Centre of Research and Intervention for Student and School Success (CRI_SAS/CRIRES)

CRIRES researchers are dedicated to identifying the conditions necessary to ensure student academic achievement and school success for all.

Much of CRIRES's research is conducted in collaboration with partners in the field of education in order to inform decision-making in the areas of classroom intervention and the organization of learning. This research helps document the cyclical implementation of innovative initiatives.

CENTRE DESCRIPTION

The CRIRES interuniversity centre was founded in 1992 by Université Laval and Centrale des syndicats du Québec (CSQ, formerly CEO). In 1998 Fédération des syndicats de l'enseignement (CSQ, formerly CEO). In 1998 Fédération des syndicats de l'enseignement (CSQ, formerly CEO). In 1998 Fédération des syndicats de l'enseignement joined the centre's two founding partners to contribute to the development of CRIRES.

On February 6, 2001, CRIRES was officially recognized as a Université Laval-affiliated research centre by the University research commission. Its interuniversity status was enshrined in an interinstitutional agreement between three universities in which CRIRES has regular members—Université Laval (UL), Université de Sherbrooke (UdS), and Université du Québec à Trois-Rivières (UQTR).

Members of four other universities (McGill, UQAC, UQAR, and UQO) have joined the CRIRES since that time. The centre now has forty-two regular researchers in Québec and another nineteen associate researchers, four of which are from universities in Europe and Africa.

MISSION

CRIRES's dual mission is to study school success and retention (research mission) and support educational institutions in their efforts to ensure the success of all students (intervention mission). CRIRES strives to help both the individual and the community. Research aims to further the development of the person as a whole as well as the organizational development of educational systems.

Members work together in all aspects of their research, from the original model design to knowledge mobilization, collaborative and partner-based research, community service, and targeted professional development.
ADVANTAGES

Training scholars is a core component of the centre’s work, as evidenced by the growing number of students supervised by CRIRES members—167 in 2011-2012 and 187 in 2012-2013. Students are represented at the annual general meeting and receive internal CRIRES newsletters. Several students are involved in the centre’s day-to-day operations and act as research assistants in teams supervised by CRIRES members.

Midis-Métho, lunch-and-learn talks open to all students in the Faculty of Education, are organized by the CRIRES student member representative. These presentations offer hands-on training on documentation, statistics, and qualitative data analysis and presentation software. A Midi-Métho is held at the beginning of every school year to guide students through the process of submitting funding applications to granting agencies.

Every year CRIRES also awards grants promoting student scientific productivity by giving students an opportunity to present papers at scientific symposiums or even publish peer-reviewed or knowledge transfer committee-reviewed articles in professional journals. CRIRES is also responsible for the scientific management of the Laure-Gaudreault scholarship program funded by the Centrale des syndicats du Québec (CSQ), Association des retraitées et retraités de l’éducation et des autres services publics du Québec (ARED), and Fédération des syndicats de l’enseignement (FSE).

The CRIRES students are eligible to join the Communauté de recherche et d'entraide en éducation (CRIÉE), a novel graduate studies supervision program inspired by the learning community and the community of practice models. The program was implemented to provide a model for the effective supervision of large numbers of students and to create for students a diverse, supportive, collaborative, and stimulating learning environment for their studies. The TACT (Technology for Advanced Collaboration among Teachers), another community of learners also brings together stakeholders specifically interested in the collaborative opportunities provided by telecollaboration digital tools.

KEY ACHIEVEMENTS

CRIRES is an enduring research centre. It celebrated its 20th anniversary in 2011-2012.

The centre signed two international protocol agreements, one with the Laboratoire de recherche Sciences Techniques Éducation Formation (STEF) at ENS–Lyon and ENS–Cachan in France, the other with the Center for Research on Activity, Development, and Learning (CRADLE) at the University of Helsinki, Finland.

In recent months, the CRIRES received visitors from CRADLE, researchers Annalisa Sannino and Jaako Virkkunen. Mrs. Sannino participated in the closing activity at the seminar on the theory of activity, which included a poster presentation by students. Internationally renowned community of practice expert, Etienne Wenger, also recently came to CRIRES and students were able to hear him speak in person or remotely via videoconference.

In June 2012, the director of the CRIRES was recognized by the Centre francophone d’information des organisations (CEFRO) with an Innovation and Transfer award for the scope and relevance of her work in education, including her contribution to the Remote Networked School Initiative, a project aimed at enhancing the learning environment of rural schools using collaborative technology. A social innovation recognition was also awarded to this initiative by Laval University in 2014.

On October 30, 2012, the centre organized an invitational symposium on school success entitled “La réussite scolaire: perspectives croisées de nos partenaires”, bringing together education workers and researchers. The event generated lively debate and discussion. A second invitational symposium, entitled “Ensemble, en quête d’un processus de participation renouvelé pour la réussite éducative au Québec”, was held May 5th, 2014, and reunited the same educational partners and in greater number. Change laboratories were introduced, and are planned to continue in 2014-2015.

In followup to research activities conducted the previous year, CRIRES launched an open access online international journal in May 2013 called Innover dans la tradition de Vygotsky. Over 100 people attended the event. The ACFAS Congress was an exceptional opportunity for CRIRES members, given that seven symposiums were offered and over 50 papers were presented at this Congress.

CRIRES also coordinated and hosted a meeting of the Canada/USA regional section of the International Society for Cultural and Activity Research (ISCAR) at Université Laval in the summer of 2013, and will present a symposium and several papers and posters at ISCAR 2014 to be held in September in Sydney, Australia.

3 Association of the retirees of Education and of the other public services of Québec
4 Community of research and mutual assistance in education