Message de les rédacteurs en chef invités
De la page 4

Références, liens et ressources

1. Cameron, C. & Gregory, K. (2016). *Rethinking letter grades: A five-step approach to aligning letter grades to learning standards* (2nd Ed.). Portage & Main Press.

2. Dougherty, D. (2013). *Design, make, play: Growing the next generation of STEM innovators*. Routledge.

3. Bergmann, J. & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education.

4. Durlack, J.A., Domitrovich, C.E., Weissberg, R.P., Gullotta, T.P. (Eds). (2016). *The handbook of social and emotional learning: Research and practice*. Guilford.

De quelles compétences les apprenants ont-ils besoin pour réussir au 21e siècle?
De la page 6

Références, liens et ressources

1. Pan, Q., Trang, K. T., Love, H. R., & Templin, J. (2019). School Readiness Profiles and Growth in Academic Achievement. *Frontiers in Education, 4*(November). https://doi.org/10.3389/feduc.2019.00127

2. Cappa, K.A., Begle, A.M., Conger, J. C., Dumas, J. E. & Conger, A. J. (2011) Bidirectional relationships between parenting stress and child coping competence: Findings from the PACE study. *Journal of Child and Family Studies, 20* (3), 334-342.

3. Perry N. E., Hutchinson, L. R., Yee, N., Määttä, E. (2017). Advances in understanding young children's self-regulation of learning. In D. Schunk & J. Greene (Eds.), *Handbook of SelfRegulated Learning and Performance* (pp. 457–472). New York, NY: Routledge/Taylor & Francis Group.

4. Zimmerman, B., J (2008). Investigating self-regulation and motivation: Historical background, methodological developments and future prospects. *American Educational Research Journal, 45*(1), 166-183.

5. Perry, N. E., Lisaingo, S., Yee, N., Parent, N., Wan, X., & Muis, K. (2020). Collaborating with teachers to design and implement assessments for self-regulated learning in the context of authentic classroom writing tasks. *Assessment in Education: Principles, Policy and Practice, 27*(4), 416–443. https://doi.org/10.1080/0969594X.2020.1801576

6. Peeters, J., De Backer, F., Kindekens, A., Triquet, K., & Lombaerts, K. (2016). Teacher differences in promoting students' self-regulated learning: Exploring the role of student characteristics. *Learning and Individual Differences, 52*, 88–96. https://doi.org/10.1016/j.lindif.2016.10.014

7. Hutchinson, L. R. (2013). Young Children'S Engagement in Self-Regulation At School. *Journal of Chemical Information and Modeling, 53*, 1689–1699.

8. Perry, N. E. (1998). Young children's self-regulated learning and contexts that support it. *Journal of Educational Psychology, 90*, 715-729.

9. Hadwin, A., & Oshige, M. (2011). Socially shared regulation: Exploring perspectives of social in self-regulated learning theory. *Teachers College Record, 113*(2), 240–264.

10. Whitebread D., Bingham S., Grau V., Pasternak D.P., S. C. (2007). Development of metacognition and self-regulated learning in young children: Role of collaborative and peer-assisted learning. *Journal of Cognitive Education and Psychology, 6*(3), 433–455. https://doi.org/10.1891/194589507787382043

11. Samarapungavan, A., Mantzicopoulos, P., & Patrick, H. (2008). *Learning science through inquiry in kindergarten. Science Education, 92*, 868-908.

12. Perry, N. E., Phillips, L., & Dowler, J. (2004). Examining features of tasks and their potential to promote self-regulated learning. *Teachers College Record, 106*(9), 1854-1878.

13. Blumenfeld, P., Mergendollar, J., & Swarthout, D. (1987). Task as a heuristic for understanding student learning and motivation. *Journal of Curriculum Studies, 19*, 135-148.

14. Moritz Rudasil, K., & Rimm-Kaufman, S. E. (2009). Teacher-child Relationship quality: the role of temperament and teacher-child initiated interactions. Early Childhood Research Quarterly, 24, 109-120.

