Fonds de recherche
Société et culture
Québec

Action-Research Program on Digital Technology in Education and Higher Education

Thematic Concerted Action

Summary

Year of competition:	2019-2020
Deadline (notice or letter of intent):	Wednesday, October 30, 2019, 4:00 p.m.
Deadline (application):	Wednesday, February 19, 2020, 4:00 p.m.
Amount:	$2 850 000 (for action research projects + ICR)
Duration of funding:	3 years
Announcement of results:	Week of April 27, 2020

proposed by the

Ministère de l'Éducation et de l'Enseignement supérieur (MEES)

and the Fonds de recherche du Québec – Société et culture (FRQSC)

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1. Objectives

The Fonds de recherche du Québec – Société et culture (FRQSC) and the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) invite the scientific community to respond to this call for proposals aimed at **developing knowledge on the uses of digital technology that are most likely to foster educational success at every level of education**.

The action-research projects funded under this call for proposals must also meet the following two objectives:

- build partnerships between researchers and practitioners
- foster the appropriation and concrete application of the research findings in education and higher education

The knowledge derived from these action-research projects will therefore contribute to pinpointing, from among the innovative[1] uses of digital technology, those that are most likely to foster educational success for all. It will also support the lifelong development and maintenance of the dimensions of digital competency, at every level of education.

Digital technologies and competency

For this competition:

The term "**digital**" refers to the set of techniques for producing, storing, processing, disseminating and sharing information, and the information applications, including artificial intelligence systems. It is used indiscriminately to refer to information and communication technologies, digital technologies and digital infrastructure, as well as to the data these produce and gather.[2]

Digital competency, which includes 12 dimensions, is defined as "a set of skills necessary to the confident, critical and creative use of digital technologies to achieve objectives with regard to learning, work, leisure, and inclusion or participation in society."[3] In accordance with the *Digital Competency Framework*, it is a matter of digital competency and not digital competencies.

The term "students" refers to individuals who are enrolled in an educational institution at any level, be it preschool, elementary school, secondary school (including vocational training and adult general education), college or university in Québec.

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[1] Innovation in education stems from a need to be met or a problem to be solved and refers to a deliberate process of transforming practices by the introduction of something new that is disseminated and targets sustainable improvement of students' educational success. Centre de transfert pour la réussite éducative du Québec (CTREQ), *Lexique sur le transfert de connaissances en éducation* (Québec City: CTREQ, 2017), 20. [Translation]

[2] Definition provided in the Digital Competency Framework. Ministère de l'Éducation et de l'Enseignement supérieur, *Digital Competency Framework* (Québec City: MEES, 2019), 28.

[3] Ibid., 7.

2. Context

The digital revolution has brought major changes to our societies. In educational institutions, this shift manifests itself very early on in a student's academic path. CEFRIO's 2014 report notes a more or less intensive use of digital technology as early as preschool in two out of three elementary schools.[4] This increased use of digital technology requires the development of new knowledge and skills in complex and exciting fields such as information security and artificial intelligence.[5] In a learning situation, digital technology also requires the mastery of new competencies, not only on the part of those who attend educational institutions, but also on the part of those who work in them.

In the face of the many transformations brought about by digital technology, Québec's education system has an important role to play as an agent of change and innovation. Several technological, ethical or social issues underlie these transformations, making it essential that students be prepared for the various challenges they will encounter. This is why Québec has adopted the Digital Action Plan for Education and Higher Education (hereinafter referred to as the Digital Action Plan).

The Digital Action Plan consists of 33 measures divided into three objectives: Support the development of the digital skills of young people and adults; Make use of digital technologies to enhance teaching and learning practices; and Create an environment conducive to the deployment of digital technologies in the education system. This call for proposals reflects the second orientation and involves the implementation of measure 12, which aims to "encourage innovative projects involving digital technologies," especially with regard to "increasing [the] financial support for action research projects in the field of digital technologies in education."[6]

Aligned with the Plan's first measure, the Digital Competency Framework was launched on April 25, 2019. This document provides a definition of digital competency and breaks it down into 12 interrelated dimensions. Like the Digital Action Plan, it covers all levels of education (preschool, elementary school, secondary school, including vocational training and adult general education, college and university). Its aim is to encourage the adoption of a shared vision and language with regard to the concept of digital competency, and to promote the use of digital technology as an added value in a variety of fields. It is also intended to serve as a source of support for the integration of digital technology into education and higher education.

