level, hands-on help and modeling from those who had the expertise. They found that a one- or two-day workshop, with generic examples, was not enough for them to really be able to shift their classroom practice”. Finally, many educators expressed a belief that professional learning in the area of DI needed to continue, albeit in a more subject-specific, collaborative, job-embedded fashion with a focus on secondary teachers in particular.

For the full report see the Knowledge Mobilization section of the CRECS website.
How Helping Results in Engaged Communities

Everyone wants to live in an engaged community – one where streets are safe, neighbours are friendly (but not too friendly!), and folks contribute and help each other out. What factors predict community engagement? How do we create communities where residents contribute and help each other out?

Engagement = Mobilizing Communities and Collaboration (E=MC²) is being carried out by an interdisciplinary team from a partnership among CRECS, Gap Sante, Centre on Governance and the Centre for Community Engagement at the University of Ottawa. With the guidance of an advisory committee made up of representatives from the public, private, academic and non-profit sectors, the core team of researchers, students, and staff will be trying to find answers to these questions.

The Canadian Survey on Giving, Volunteering and Participating (CSGVP), last conducted in 2010, provides valuable data to the project to understand potential approaches that can be developed to increase rates of volunteering, giving and participating in communities. Using data from the CSGVP 2010, combined with other sources, the research team will be developing testable interventions and methods designed to increase rates of volunteering, giving and participating among various groups within communities. Work is currently underway to identify potential demonstration communities in Canada which can test out these interventions and methods. The study results are expected to benefit not only the demonstration communities, but also other communities, organizations and individuals in a variety of sectors.

The first Project Advisory Committee Meeting took place on May 14th, in the new Social Sciences building on the University of Ottawa campus. A combination of presentations and discussions produced excellent feedback and suggestions for consideration as the project moves forward. Researchers presented their work on developing a theoretical model of engagement behaviours which will be used to guide development of interventions, as well as the data analysis plan and knowledge mobilization framework. Several students presented their work on volunteering and participating in particular populations, such as youth, seniors, immigrants, and Francophones. Committee members provided insight on areas such as focusing on a spectrum of engagement behaviours, how best to use existing networks for development and dissemination, understanding diversity in definitions, and key considerations in working effectively with charities and community organizations.

The project leaders and research team are hard at work over the summer, implementing what we have learned and moving forward on project objectives. This project is funded by a grant from Human Resources and Skills Development Canada and UofO Faculty of Social Sciences.

For more information about the E=MC² project, email Kathryn Norman at engagement@uottawa.ca, or visit www.engagement.uOttawa.ca

Excerpt of Tim’s acceptance speech:

“... I also see other signs suggesting that the best days for program evaluation are just around the corner – most notably the ascendance of evidence-based interventions and programs in health and social services, the possibilities in applying computer-based technology to performance measurement efforts, and the increasing expectation for researchers to engage in knowledge mobilization communicating the implications of their work for program and policy development. Program evaluation methods and processes play a central role in all of these areas...” See full speech transcription at the CES website.
Jamais personne ne m’a semblé plus fidèle à elle-même que la professeure Julie Gosselin lorsque nous nous sommes assises ensemble pour discuter de son expérience en tant que chercheuse et directrice du Laboratoire de recherche sur la famille recomposée. Sur Twitter (voir DrJulieGosselin), elle se décrit elle-même comme « une psychologue et prof d’université féministe le jour et une mordue de la science politique et de la science-fiction la nuit ».

Elle y affiche souvent des gazouillis de portée politique ou féministe (ou les deux) et elle propage régulièrement des nouvelles qui décrivent ou commentent les récentes perspectives de recherches, le plus récent affront politique ou tout simplement quelque chose d’amusant.

Je me suis donc demandé ce qui rend Julie Gosselin si différente du reste d’entre nous pour qu’elle réussisse à jumeler son professionnalisme et son doigté pour médias sociaux dans le but de favoriser la mobilisation des connaissances. Je l’ai rencontrée pour le découvrir.