15. Goldsmith, H. H., Buss, A. H., Plomin, R., Rothbart, M. K., Thomas, A., Chess, S., & McCall, R. B. (1987). Roundtable: What Is Temperament? Four Approaches. *Child Development, 58*(2), 505–529. http://doi.org/10.2307/1130527

Le rôle (non) changeant de la technologie dans le domaine de l'enseignement
De la page 8

Références, liens et ressources

1. Emery, J. N. (1972). The field of educational technology: A statement of definition. Audiovisual Instruction, 17(8), 36-43.

2. Dorris, A. V. (1928). Visual instruction in the public

schools. Boston, MA: Ginn.

3. Reiser, R. A., & Ely, D. P. (1997). The field of educational technology as reflected through its definitions. *Educational Technology Research and Development*, *45*(3), 63–72. http://doi.org/10.1007/BF02299730

4. Baker, R., & Dwyer, F. (2005) Effect of instructional strategies and individual differences: A meta-analytic assessment. *International Journal of Instructional Media, 32*, 69-84

5. Dale, E. (1969). Audiovisual methods in teaching. NY: Dryden Press.

6. Dwyer, F. (2010). Edgar Dale's cone of experience: A quasi-experimental analysis. *International Journal of Instructional Media*, *37*(4), 431–43.

7. Skinner, B. F. (1958). Teaching machines; from the experimental study of learning come devices which arrange optimal conditions for self instruction. *Science*, *128*(3330), 969–977.

8. Ibrahim, A. A. (2015). Evolutionary nature of the definition of educational technology. *International Journal of Social Science & Education*, *5*(2), 233–239.

9. Tawfik, A. A., Reeves, T. D., & Stich, A. (2016). Intended and unintended consequences of educational technology on social inequality. *TechTrends*, *60*(6), 1–8. http://doi.org/10.1007/s11528-016-0109-5

10. Martin, S., Diaz, G., Sancristobal, E., Gil, R., Castro, M., & Peire, J. (2011). New technology trends in education: Seven years of forecasts and convergence. *Computers & Education, 57(3),* 1893–1906.

11. Dubé, A. K., & Wen, R. (2021). Technology trends in K-12 education from 2011-2021. *Proceeding of the American Educational Research Association Annual Meeting 2021.*

12. Dubé, A. K., Kacmaz, G., Wen, R., Alam, S. S., & Xu, C. (2020). Identifying quality educational apps: Lessons from "top" mathematics apps in the Apple App store. *Education and Information Technologies,* 25, 5389-5404. http://doi.org/10.1007/s10639-020-10234-z

13. McLean, K. J. (2016). The implementation of bring your own device (BYOD) in primary [elementary] schools. *Frontiers in Psychology, 7,* 24–3. http://doi.org/10.3389/fpsyg.2016.01739

14. Dubé, A. K., & Dubé, N. J. (2020). Policies to guide the adoption of educational games into classrooms. *Educational Technology Research and Development*, *46*(2), 391–7. http://doi.org/10.1007/s11423-020-09835-9

15. Bai, S., Hew, K. F., & Huang, B. (2020). Does gamification improve student learning outcome?

Evidence from a meta-analysis and synthesis of qualitative data in educational contexts. *Educational Research Review*, *30*, 100322. http://doi.org/10.1016/j.edurev.2020.100322

16. Bodily, R., & Verbert, K. (2017). Review of research on student-facing learning analytics dashboards and educational recommender systems. *IEEE Transactions on Learning Technologies*, *10*(4), 405-418.

17. Kavanagh, S., Luxton-Reilly, A., Wuensche, B., & Plimmer, B. (2017). A systematic review of Virtual Reality in education. *Themes in Science and Technology Education*, *10*(2), 85-119.

18. Ford, S., & Minshall, T. (2019). Invited review article: Where and how 3D printing is used in teaching and education. *Additive Manufacturing*, *25*, 131-150.