It is in this context that MEES and the FRQSC have joined forces to issue this call for proposals and invite the scientific community to submit proposals for action-research projects on digital technology in education and higher education.

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[4] See CEFRIO. *Usages du numérique dans les écoles québécoises : rapport synthèse* (Québec City: CEFRIO, 2015). [in French]
[5] See Ministère de l'Éducation et de l'Enseignement supérieur, *Digital Action Plan for Education and Higher Education* (Québec City: MEES, 2018).
[6] Ibid., 40.

3. Research Needs

3.1 General requirements

> For this competition, project proposals must:
>
> - Clearly demonstrate their connection with the objectives of the Action-research program on digital technology in education and higher education.
>
> - Clearly demonstrate their connection with <u>only one</u> of the 13 research needs (as presented in the following section), and, on the form, clearly indicate the number of the need targeted.
>
> - Include members of the education or higher education system right from the preparation of the letter of intent and clearly explain their involvement in each step of the project.
>
> - Clearly explain how they will take gender-based analysis (GBA)[7] into consideration. Otherwise, candidates must fully justify their decision not to address this aspect. **Without these explanations, the letter of intent will not be considered for this competition.**

Potential applicants are also asked to:

- take into consideration the socio-economic characteristics of the subjects of the study or of the educational institution

- favour a multidisciplinary approach in their handling of their research topic in connection with the need to which their proposal relates

- demonstrate the originality and added value of their project with regard to existing work on the theme

- retain knowledge transfer specialists (individuals or institutions), specifying the role the latter will play in the project or the transfer strategy

To maximize the scope of the impacts of the action-research findings funded under this Concerted Action, the researchers are encouraged to:

- Develop close relationships with different communities and educational institutions with diverse characteristics in terms of, in particular, geographic location (e.g. remote region), type of educational institution (e.g. public or private), student population (e.g. children, young people or adults) and the level of incorporation of digital technologies.

Projects that are essentially aimed at developing technological tools and digital applications will be excluded from this competition. Proposals that include the development of tools must explicitly demonstrate that their main objective is the **development of knowledge** on the uses of digital technology in an educational context.

In addition, although it shares certain themes with the Research Program on Student Retention and Academic Success (RPSRAS), this call for proposals is part of a distinct targeted approach whose objectives are consistent with the implementation of the Digital Action Plan.

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[7] GBA is one of the tools used in assessing the progress of gender equality in the government policy entitled *Turning Equality in Law into Equality in Fact*. See the web page "Analyse différenciée selon les sexes (ADS)", available in French, Ministère de l'Éducation et de l'Enseignement supérieur, 2019.

3.2 Specific research needs

All the research needs presented in this document are tied to the main objective of this call for proposals, namely the development of knowledge on the uses of digital technology that are most likely to foster educational success for all at every level of education.

The research needs for this competition are grouped into six areas:

- Development of competencies
- Evaluation using digital technology
- Distance education
- Success for all
- Ethics
- Training and support for personnel in education and higher education

Development of competencies

The development of competencies is a key issue in education. To foster educational success for all, it is essential that digital competency as well as the literacy and numeracy competencies that serve as its foundation be developed. The Digital Action Plan stresses that the optimal use of digital tools goes hand in hand with enhanced learning and the development of 21st-century competencies.[8] Among other things, digital tools foster collaboration and problem solving, which allows students to develop their curiosity and critical thinking.

These competencies are central because they serve as a support for learning in a variety of situations and contexts. Given their cross-curricular nature, they can be developed in many ways, especially through multidisciplinary projects that involve different players in the field of education. In addition, these competencies may take different forms, depending on the students' needs. The question may then arise as to how the various dimensions of digital competency can contribute to developing the full potential of students with special needs.

Needs:

1. Which teaching approaches or practices involving digital technologies contribute to the development of 21st-century competencies among students?

2. Which factors foster or impede the development of digital competency and its various dimensions among students with special needs?

Evaluation using digital technology

Digital technologies also offer new ways of evaluating the learning acquired in courses and training sessions, whether they took place in the classroom or remotely. In fact, digital tools are used increasingly in evaluation processes and the Ministère de l'Éducation et de l'Enseignement supérieur also intends to develop evaluation tools in digital format for its ministerial examinations.

