

Dr Hugues Lortie-Forgues

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Education: BSc Hons Psychology, Université du Québec à Montréal, PhD (with clinical PsyD), Psychology, Université du Québec à Montréal.

Current Employment: Senior Lecturer, Loughborough University.

- 2015-2020. Lecturer, Department of Education, University of York.
- 2013-2015. Postdoctoral Fellowship, Psychology, Carnegie Mellon University.

Selected publications

- Sio, U. N. & **Lortie-Forgues, H.** (in press). The impact of creativity training on creative performance: a meta-analytic review and critical evaluation of five decades of creativity training studies. *Psychological Bulletin*.
- Algarni, B., & **Lortie-Forgues, H.** (2023). An evaluation of the impact of flipped-classroom teaching on mathematics proficiency and self-efficacy in Saudi Arabia. *British Journal of Educational Technology*, 54(1), 414-435.
- Sims, S., Anders, J., Inglis, M., & **Lortie-Forgues, H.** (2023). Quantifying “promising trials bias” in randomized controlled trials in education. *Journal of Research on Educational Effectiveness*, 16(4), 663-680.
- **Lortie-Forgues, H.**, Sio, U. N., & Inglis, M. (2021). How should educational effects be communicated to teachers? *Educational Researcher*, 50, 345-354.
- Demack, S., Maxwell, B., Coldwell, M., Stevens, A., Wolstenholme, C., Reaney-Wood, S., Stiell, B., & **Lortie-Forgues, H.** (2021). *Review of EEF projects*. Education Endowment Foundation.
- **Lortie-Forgues, H.** & Inglis, M. (2020). On the practicality of extremely large educational RCTs. *Educational Researcher*, 49, 291-292.
- **Lortie-Forgues, H.** & Inglis, M. (2019). The value of consensus priors: a response to Simpson. *Educational Researcher*, 48, 385-387.
- **Lortie-Forgues, H.** & Inglis, M. (2019). Rigorous large-scale educational RCTs are often uninformative: should we be concerned? *Educational Researcher*, 48, 158-166.
- Siegler, R. S. & **Lortie-Forgues, H.** (2017). Hard lessons: Why rational number arithmetic is so difficult for so many people. *Current Directions in Psychological Science*, 26, 346-351
- **Lortie-Forgues, H.** & Siegler, R. S. (2017). Conceptual knowledge of decimal arithmetic. *Journal of Educational Psychology*, 109, 374-386.
- **Lortie-Forgues, H.**, Tian, J., & Siegler, R. S. (2015). Why is learning fraction and decimal arithmetic so difficult? *Developmental Review*, 38, 201-221.

Record of funded research

- 2022-2027. Economic and Social Research Council. £7,380,536. Centre for Early Mathematics Education. (Co-I).
- 2019. Education Endowment Foundation. £71,763. Review of randomised controlled trials in education. (Co-I).
- 2013-2015. Fonds de Recherche du Québec: Postdoctoral Research Fellowship. CAD\$60,000.
- 2009-2011. Natural Sciences and Engineering Research Council of Canada: Alexander Graham Bell Canada Graduate Scholarship. CAD\$70,000.

Media coverage

- **Nature.** COVID derailed learning for 1.6 billion students. Here’s how schools can help them catch up. <https://www.nature.com/articles/d41586-022-01387-7>