19. Pearson, H. A.,* & Dubé, A. K. (2020). 3D printing as an educational technology: Theoretical perspectives, learning outcomes, and recommendations for practice. *Proceeding of the 9th Annual SALTISE Meeting: 2020 COVID-19 Pivot.* https://www.saltise.ca/wp-content/uploads/2020/08/SALTISE_Proceedings_2020_v7.pdf

20. Clark, R. E. (1994). Media Will Never Influence Learning. *Educational Technology Research and Development*, *42*(2), 21–29. http://doi.org/10.2307/30218684?ref=search-gateway:434cad04712df340e5a068f678baf1b2

Enseignement et intervention efficaces en expression écrite
De la page 10

Références, liens et ressources

1. Baker, S. K., Chard, D. J., Ketterlin-Geller, L. R., Apichatabutra, C., & Doabler, C. (2009). Teaching writing to at-risk students: The quality of evidence for Self-Regulated Strategy Development. *Exceptional Children, 75*, 303-318. https://doi.org/10.1177/001440290907500303

2. Graham, S. (2006). Strategy instruction and the teaching of writing: A meta-analysis. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 187-207). Guilford.

3. Graham, S., Harris, K. R., & McKeown, D. (2014). The writing of students with learning disabilities, meta-analysis of Self-Regulated Strategy Development writing intervention studies, and future directions: Redux. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (2nd ed., pp. 405-438). Guilford.

4. Geres-Smith, R., Mercer, S. H., Archambault, C., & Bartfai, J. M. (2019). A preliminary component

analysis of Self-Regulated Strategy Development for persuasive writing in Grades 5 to 7 in British Columbia. *Canadian Journal of School Psychology, 34*, 38-55. https://doi.org/10.1177/0829573517739085

5. Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008). *Powerful writing strategies for all students*. Paul H. Brookes Publishing.

6. Education Northwest. (2021). *6+1 trait rubrics*. https://educationnorthwest.org/traits/traits-rubrics

7. Keller-Margulis, M. A., Mercer, S. H., & Matta, M. (in press). Validity of automated text evaluation tools for written-expression curriculum-based measurement: A comparison study. *Reading and Writing*. https://doi.org/10.1007/s11145-021-10153-6

8. Mercer, S. H., Cannon, J. E., Squires, B., Guo, Y., & Pinco, E. (in press). Accuracy of automated written expression curriculum-based measurement scoring. *Canadian Journal of School Psychology*, 0829573520987753. https://doi.org/10.1177/0829573520987753

9. IRIS Center. (n.d.). *SRSD: Using learning strategies to enhance student learning*. https://iris.peabody.vanderbilt.edu/module/srs/

10. SRSD Online. (n.d.). *Writing to learn: SRSD online training courses*. https://srsdonline.org/teacher-training-courses/

Le rôle sérieux du jeu dans l'éducation de la petite enfance
De la page 11

Références, liens et ressources

1. Ginsburg, K. R. (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *Pediatrics. 119* (1) 182-191.

2. Nathan, P. & Pellegrini, A.D. (Eds). (2012). *The Oxford handbook of the development of play*. Oxford University Press.

3. Tamis-LeMonda, C.S. Kurchirko, Y.A., Escobar, K, & Bornstein, M. H. (2019). Language and play in parent-child interactions. In M.H. Bornstein (Ed.), *Handbook of parenting: The practice of parenting (pp. 189-213)*. Routledege/Taylor & Francis Group.

4. Fulcher, M. & Coyle, E. F. (2018). Working at play: Gender-typed play and children's visions of future work and family roles. In E.S. Weisgram & L.M. Dinella (Eds.). *Gender typing of children's toys: How early experiences impact development (pp.257-286)*. American Psychological Association.

Présence et participation en classe des étudiants
De la page 12

Références, liens et ressources

1. Pokhrel, S., & Chhetri, R. (2021). A literature review on impact of COVID-19 pandemic on teaching and learning. *Higher Education for the Future, 8*(1), 133–141. DOI:10.1177/2347631120983481

2. Balfanz, R., & Byrnes, V. (2012). *The importance of being there: A report on absenteeism in the nation's public schools.* Baltimore, MD: Baltimore: Johns Hopkins University Center for Social Organization of Schools.