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[8] Twenty-first-century competencies refer to qualities and aptitudes such as critical thinking, complex problem solving, communication and collaboration, entrepreneurial spirit, the ability to harvest the potential of digital technologies and resources, creativity and innovation. They also include qualities such as self-determination, personal management, social responsibility, as well as cultural, global and environmental awareness. Definition provided in the Digital Competency Framework. Ministère de l'Éducation et de l'Enseignement supérieur, *Digital Competency Framework* (Québec City: MEES, 2019), 32.

To reach that goal, the values outlined in the *Policy on the Evaluation of Learning* serve as an important reference for developing these tools, as they provide the foundation for evaluation, ensuring that students are not subject to prejudice. It is important, therefore, that the values of justice, equality and equity, essential to equal opportunity and success for all, be respected in evaluation using digital technologies.

Need:

3. How can digital technologies support an evaluation of learning based on justice, equality and equity?

Distance education

Distance education[9] has become an essential component of the Québec education system. The Digital Action Plan notes that, in Québec and elsewhere, the offering of distance education courses has increased significantly and has been deployed in various ways over recent years. Distance education—whether entirely online, blended, synchronous or asynchronous—can address certain difficulties related to the size of Québec's territory or meet different needs. For example, some courses are now offered to students who live in remote regions or need a flexible schedule in order to access courses and/or training sessions. Nevertheless, in order to maximize its potential, the offering of distance education must be adapted to the realities of the different levels of instruction as well as to those of students. It seems relevant, therefore, to study the factors that may contribute to students' perseverance and educational success in various learning contexts, even in subjects that are less suited to this type of instruction, such as physical education.

Needs:

4. What innovations can foster student perseverance and educational success in distance education?

5. What are students' needs in terms of distance education? What pedagogical practices can better meet these needs?

Success for all

In accordance with the principle of equal opportunity, the optimal deployment of digital technologies should contribute to lifelong success for all. The Digital Action Plan aims to increase the use of resources and software to support learning for all students, including those with difficulties. In addition, one dimension of the Digital Competency Framework concerns the use of digital tools to foster inclusion and address diverse needs. For example, the development of artificial intelligence seems to open avenues to better understand students' needs, identify specific needs throughout their schooling and propose measures for personalized learning. From this perspective, the use of digital technologies in education should be advocated for everyone, regardless of gender, age, situation or disability.

Furthermore, the growing use of digital technologies is revolutionizing learning environments. For example, the use of smartphones, access to online publications and resources, and distance education are likely to lead to changes in the physical environment. In an effort to meet a diversity

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[9] Distance education should be understood as an activity that involves, to a certain degree, a spatial or temporal separation between the teaching and the learning. Conseil supérieur de l'éducation, *La formation à distance dans les universités québécoises: un potentiel à optimiser* (Québec City: CSE, 2015), 4. [Translation]

of learning needs, several innovations are being tested in educational institutions (flexible furniture arrangements, collaborative spaces, etc.). These new possibilities can have a positive impact on educational success. It is therefore relevant to design the set-up of schools and educational institutions to include these new learning needs linked to the use of digital technologies. That would allow for the most effective use of existing facilities when they are renovated or new spaces when they are built.

Needs:

6. How can digital tools support teaching and learning by fostering educational success for all? What are the benefits for different kinds of students? What are the limitations?

7. How can digital technologies foster inclusion, taking into account the diversity of the student population?

8. What type of set-up of physical spaces is likely to encourage (a) the best integration of digital technologies in the context of teaching and learning, and (b) educational success?[10]

Ethics

The ubiquity of digital technologies in different areas of our lives demands a better understanding of the associated issues and impacts, including those related to the protection of privacy and information security. In this context, the education system has a dual role to play. It must take full advantage of digital technologies to teach and must also teach digital technologies. Making students aware of the realities of the digital world in which they live will help instill in them ethical and responsible behaviours. The first dimension of the Digital Competency Framework, exercising ethical citizenship in the digital age, speaks to the importance of reflecting on the ethical implications of all the uses of digital technologies. This reflection centres mainly around understanding issues related to personal information, copyright and the impact of the use of digital technology on people's physical and psychological well-being.