Julie Gosselin, comme plusieurs d’entre nous, a grandi dans une famille recomposée ce qui a suscité en elle un grand intérêt pendant sa recherche au doctorat à l’Université de Montréal. Elle est une chercheuse renommée dans la dynamique des familles recomposées grâce à son expérience et à ses méthodes diversifiées, mais elle explique que l’obstacle le plus difficile qu’elle a eu à surmonter fut de trouver sa voie en tant que chercheuse universitaire. On peut le constater par la variété des méthodes qu’elle a utilisées pour mener sa recherche sur les familles recomposées : de l’étude corrélationnelle, aux analyses longitudinales jusqu’aux méthodes qualitatives plus modernes et moins répandues comme Photovoice. Elle explique que les techniques telles que Photovoice aident « à préciser comment les gens définissent eux-mêmes les termes liés à la famille contemporaine, ce qui constitue une façon de contribuer à élaborer de nouveaux modèles sociaux pour ces rôles en particulier. » Bien qu’elle ne souhaite pas laisser de côté les méthodes plus traditionnelles, elle entend continuer à utiliser Photovoice dans d’autres projets de recherche afin de mieux comprendre le point de vue des personnes concernées.

Ce qui au départ a capté mon attention au sujet de la Dre Gosselin, c’est à la fois sa personnalité originale et joviale puis sa maîtrise des médias sociaux. Comme mes parents sont encore à l’étape d’apprendre comment fonctionne l’appareil photo de leur nouveau iPhone (ils ont changé leur téléphone pliable il y a un an seulement, ne leur demandez pas ce qu’est Twitter), j’ai été fascinée à l’idée que Julie Gosselin reconnaisse le pouvoir des médias sociaux et qu’elle s’y investisse en créant un profil public et professionnel dans l’espoir de faire connaître le Laboratoire de recherche sur la famille recomposée. Lorsque je lui ai demandé son avis sur les technologies comme méthode de recherche de plus en plus répandue, elle a hésité à prendre parti. Elle rappelle avec compétence que « des informations importantes peuvent être noyées dans un océan de données, qu’il est impossible de juger de la pertinence des informations à moins qu’elles proviennent de sources fiables et que Twitter ne comporte pas de mécanisme d’examen par les pairs ». D’un autre côté, elle considère la technologie « comme un moyen intéressant de multiplier les liens avec la collectivité, d’inciter les gens à s’intéresser à nous et à participer à nos études » ce qui selon elle « commence […] à se concrétiser. Nous commençons à voir un peu plus de trafic au sujet du recrutement. » De bonnes nouvelles pour un laboratoire qui dépend largement des participants!

Bien qu’elle ait des réserves au sujet des médias sociaux et des technologies en général, elle est une chef de file en méthodes de recherche et est toujours disposée à explorer différents angles pour mieux comprendre le sens profond des résultats. La Dre Gosselin confie qu’elle « arrive à peine à venir à bout de son fil de nouvelles Twitter », mais la dernière fois que j’ai vérifié, elle partageait toujours une foule de renseignements extraordinaires et amusants provenant du Web.
On April 12, despite snow, sleet, and freezing rain, graduates, faculty, and professionals in the field of evaluation made the trek to the 24th Edward F. Kelly Conference hosted by graduate students affiliated with CRECS in the new Social Sciences building. The Kelly Conference is a graduate student organized evaluation conference, whose goal is to provide graduate students in the field of evaluation an opportunity to present original research and network with professionals in the field.

Conference activities began with a Thursday evening meet and greet at the Pour House in the Byward Market where conference organizers as well as the Director of CRECS, Dr. Brad Cousins, welcomed the keynote speaker Dr. Rodney Hopson and conference participants. The evening provided the opportunity to reconnect with old friends and to network with students and faculty from other universities. The evening helped set the friendly tone that was present throughout the conference.

The conference began Friday morning with networking over coffee and a light breakfast, followed by a captivating and inspiring keynote address by Dr. Rodney K. Hopson, past president of the American Evaluation Association. With “Using master’s tools to dismantle master’s house: Toward a theory and practice of evaluation in complex social ecologies” as the title of the keynote address, we knew we were in for a thought-provoking beginning to the Kelly Conference and he did not disappoint. Dr. Hopson spoke passionately about the need for the field of evaluation to go beyond tools, methods and theories and to widen our scope to include the larger and more complex social, economic and policy/political issues that are increasingly more compelling and woven into complex ecologies. As he eloquently argued, evaluators must strive for a more “grounded, functional and integrated understanding of the relevance of our work, relationships that enhance our abilities to connect with communities, especially those historical marginalized, and responsibilities we have to ensure that our work meets the diverse and dynamic needs of stakeholders and other interested groups.” Subsequent to this captivating keynote address, 18 graduate students based in Canada, the United States, and China equally delivered interesting and high-quality presentations of their research in the field of evaluation. A first for the Kelly Conference, we had one presenter from the Hong Kong Polytechnic University who presented from China via the Internet, which made for a great discussion and exchange of ideas across continents. The conference concluded with Dr. Hopson sharing his reflections of the day and mingling with conference participants. Conference participants appeared energized and inspired as they exchanged goodbyes, contact information, and discussed possibilities for the 25th version of the Kelly Conference.