3. Humm Patnode, A., Gibbons, K., & Edmunds, R. R. (2018). *Attendance and chronic absenteeism: Literature review.* Saint Paul, MN: University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.

4. Santibañez, L., & Guarino, C. M. (2021). The effects of absenteeism on academic and social-emotional outcomes: Lessons for COVID-19. *Educational Researcher,* 0013189X21994488. DOI: 10.3102/0013189X21994488

5. Gottfried, M.A. (2014). Chronic absenteeism and its effects on students' academic and socioemotional outcomes. *Journal of Education for Students Placed at Risk (JESPAR)*, 19:2, 53-75. DOI: 10.1080/10824669.2014.962696

6. Rocque, M., Jennings, W. G., Piquero, A. R., Ozkan, T., & Farrington, D. P. (2016). The importance of school attendance: Findings from the Cambridge study in delinquent development on the life-course effects of truancy. *Crime & Delinquency, 63*, 592–612. DOI:10.1177/0011128716660520

7. Deslandes-Martineau, M., Charland, P., Arvisais, O., Vineusa, V., & UNESCO Chair in Curriculum Development (2020). *Education and COVID-19: Challenges and opportunities.* Ottawa, Ontario, Canada.

8. Drane, C. F., Vernon, L., & O'Shea, S. (2020). Vulnerable learners in the age of COVID-19: A scoping review. *The Australian Educational Researcher*, 1-20. DOI:10.1007/s13384-020-00409-5

9. Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of educational research, 74*(1), 59-109. DOI:10.3102/00346543074001059

10. Borup, J., Jensen, M., Archambault, L., Short, C. R., & Graham, C. R. (2020). Supporting students during COVID-19: Developing and leveraging academic communities of engagement in a time of crisis. *Journal of Technology and Teacher Education, 28*(2), 161-169.

11. Doucet, A., Netolicky, D., Timmers, K., Tuscano, F.J. (2020) *Thinking about pedagogy in an unfolding pandemic: An independent report on approaches to distance learning during COVID19 school closures.* Education International and UNESCO. https://issuu.com/educationinternational/docs/2020_research_covid-19_eng

12. Chiu, T.K.F. (2021) Applying the self-determination theory (SDT) to explain student engagement in online learning during the COVID-19 pandemic. *Journal of Research on Technology in Education*, 1-17. DOI: 10.1080/15391523.2021.1891998

Se (re)connecter à la terre
De la page 14

Références, liens et ressources

1. James, V.A., Dragon-Smith, C., & Lahey, W. (2019). Indigenizing outdoor play. In R.E. Tremblay, M. Boivin, R. Peters, R.DeV (Eds), & M. Brussoni (Topic Ed), *Encyclopedia on Early Childhood Development* [online]. Retrieved April 15, 2021 from https://www.child-encyclopedia.com/outdoor-play/according-experts/indigenizing-outdoor-play.

2. World Health Organization Regional Office for Europe (2016). Urban green spaces and health: A review of evidence. Copenhagen: WHO Regional Office for Europe. Retrieved April 15, 2021 from https://www.euro.who.int/__data/assets/pdf_file/0005/321971/Urban-green-spaces-and-health-review-evidence.pdf.

3. Bento, G., & Dias, G. (2017). The importance of outdoor play for young children's healthy development. *Porto Biomedical Journal, 2*, 157-160.

4. Kemple, K.M., Oh, J., Kenney, E., & Smith-Bonahue, T. (2016) The power of outdoor play and play in natural environments. *Childhood Education, 92*, 446-454.

5. Herrington, S., & Studtmann, K. (1998). Landscape interventions: New directions for the design of children's outdoor play environments. *Landscape and Urban Planning, 42*, 191-205.

6. Wells, N.M., & Evans, G.W. (2003). Nearby nature – A buffer of life stress among rural children. *Environment and Behavior, 35*, 211-330.