Needs:

9. Which teaching practices are most likely to foster the responsible and informed use of digital technologies among students?

10. What are the most promising approaches to developing a reflection on citizenship in the digital age among students and personnel in education and higher education?

Training and support for personnel in education and higher education

The shift to digital in education cannot become a reality without the support and participation of all personnel. More and more teachers are turning to digital technologies. Some would like to do so but do not dare, because they do not know where or how to start. In this context, professional development and continuing education are essential; they must be encouraged and used to their full potential. The Digital Action Plan also emphasizes the importance of providing teachers, non-teaching professionals and support staff with the required support and guidance, as well as with training that is adapted to the new realities of digital.

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[10] Projects that focus on this need must address both dimensions (a) and (b).

Besides offering new possibilities for guidance and training, digital technologies may have an impact on the interactions between different actors in education and higher education. Among other things, means of communication have become diversified in recent years, and digital tools offer new opportunities for collaboration, especially between people living in different regions. For example, technological tools could help set up communities of practice in remote regions and/or the most isolated communities. In this regard, it is appropriate to find out what role digital technologies can play in changing the interactions among the various players in the field of education.

Needs:

11. What support service models help to develop, maintain or increase the digital competency of education and higher education personnel?

12. What is the added value of digital technology in the initial and/or continued training and/or the professional integration of teachers?

13. How can digital technologies transform the interactions between the different players in the school-family-community triumvirate (e.g. students, teachers, parents, school staff, community partners)?

4. Conditions Governing the Competition and Grants

- This Concerted Action provides funding for an action-research project.

- The funding period for the grant is three years, and it is set to begin on May 1, 2020.

- A maximum amount which has been budgeted for a grant is $175 000. To this amount is added the indirect costs of research (ICR) ([Common General Rules (CGR)](#), Section 8.2) representing 27% of the amount of the grant. This amount is paid to the institution that is managing the grant.

- The [Concerted Actions Research Report](#), presenting the research findings, must be submitted no later than three months after the end of the funding period. For the grant, 25% of the funds for the final year will be withheld until this report has been approved by the FRQSC. A second final report, of an administrative nature, must be submitted six to nine months after the submission of the last financial report in order to allow the Fonds and its partners to document the impact of the grants provided.

- The grant must be used to finance operating expenses directly related to the carrying out of the research project.

- Letters of intent and applications for funding may be written in French or in English. However, the project title and summary must be in French.

- This Concerted Action is intended for university (including institutional researchers who qualify for the status of university researcher), clinical or college researchers who may act as principal investigators or co-investigators. Retired persons may act only as co-investigators.

- For the action-research component, the only component open in this competition, **the team members must include a co-investigator designated as *Representative of the practice setting,* who meets the eligibility criteria for status 4-c as defined below[11] and on page 7 of the CGR.[12]** In addition to co-investigators, teams may include collaborators with any of the statuses admissible for grants ([CGR](#), 5-7).

- Practitioners who belong to the regular research team and who qualify for status 4-c may be released from their regular duties. In such cases, a certain amount from the available budget must be allotted for each project under this component[13].

- University researchers or clinical university researchers who do not hold positions at their university that lead to permanent positions (funded researcher) must provide a letter from the university stating that they will retain this status for the duration of the grant. A letter that is insufficiently documented may result in the funded researcher being declared ineligible. This letter must be inserted in the "Other Documents" section of the application form.

- Co-investigators who are retired must provide a letter from the university stating that, prior to their retirement, they held a regular position as a professor, that they will continue to have an office and the required logistical support to carry out their research activities for the duration of the grant and that they will continue, if applicable, to educate students. A letter that is insufficiently documented may result in the retired individual being declared ineligible. This letter must be inserted in the "Other Documents" section of the application form.

- **A researcher may submit only one letter of intent and one application as a principal investigator in this competition.**

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[11] Status 4-c: *Representative from the practice setting*: Individual whose contribution to the project or research program is based on their practical skills and knowledge and not on their expertise in research or research and innovation. The individual is employed by a Québec institution. Their skills and knowledge, other than artistic or literary, can be diverse, including professional, technical or practical.

[12] Individuals who meet status definitions 4 a), b), d) and e) are not eligible for this competition. (CGR, Definitions – Status and Roles).