Special thanks to our sponsors from the following units at the University of Ottawa for helping make this conference a success: CRECS, Faculty of Social Sciences, Faculty of Graduate and Postdoctoral Studies, Graduate Students’ Association of the University of Ottawa, School of Psychology, School of Political Studies, and Faculty of Education’s Graduate Students’ Association. To view pictures of the Kelly Conference visit www.kellyconference.org
Knowledge Mobilization on the road

Kristjansson at ReCom

Senior Researcher Elizabeth Kristjansson attended a results meeting on Aid and the Social Sectors. ReCom is a 3-year, internationally oriented research program implemented by United Nations University’s World Institute for Development Economics Research. It aims to provide cutting-edge evidence about what works, what could work, what is scalable, and what is transferable in the area of development cooperation, and to communicate this to the wider public. Dr. Kristjansson was invited to present her work on systematic reviews and implementation analyses of preschool and school feeding programs. She also co-authored a report for ReCom with several other researchers in her field, on the topic of curbing early childhood under nutrition in lower and middle income countries. Both the report and the work she presented demonstrated that there are several techniques which have repeatedly been shown to increase the effectiveness of preschool and school feeding programs in studies by researchers. By leveraging such techniques, Kristjansson suggests that feeding program coordinators can give their programs more impact and achieve better results.

Flynn in Europe

On the 29th of January Robert Flynn left for Lyon, France, as he had been invited to take part as an external examiner in the defence of a thesis in clinical psychology at the Université de Lyon II. The thesis was based on a number of case studies that formed part of the practice of the author, a clinical psychologist, in her work with children and adults from immigrant families in a low-income neighbourhood in Lyon. On the 4th and 5th of February, Professor Flynn presented at the University of Stockholm and at a Child and Welfare Conference in Stockholm, Sweden. At these presentations he described the main findings and implications for practice and research of a randomized trial of direct-instruction tutoring that a team consisting of Professor Flynn, graduate students and colleagues carried out in 2009-2010 with foster children of primary school age who were in the care of nine local Children’s Aid Societies in Ontario. There, he also discussed the results of a second randomized trial of direct-instruction tutoring was based on a sample of mainly Aboriginal (First Nations) foster children of primary school age and replicated and extended the earlier trial. Researchers at the University of Stockholm are very interested in the results of the Canadian tutoring research with children in foster care and hope to conduct a similar study in Stockholm in the near future.

Cousins in Canada and Abroad

Professor Brad Cousins continues to engage with evaluation capacity building activities home and abroad. In February he was part of a keynote panel on ‘Innovation and Evaluation’ as part of the Canadian Evaluation Society: National Capital Chapter annual learning event held at the Ottawa Congress Centre. Also on the panel were Stephen Huddart, President and CEO of the McConnell Foundation and Rita Moritz, Assistant Deputy Minister, Agriculture and Agri-food Canada. The participants presented from academic, community, and government perspectives, respectively.

Professor Cousins subsequently departed for Kathmandu, Nepal to participate in the second Evaluation Conclave, an international conference sponsored by the South Asian Community of Evaluators (CoE). Cousins delivered an invited workshop “Getting published: Strategies for publishing beyond the evaluation.” Professor Cousins has given the workshop before in Canada and Africa. The objective is to assist evaluation practitioners wanting to engage with the publication process and to contribute to peer-reviewed and other publication outlets.

McLean and Westheimer in Kuwait

CRECS senior researcher, Lorna McLean, and University Research Chair, Joel Westheimer, both from the Faculty of Education participated in the conference, “The Education of Future Citizens: Key Challenges Facing Arab Countries” which was organized by the Carnegie Endowment for International Peace – Carnegie Middle East Centre, and the Arab Fund for Economic and Social Development on June in Kuwait City. Conference presentations by speakers from government, universities and NGOs laid out some of the key contemporary issues in a session on “The status of citizenship education in the Arab world.” A second session on “Preparing future citizens with 21st century skills,” presented case studies related to education for peace/dispute resolution, critical thinking, responsibility, collaboration, moral aspects of citizenship and human rights. Follow-up working groups addressed these topics by focusing on three themes: The Importance of School Climate, The Role of Teachers, and Research Informing Policy. Participants discussed future possibilities for international research projects on citizenship education in the final session.
Pour guérir, il faut d’abord un chez-soi

by Nathalie Samure

Les études menées à la Faculté des sciences sociales ont des répercussions directes sur les politiques, les collectivités et les individus.