7. St. John, D., & MacDonald, D. A. (2007). Development and initial validation of a measure of ecopsychological self. *The Journal of Transpersonal Psychology*, *39*, 48–67.

8. Fjortoft, I. (2001). The natural environment as a playground for children: The impact of outdoor play activities in pre-primary school children. *Early Childhood Education Journal, 29*, 111–117.

9. Phenice, L. A., & Griffore, R. J. (2003). Young children and the natural world. *Contemporary Issues in Early Childhood*, *4*, 167-171.

10. Kernan, M., & Devine, D. (2010). Being confined within? Constructions of the good childhood and outdoor play in early childhood education and care settings in Ireland. *Children and Society, 24*, 371-385.

11. Herrington, S., & Brussoni, M. (2015). Beyond physical activity: The importance of play and nature-based play spaces for children's health and development. *Current Obesity Reports, 4*, 477-483.

12. The National Wildlife Foundation (n.d.). Natural play spaces. Retrieved May 1, 2021 from https://www.nwf.org/Home/Kids-and-Family/Connecting-Kids-and-Nature/Nature-Play-Spaces

13. Ahn, M.Y., & Davis, H.H. (2020). Four domains of students' sense of belonging to university. *Studies in Higher Education, 45*, 622-634.

L'enseignement intentionnel de l'éthique dans les programmes informels
De la page 16

Références, liens et ressources

1. Williams, S.M. & Graham, J. (2019) Cross-Racial Interactions in Schools 65 Years After *Brown, Peabody Journal of Education, 94* (5), 545-554, DOI: 10.1080/0161956X.2019.1668211.

2. Public Health Agency of Canada (2019). *Canadian Guidelines for Sexual Health Education.* Retrieved from https://www.canada.ca/en/public-health/services/reports-publications

3. Sinacore, A.L. (July, 2020) *Responsible sexual citizenship in today's world: The challenges confronting boys –Outcomes of a three year study.* Keynote presented at the 2020 International Boys' Schools Coalition Virtual Conference. www.theibsc.org/conferences-events/2020-ibsc-virtual-conference/

4. Johnson, M., Mishna, F., Okumu, M., Daciuk, J. (2018). Non-Consensual Sharing of Sexts: Behaviours and Attitudes of Canadian Youth, Ottawa: MediaSmarts.

5. Ringling, J.J., Sanzo, K.L. and Scribner, J.P. (2020), "Elementary school principals and informal learning: leveraging networks", *Journal of Workplace Learning*, *33* (2), 109-119. https://doi.org/10.1108/JWL-03-2020-0042

6. Farooq, Q., Ahmad Khan, S., Ting, C., Fu, P. & Yao, X. (2021). Vertical vs horizontal bullying: A need of

socio-interactive ethical trainings at workplace. *Scandinavian Journal of Psychology, 62*, 88–94.

7. Samuel Y. Song & Susan M. Swearer (2016) The Cart Before the Horse: The Challenge and Promise of Restorative Justice Consultation in Schools, Journal of Educational and Psychological Consultation, 26:4, 313-324, DOI: 10.1080/10474412.2016.1246972

Vers l'inclusivité : le parcours des étudiants autochtones en psychologie Clinique

De la page 18

Références, liens et ressources

1. Danto, D., Alex, R., Alter, R., Bohr, Y., Calvez, S., Fellner, K. et al. (2018). Psychology's Response to the Truth and Reconciliation Commission of Canada's Report: A report of the Canadian Psychological Association and the Psychology Foundation of Canada. Prepared by the Task Force on Responding to the Truth and Reconciliation Commission of Canada's Report. Canadian Psychological Association and the Psychology Foundation of Canada.