[13] See [Appendix 3](#) for information on participation by collaborating practitioners in projects submitted under the action-research project component.

- **A researcher (including the principal investigator) may act as a co-investigator for no more than four letters of intent and four applications for funding in this competition.**

- This Concerted Action is governed by the rules established by the FRQSC in its [Common General Rules](#) and [Concerted Actions program](#) regarding the eligibility of applications, eligible expenses[14], intellectual property, amounts allocated, funding periods, eligibility rules and definition of different statuses.

- All the information needed to prepare and submit letters of intent and funding applications is presented in the [Concerted Actions program document](#). The present document only contains information on the criteria used by the Relevance Committee and the Scientific Evaluation Committee.

- Since this call for proposals is part of the [Concerted Actions program](#), principal investigators who receive funding **must** attend the annual **follow-up meetings** required by the program (an average of two meetings a year). These meetings are attended by members of the funded teams, the Concerted Action partner or partners and one or more members of the FRQSC. They are organized by the FRQSC for the purpose of monitoring the research work. Research findings may also be shared with program partners. Refusal to participate in these activities may lead to a suspension of grant payments. The travel costs inherent in these activities must be provided for in the budget of the grant.

- Grant recipients must strive to ensure that their research findings are presented in clear, accessible language to maximize their potential impacts for those groups most likely to benefit from the research. The FRQSC has developed a guide to writing scientific reports within the framework of the Concerted Actions program ([Guide 1:4:20](#)), available in French only, to help grant recipients in writing their final research reports. All additional information included in the appendices forms an integral part of the report.

- Once the research report has been filed, the FRQSC will organize a knowledge transfer meeting to share the findings with a wider audience of potential users. The principal investigators of all funded projects are required to attend. Travel costs for this activity must be provided for in the grant's budget.

- Recipients of grants paid as a result of this competition must indicate, in all reports, papers or other communications, including all presentations made at monitoring meetings and in final reports, that the research was funded by the Fonds de recherche du Québec – Société et culture, **in collaboration with the Ministère de l'Éducation et de l'Enseignement supérieur (MEES)**, under the [Concerted Actions program](#). The FRQSC will send grant recipients a reminder to ensure this condition is met.

- College researchers who are listed as co-investigators in an application may receive a statutory supplement of $7 000 a year and may apply for release from their teaching duties under the [Program to release college researchers from their teaching duties](#). This funding is conditional on the availability of credits. College researchers who wish to apply for a statutory supplement or a release from their teaching duties must complete the "Dégagement d'enseignement pour la recherche au collégial" form (available only in French) in their FRQnet Portfolio.

- As is the case in all Fonds Société et culture programs, recipients of grants under the Concerted Actions program must comply with the [Policy for the Responsible Conduct of Research](#) and the [Open Access Policy for the Dissemination of Research](#) of the Fonds de recherche du Québec.

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[14] See [Appendix 1](#).

5. Letter of Intent: Content and Evaluation Criteria

Those interested in the funding opportunities made available through this competition must produce a letter of intent by completing the electronic form in the principal investigator's E-Portfolio, available at FRQnet. At this stage, only the principal investigator's CV (Canadian Common CV) and Detailed Contributions are required. The Detailed Contributions must be completed using the form provided for that purpose, which is available in the toolbox of the rules of the Concerted Actions program.

The letter of intent is a qualifying criterion. Applicants will be disqualified if they do not obtain the minimum pass mark of 70%[15]. For additional information on how to prepare the letter of intent and how relevance is assessed, applicants are invited to consult the rules of the Concerted Actions program. The evaluation criteria for the letter of intent are provided in the table below.

The recommendations of the Relevance Committee will be forwarded to the Scientific Evaluation Committee. Applicants must take into account the comments and suggestions made during this stage, or must justify their decision not to do so.

Action-Research Project		
Criteria	**Indicators**	**Weighting**
Relevance of the project to the objectives and needs identified in the call for proposals	• Relevance of the project to the objectives of the call for proposals • Project's ability to meet the needs identified in the call for proposals • Effort to address the needs identified in the call for proposals	**45 points** Criterion with a pass mark of 70%.
Anticipated impact	• Impact of the project on the development or improvement of practical applications • Potential impact of the findings on the orientation and application of public policies and programs	**25 points**
Transfer of knowledge and links with partners	• Scope and quality of knowledge transfer strategy with respect to the different potential users of the findings, including Concerted Action partners • Involvement and degree of collaboration of partners from the community and potential users of the findings, including Concerted Action partners	**30 points**

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[15] See Appendix 4.