La participation de Tim Aubry, co-directeur du Centre de recherche sur les services éducatifs et communautaires (CRSEC), à un programme révolutionnaire de lutte contre l’itinérance appelé Housing First et à un projet national novateur appelé At Home/Chez Soi en est la preuve tangible.

Malgré nos filets de sécurité sociale, l’itinérance est un grave problème au Canada. On estime qu'entre 150 000 et 300 000 personnes vivent dans la rue au pays, ce qui coûte chaque année 1,4 milliard de dollars aux contribuables canadiens en soins de santé, frais juridiques et services sociaux. Bien que de nombreux facteurs mènent à l’itinérance, la santé mentale y est pour beaucoup. Il faut trouver de nouvelles façons d’aider ces personnes vulnérables pour ré-soudre ce problème social.

Qu’est-ce que le programme Housing First?

La prémisse du programme Housing First et du projet connexe At Home/Chez Soi, c’est qu’il faut d’abord avoir un chez-soi pour amorcer une guérison.

Traditionnellement, on attend qu’une personne puisse faire preuve de certaines compétences psychosociales (par exemple, la sobriété) avant de lui offrir un logement. Or, l’acquisition de ces compétences dépend souvent d’un traitement. De plus, les logements offerts aux personnes qui répondent aux exigences sont souvent de qualité douteuse et concentrés dans quelques quartiers seulement.

Le programme Housing First s’attaque à l’itinérance chronique en aidant des personnes souffrant de troubles psychologiques graves à trouver un logement sans répondre à des conditions préalables. Ce programme fournit de l’aide au logement — financière et autre — adaptée aux besoins de chaque personne.

Quelles sont les premiers résultats du projet At Home/Chez Soi?

Ce projet de recherche de 110 millions de dollars, financé par Santé Canada par l’entremise de la Commission de la santé mentale du Canada, teste en ce moment l’efficacité des services de Housing First pour les personnes atteintes de troubles psychologiques graves et celles qui vivent en situation d’itinérance chronique dans cinq villes canadiennes, soit Moncton, Montréal, Toronto, Winnipeg et Vancouver. Au total, 2265 hommes et femmes participent à cette étude : 1265 d’entre eux reçoivent les services de Housing First et 990 reçoivent les services standards.

« Les premiers résultats de l’étude sont très prometteurs, explique le professeur Aubry. Au cours de la première année, les personnes qui ont bénéficié des services de Housing First ont occupé un logement stable 64 % du temps, comparativement à 23 % chez les participants qui recevaient des services standards. » La stabilité permet aux participants d’entreprendre des traitements à long terme et de s’intégrer à la communauté.

Les résultats initiaux montrent également que les services du programme Housing First font une meilleure utilisation des deniers publics, surtout pour les grands usagers de services de santé et de services sociaux. Un logement stable permet aux participants de Housing First de réduire considérablement leur utilisation de services beaucoup plus chers (hospitalisation, visite à l’urgence, consultation externe, refuge pour sans-abri, détention). Pour chaque dollar consacré à Housing First, l’économie liée à la baisse d’utilisation de ces autres services s’élève à 54 cents.

Le gouvernement fédéral suit de très près les résultats de cette étude. Il a en effet mentionné le succès du projet At Home/Chez Soi dans son budget 2013, puis il a annoncé un investissement de 119 millions de dollars par année sur cinq ans pour des initiatives dans le cadre du programme Housing First partout au Canada.

« Nous étions enchantés de cette annonce, affirme le professeur Aubry. L’un des objectifs du CRSEC consiste à produire des données pour favoriser les décisions scientifiquement fondées et, avec le temps, influencer les politiques. Dans le cas du projet At Home/Chez Soi, les recherches ont très rapidement influencé les politiques. »
Entre les mois de janvier et avril 2013, l’unité de recherche en mesure et évaluation des apprentissages (MÉA) a organisé une série de trois conférences portant sur des sujets de l’heure dans le domaine. L’unité de recherche MÉA regroupe actuellement six professeurs de trois universités canadiennes, quatre professeurs affiliés et une quinzaine d’étudiants des programmes de maîtrise et de doctorat. Voici un résumé de chacune des conférences.