La recherche émergente en psychologie industrielle-organisationnelle au Canada

De la page 27

Références, liens et ressources

1. Kline, T.J.B. *(*1996*).* Defining the field of industrial-Organizational. Psychology. Canadian Psychology, 37, 205-209

Prix du nouveau chercheur

De la page 30

Références, liens et ressources

1. Rash, J. A., Matsuba, K. M., & Prkachin, K. M. (2011) Gratitude and well-being: Who benefits most from a gratitude intervention. *Applied Psychology: Health and Well-Being, 3*(3), 350-369. doi: 10.1111/j.1758-0854.2011.01058.x

2. Rash, J. A. & Prkachin, K. (2013) Cardiac vagal control during relived sadness is predicted by affect intensity and emotional intelligence. *Biological Psychology*, 92(2), 106-113. doi:10.1016/j.biopsycho.2012.11.009

3. Harder, H., Rash, J., Holyk, T., Jovel, E. & Harder, K. (2012). Indigenous youth suicide: A systematic review of the literature. *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health, 10*(1), 125-142

4. Rash, J. A., Prkachin, K. M., Solomon, P. E. & Campbell, T. S. (2019). Assessing the efficacy of a manual-based intervention for improving the detection of facial pain expression: The Index of Facial Pain Expression. *European Journal of Pain*, 23(5), 1006-1019. doi. 10.1002/ejp.1369

5. Rash, J. A. & Campbell, T. S. (2014). The effect of intranasal oxytocin administration on acute cold pressor pain: A placebo-controlled, double-blind, within-subjects crossover investigation. *Psychosomatic Medicine, 76*(6): 422-429. doi 10.1097/PSY.0000000000000068

6. Rash, J.A., Lavoie, K.L., Sigal, R. J., Campbell, D. J. T., Manns, B. J., Tonelli, M. & Campbell, T.S. (2016). Rationale and design of a randomized controlled trial of motivational enhancement therapy to improve adherence to statin medication. *Contemporary Clinical Trials, 49*, 47-56. doi. 10.1016.j.cct.2016.06.001

7. Lavoie, K. L., Rash, J. A., & Campbell, T. S. (2017). Changing provider behavior in the context of chronic disease management: Focus on provider clinical inertia. *Annual Review of Pharmacology and Toxicology, 57*, 263-283. doi.10.1146/annurev-pharmtox-010716-104952

8. Rash, J. A., Thomas, J. C., Campbell, T. S., Letourneau, N., Granger, D. A., & Giesbrecht, G. F. (2016). Developmental origins of infant stress reactivity profiles: A multi-systems approach. *Developmental Psychobiology, 58*(5), 578-599. doi: 10.1002/dev.21403

9. Rash, J. A., Poulin, P. A., Shergill, Y., Romanow, H., Freeman, J., Taljaard, M., Hebert, G., Stiell, I. G. & Smyth, C. E. (2018). A pilot program to care for patients with chronic pain who frequent the emergency department demonstrates global improvements. *Pain Research & Management*, Article 1875967, 1-10. doi. 10.1155/2018/1875967

10. Hossain, M. A., Asamoah-Boaheng, M., Badejo O. A., Bell, L. V., Buckley N., Busse J. W., Campbell, T. S., Corace, C., Cooper, L. K., Flusk, D., Garcia D. A., Iorio, A., Lavoie, K., L., Poulin P. A., Skidmore B., Rash J. A. (2020). Prescriber adherence to guideline recommendations for opioids to manage chronic non-cancer pain: A systematic review and meta-analysis. *Health Psychology*, 39(5), 430-451. doi. 10.1037/hea0000830.

11. Asamoah-Boaheng, M., Badejo O. A., Bell, L. V., Buckley N., Busse J. W., Campbell, T. S., Corace, K., Cooper, L. K., Flusk, D., Garcia D. A., Hossain, M. A., Iorio, A., Lavoie, K., L., Poulin P. A., Skidmore

B., Rash J. A. (2020). Interventions to Influence Opioid Prescribing for Chronic Non-Cancer Pain: A systematic Review and meta-analysis. *American Journal of Preventive Medicine*. 60(1), e15-e26. doi. 10.1016/j.amepre.2020.07.012

12. Available at: https://webapps.cihr-irsc.gc.ca/decisions/p/project_details.html?applId=408741&lang=en

13. Available at: https://webapps.cihr-irsc.gc.ca/decisions/p/project_details.html?applId=406201&lang=en