6. Application for Funding: Content and Evaluation Criteria

Applicants retained at the relevance evaluation stage will be asked to submit a completed application for funding, using the form in the principal investigator's E-Portfolio, available at FRQnet. Applicants will be disqualified if they do not obtain the minimum pass mark of 70% for their application. The evaluation criteria for the application are as follows:

Action-Research Project		
Criteria	**Indicators**	**Weighting**
Project	• Contribution to the development, testing and improvement of practices (5 pts) • Originality and contribution to the advancement of knowledge (10 pts) • Clarity of the problem, appropriateness of the theoretical approach and precision of the objectives (10 pts) • Appropriateness, rigour and justification of the methodological approach, and realistic timetable (10 pts) • Consideration of the Relevance Committee's comments (5 pts)	**40 points** Criterion with a pass mark of 70%
Competence	• Quality of the team's experience and achievements (transfer activities, papers, conferences, student supervision, tools, publications, grants, etc.) (10 pts) • Evidence to show that the team's expertise is relevant to the project (10 pts)	**20 points**
Collaboration and anticipated impact in the target community	• Anticipated practical benefits of the action-research project for researchers and partners from the target community (10 pts) • Quality of the partnership between the team and the community (10 pts)	**20 points**
Anticipated impact and transfer strategy	• Importance and scope of impacts beyond the target community (5 pts) • Knowledge dissemination and transfer strategy to ensure that knowledge is acquired by potential users of the findings, including Concerted Action partners (5 pts)	**10 points**
Contribution to training	• Range of student research training activities included in the project, and variety of proposed tasks and responsibilities for students (10 pts)	**10 points**

7. Important Dates

The **letter of intent** form, completed online in the E-Portfolio on [FRQnet](), must be submitted by **4:00 p.m.** on **Wednesday, October 30, 2019**, together with all required supporting documentation. The letters of support from partners <u>must be scanned and inserted in the "Other Documents" section of the electronic form</u>.

The relevance evaluation results are scheduled to be emailed during the week of December 9, 2019.

The **application for funding** form, completed online in the E-Portfolio on [FRQnet](), must be submitted[16] **by 4:00 p.m.** on **Wednesday, February 19, 2020**, together with all required supporting documentation. The letters of support from partners <u>must be scanned and inserted in the "Other Documents" section of the electronic form</u>.

All documents required for the purposes of this competition must be submitted using the methods described above before the competition closes. No reminders will be sent and no documents may be added after the submission deadline. A file submitted within the deadline but that does not contain all the necessary documentation will be declared ineligible by the Fonds.

As stated in Section 3.3 of the [Common General Rules]() of the Fonds de recherche du Québec, "Applicants bear full responsibility for their application and must ensure that it is complete and meets all requirements of the desired program."

Documents submitted after the deadline and documents that are not permitted under the program rules but are nevertheless included in the application file will not be submitted to the Evaluation Committee.

The official announcement of the competition results will be made during the week of **April 27, 2020**.

The project is scheduled to begin on **May 1, 2020.**

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8. Information

For additional information on this competition
Marilyne Choquette
Program Officer, FRQSC
Telephone: 418-643-7582, ext. 3192
Email: [actions-concertees.sc@frq.gouv.qc.ca]() or [marilyne.choquette@frq.gouv.qc.ca]()

For questions and assistance with technical problems
Élizabeth Pelletier
Administrative Technician, FRQSC
Telephone: 418-643-7582, ext. 3182
Email: [elizabeth.pelletier@frq.gouv.qc.ca]()

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[16] Once the application has been completed, please do not forget to submit it. Applicants can check in the "My Forms" section of the E-Portfolio at any time to see if the application has been sent. Once it has been approved, the statement "Submitted to the Fonds" should appear, no later than the competition deadline date and time. This confirms that the Fonds has received the application.