**Autoévaluation et évaluation soutien d’apprentissage : le rôle des émotions**

Cette conférence fut prononcée par le professeur Dany Laveault le jeudi 28 février 2013 de 16h à 17 au pavillon Louis-Pasteur, pièce 284. Elle s’est donnée à distance et sur place à une dizaine de participants. Lors de sa conférence, le professeur Laveault a montré le rôle et la place des émotions dans le processus d’évaluation des apprentissages et comment celles-ci interviennent, positivement ou négativement, au progrès de l’élève vers l’atteinte des résultats escomptés. Cette conférence a été prononcée uniquement en français. Un diaporama de la présentation est disponible sur le site web de l’unité de recherche MÉA au www.MEAuOttawa.ca

**Assessment for learning using an online concept mapping tool**

Le mardi 26 mars, c’était au tour du Professeur David Turnpower à présenter ses recherches en évaluation des apprentissages. Sa conférence fut prononcée en anglais uniquement et sur campus de 16h à 17h à la pièce 388 du pavillon Lamoureux à un auditoire d’environ 25 membres des corps étudiant et professoral. Le professeur Turnpower a montré dans quelle mesure les réseaux conceptuels des apprenants peuvent servir à renseigner sur leurs conceptions de notions et principes complexes en contexte formatif. Voir le diaporama au www.MEAuOttawa.ca

**Concevoir de bonnes questions à choix multiples**

Enfin, le jeudi 25 avril, les professeurs Marielle Simon et Éric Dionne animaient la 3e conférence de la saison entre 16h et 17h à la pièce 284 du pavillon Louis-Pasteur, à des participants sur place et à distance. Lors de la conférence, offerte sous forme d’atelier pédagogique, la professeure Simon a abord présenté plusieurs règles d’élaboration de questions à choix multiples avec exemples concrets à l’appui, tirés des programmes d’évaluation à grande échelle comme ceux de l’Office de la qualité et de la responsabilité en éducation et le Programme international pour le suivi des acquis (PISA). Le professeur Dionne a enchaîné avec deux exemples d’élaboration de questions à choix multiples en se basant sur diverses fausses conceptions des apprenants. Une vingtaine d’étudiants et professeurs ont participé soit sur place ou à distance. La conférence fut prononcée en français. Le diaporama et l’enregistrement vidéo se trouvent sur le site web de l’unité de recherche MÉA au www.MEAuOttawa.ca

Nous planifions une autre série de conférences à l’automne et aimerions obtenir vos suggestions en matière d’évaluation des apprentissages. Si vous avez des idées, veuillez les soumettre à mea@uottawa.ca Nous prévoyons offrir les prochaines conférences en présentiel et à distance et conserver les enregistrements vidéo sur le site web de MÉA.
Experience, Skills and Knowledge (Mobilization)
By Samantha Lapointe

My Co-op work term at CRECS has given me invaluable work experience and skills that I look forward to being able to utilize in any workplace in my future. I have acquired knowledge about accounting, website management, meeting management, countless computer programs, information about the creation of surveys, research projects, and much more. I have also had the chance to interview and write about professionals in different settings, something that interests me greatly. I was able to hone my people skills by meeting experts in various fields and creating relations with the graduate students that frequented CRECS.

Besides the technical and social skills that I have developed in the last four months, I have also learned about the importance of Knowledge Mobilization and what it can mean for any community, especially a research unit or a researcher working on a popular project. This work term has not only provided the opportunities that I needed to feel successful in my course in life but has also showed me that there are various ways in which a researcher can help a community, which I strive to do. I have now realized exactly how important the skills I have gained during my CO-OP term are to me in daily life, but more importantly how they will help me to acquire a future job upon completion of my University degree, and I give all my thanks to CRECS.

Samantha Lapointe, Coop Student Winter 2013

« Psychologie hors des sentiers battus »

Le comité de la « psychologie hors des sentiers battus » est fier d’annoncer que la 2ième conférence nationale de la « psychologie hors des sentiers battus » a été un succès! L’événement gratuit a eu lieu à la Faculté des sciences sociales de l’Université d’Ottawa les 23 et 24 mai 2013.

Un total de 135 étudiants et professeurs de l’Université d’Ottawa et d’autres universités à travers le Canada et les États-Unis ont participé, dont 53 ont présenté des présentations par affiches ou des présentations orales. En outre, notre conférence comprenait un discours d’ouverture par le Dr Gordon Neufeld, un psychologue du développement très renommé. Son discours a été suivi par une présentation stimulante par le Dr Warren Thorngate (Université Carleton), et un débat animé entre les Drs. Claude Lamontagne et Dave Miranda (avec le Dr Simon Beaudry comme modérateur). Sur notre site, www.psychoutsidethebox.com, nous avons affiché la vidéo d’une présentation par le Dr Valery Chirkov de l’Université de la Saskatchewan.

Autres faits saillants de l’événement: une cérémonie de clôture au bar de l’université 1848 où de la bière et du fromage a été servi. Au cours de cette cérémonie, Mackenzie Becker de l’Université McMaster a remporté le prix de $ 50 pour la meilleure présentation par affiche, Angela Caron de l’Université d’Ottawa a remporté 25 $ pour la meilleure présentation individuelle et Amanda Chalupa, Dobromir Dobromir Jastrzebski et Cassandra Rudolph Metivier de l’Université McGill ont gagné 75 $ pour la meilleure présentation de colloques en groupe.

Nous avons reçu des commentaires très positifs des participants de la conférence qui ont aussi manifesté un grand intérêt à participer à la conférence l’année prochaine. Enfin, nous tenons à remercier CRSEC pour le soutien et la générosité démontrée à cette initiative étudiante. Au plaisir de collaborer avec le CRSEC de nouveau dans un avenir proche.
CRECS Open House
by Daniel Tamblyn-Watts

On Wednesday June 22nd 2013, CRECS hosted an Open House to showcase its latest research, its new location, and to help encourage discussion between researchers in the Faculty of Social Sciences and the Faculty of Education. The event was well attended, with guests from community partner organizations in both the Education and Community Services sectors, as well as senior university staff and researchers from the Faculty of Education and the Faculty of Social Sciences. Attendees had a chance to tour CRECS facilities, meet and greet with CRECS researchers, and get a better picture of the latest developments at CRECS.

We were delighted to unveil our new offices on the fifth floor of the Vanier building, along with the benefits of the recently completed Social Sciences building. Attendees were able to tour the extensive area we are now able to offer as study space for students. This space will enable more dialogue and collaboration between CRECS professors and their students than has been previously possible. Attendees were also given a demonstration of the video-conferencing capabilities of our new Smartboard equipped conference room. This room will be available to be booked by all CRECS researchers, and will make it possible to have large scale video conferences from anywhere in the world.

Later on, CRECS Director Brad Cousins spoke to attendees about the reason behind the success of CRECS, highlighting the benefits that come as a result of the Centre existing as part of two faculties. This sentiment was echoed in short speeches from Rose Ann Devlin, Vice Dean Research Faculty of Social Sciences, and from Michel Laurier, Dean of the Faculty of Education. Professor Emeritus Robert Flynn was congratulated on his years of commitment to CRECS, and his continued dedication in retirement. The open house was a rare and welcomed opportunity for interaction and catching up between researchers from the Faculty of Social Sciences and the Faculty of Education. We would like to thank everyone who attended for making the event a success.
In the first six months of 2013, CRECS continued to expand its knowledge mobilization initiatives through its hosting of several Lunch-Hour Colloquiums and its production of media content. Most colloquiums are recorded and released as podcasts on the CRECS website.

January  CRECS Co-Director Tim Aubry discussed early findings of the At Home / Chez Soi project, a Health Canada funded study focusing on homeless persons with severe mental illness. Early findings indicate that housing first policies make better use of funds for health and social services.

March  CRECS Senior Researcher Ismael Ngnie-Teta focused on the Repositioning of Nutrition as Central to Development in Haiti in the context of the 2010 Haitian Earthquake. As attendees learned, undernutrition among children under five in Haiti was a silent emergency before the January 2010 earthquake.

April  CRECS Senior Researcher Cameron Montgomery and attendees explored the link between adolescent stress and coping and Franco-Ontarian teenagers’ socio linguistic Vitality. Montgomery described the environmental factors that give rise to Franco-Ontarian Teenagers’ Stress and Sociolinguistic Vitality in detail, and with participation from attendees, described the different ways teenage Franco-Ontarian students have to cope and regulate stress internally.

May  Visiting Professor Dr. Laila Niklasson, from Mälardalen University in Sweden, presented findings from the evaluation of educational reforms sponsored by the National Agency of Education (NAE). Professor Niklasson gave attendees an interesting look at the difference between educational reforms in Canada and those in Sweden.

Are you a researcher in Education or Community Services and want to present your research findings and hold a dialogue on your research? Contact CRECS@uOttawa.ca or 613-562-5800 ext. 1856.