9. Appendix 1 – Eligible Expenses for this Competition (For information purposes only)

TYPE OF SECTION	CATEGORY	ACTION-RESEARCH	COLLEGE RESEARCHER*
Support for students – remuneration	College students – remuneration (including benefits)		
	Undergraduate students – Remuneration (including benefits)		
	Master's students – Remuneration (including benefits)		
	Doctoral students – Remuneration (including benefits)		
	Postdoctoral research fellows – Remuneration (including benefits)		
Support for students – scholarships and additional grants	College students – Scholarships	▓	▓
	Undergraduate students – Scholarships	▓	▓
	Master's students – Scholarships	▓	▓
	Doctoral students – Scholarships	▓	▓
	Postdoctoral research fellows – Scholarships	▓	▓
Support for highly qualified personnel	Research technicians – Remuneration (including benefits)		
	Research professionals – Remuneration (including benefits)		
Support for administrative staff	Administrative staff – Remuneration (including benefits)		
Support for researchers and partners	College researchers – Release from duties	▓	
	University researchers – Release from duties	▓	▓
	Partners – Release from duties		▓
Fees and compensation	Guest speakers		
	Guest researchers		
	Scientific services and expertise		
	Professional artists		
	Development of a formal business plan		
	Research subjects		

TYPE OF SECTION	CATEGORY	ACTION-RESEARCH	COLLEGE RESEARCHER*
Travel and living expenses	Research-related travel		
	Conferences (seminars, symposiums, lectures)		
Other types of eligible expenses	Other research-related expenses		
Materials, equipment and resources	Research materials and supplies		
	Safety and safe waste elimination		
	Equipment (purchase, leasing, operating costs, maintenance, installation, repairs)		
	Resources for clinical activities		
	Laboratory animals		
	Transportation of materials and equipment		
	Purchase of and access to databases		
	Computer supplies		
Telecommunications expenses	Telecommunications		
Knowledge dissemination and transfer costs	Translation		
	Knowledge dissemination and transfer		
	Publications demonstrating the project's contribution to the advancement of knowledge, intended for the research community		
	Digital platforms: website or social media		
	Organization of events and activities		

      Ineligible expenses

*   This funding is conditional on the availability of credits.

10. Appendix 2 – Information for Grant Recipients and Partners on the Conditions Governing Intellectual Property

Recognition of intellectual property rights

The partners and the Fonds recognize that the original raw data, interim research and findings of research funded under this program are the intellectual property of the funded researchers.

Rights of the parties with regard to the original raw data and interim research and their dissemination

All requests to use the original raw data and interim research for the purposes of reproduction, translation or public communications (by any means whatsoever) must be addressed directly to the funded researchers, who are the sole proprietors of this data and work and are the only ones authorized to provide such information, in compliance with the rules* governing the use and dissemination of personal information gathered in the course of a research project.

*Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada, Tri-Council policy statement: *Ethical conduct for research involving humans*, 1998 (with the modifications made in 2005 and 2011) Tri-Agency Framework: *Responsible Conduct of Research*; *Policy for the Responsible Conduct of Research*, September 2015.

Rights of the partners and the Fonds with regard to the final research report and the section of the final administrative report that contains a summary of the scientific results

The parties may use the final research report for the purposes of reproduction, translation, public communication (by any means whatsoever), public demonstration, further research studies, etc. as well as the section of the administrative report that contains a summary of the scientific results. The FRQSC must ensure that the funded researcher holds all the rights with regard to making these results available. For this purpose, the following statement is included when the grant is awarded:

By accepting the grant, the funded researcher grants a non-exclusive, non-transferable copyright licence to the partners of the Concerted Action and to the FRQSC on the final report and the section of the administrative report that contains a summary of the scientific results. This licence allows them to reproduce, translate, make public by any means whatsoever, represent or demonstrate these findings in public, and carry out further research studies based on these findings. This licence is granted without territorial limits and for an unlimited period of time.

The Fonds undertakes to obtain, electronically, an agreement from the funded researcher that the latter accepts the terms and conditions governing the grant.

Grace period before disclosure

As stated in the rules for the Concerted Actions program as well as in the call for proposals, if the parties need a grace period before disclosure of the final or intermediate research reports by the grant holder, the parties and the other partners, if applicable, will come to an agreement with the grant holder as to the grace period that must be respected before disclosing these documents. Normally, the grace period is no longer than one month between the completion of the administrative validation by the FRQSC and the transmission of the document to the partners. However, in exceptional cases, this grace period can be longer when a major event is anticipated (e.g. the holding of a parliamentary commission). In these cases, the grace period will be discussed by the parties and the grant holder during a follow-up meeting.

Appropriate citations

The partners and the Fonds agree to observe customary academic citation rules in all circumstances, including any further studies based on the research findings.

Statement in the call for proposals

All calls for proposals published by the FRQSC under this Program include the full texts of sub-sections in this section, with appropriate adaptations, and specify that these are a condition for obtaining the grant.

11. Appendix 3 – Clarifications Regarding the Participation of Representatives from the Practice Setting in Projects Submitted under the Action-Research Component

Roles and their ramifications on the type of eligible expenses

Representatives from the practice setting in which the action-research project is to be carried out will be involved in the process to varying degrees. The nature of their involvement will determine whether they will be considered a co-investigator or whether their name will appear in the "Collaborators" section. Each role is governed by different rules regarding eligible expenses and grant application requirements.

Co-investigators

Representatives from the practice setting who are listed as co-investigators must make a significant contribution to the different steps in the project, both in terms of identifying knowledge needs and in conceptualizing and carrying out the project. Their contribution is justified by their familiarity with the practice setting and their knowledge of the field.

Representatives from the practice settings who meet the definition of status 4-c, as described in the Common General Rules[17], must provide an abridged CV (maximum of two pages, letter size) summarizing the following project-related elements, in the order listed: 1) educational background and jobs; 2) professional and leadership experience and 3) expertise and contributions that are relevant to the carrying out of the proposal submitted to the FRQSC. This abridged CV must be included in the application form submitted by the principal investigator and will be taken into consideration during the evaluation of the team composition criterion.

The principal investigator can allocate a portion of the budget to release the practice-setting representative from regular duties in order to devote time to research. The amounts requested must be indicated under the budget item "Support for researchers and partners" in the budget projection table. Under no circumstances should this compensation constitute a salary. It may, however, be used to pay expenses related to the person's involvement in the project and, if applicable, to compensate the employer for the person's replacement during the duration of the activity.

Detailed reasons for the amounts requested, along with a description of the tasks to be performed by the representative from the practice setting, must be included in the file attached to the "Budget" section of the application form.

Member listed in the "Collaborators" section

A representative from the practice setting whose name appears in the "Collaborators" section of the form will make occasional or specific contributions to one or more aspects of the action-research project because of their knowledge of the practice setting. Such persons take part in the research process and may, for example, help forge contacts with the practice setting.

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[17] Status 4-c: *Representative from the practice setting*: Individual whose contribution to the project or research program is based on their practical skills and knowledge and not on their expertise in research or research and innovation. The individual is employed by a Québec institution. Their skills and knowledge, other than artistic or literary, can be diverse, including professional, technical or practical.

12. Appendix 4 – Scores and Ratings Grid

	%	RANKING	DESCRIPTION
ACCEPTANCE RECOMMENDED	90-100%	**Outstanding (A+)**	• Demonstrates strengths or skills that exceed the standard of excellence[1]
	80-89.9%	**Excellent (A) STANDARD[1]**	• Meets the standard of excellence[1] • Improvements may nevertheless be possible or conceivable.
	70-79.9%	**Very good (B)**	• Partially meets the standard of excellence[1] • Includes **minor to moderate** weaknesses or deficiencies requiring adjustments or improvements

70% ➔ Pass mark for a qualifying criterion and recommendation threshold for funding

	%	RANKING	DESCRIPTION
ACCEPTANCE NOT RECOMMENDED	60-69.9%	**Good to weak (C)**	• Does not meet the standard of excellence[1] • Contains significant or major weaknesses or gaps requiring substantial improvements or adjustments
	59.9% and below	**Inadequate/ Insufficient (D)**	• Does not meet the criteria or cannot be evaluated because certain information is missing or incomplete

FAIL (F)		The application for funding (or letter of intent) **has not achieved the pass mark for a qualifying criterion or has not met the recommendation threshold for funding**.

- **[1] STANDARD OF EXCELLENCE:** Exhibits a level of originality, relevance, precision or quality that meets the best standards in the field, taking into consideration the specific characteristics of the community (e.g. students, researchers, practitioners) to which the program applies.