Digital Technology in Education and Higher Education during the COVID-19 Pandemic

"Shooting Star" Targeted Concerted Action

Summary

Year of competition:	**2020-2021**
Deadline (notice or letter of intent):	**Not applicable (no letter of intent)**
Deadline (application):	**Wednesday, October 21, 2020, 4:00 p.m.**
Components available:	**Action-Research and Knowledge Synthesis**
Number of grants available:	**Maximum of 3 grants (1 Action-Research Project and 2 Knowledge Synthesis Projects)**
Maximum amount:	**$50 000 (Knowledge Synthesis) or $175 000 (Action-Research)**
Duration of funding:	**1 year (Knowledge Synthesis) or 2 or 3 years (Action-Research)**
Announcement of results:	**Week of November 30, 2020**

Note: In the event of a discrepancy between the English and French versions of this program, the French version prevails.

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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In your application, you will be able to describe how the COVID-19 pandemic may have affected your training or research activities during the past few months, in order for this information to be considered in the evaluation of your application. Please refer to the document "Considering the impacts of the COVID-19 pandemic in the evaluation of funding applications" for further information.

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** and **shedding light on practices in the current context of the COVID-19 pandemic**.

The 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 within a context where exceptional measures have been put in place by the public health authorities to stop the spread of the novel coronavirus responsible for COVID-19.

Digital technology

For this competition:

The term "**digital technology**" refers to "All information production, storage, processing, dissemination and exchange techniques and technologies, as well as information applications, including artificial intelligence systems. Refers without distinction to information and communications technologies, digital technologies, digital infrastructures and the data these produce and collect."[2]

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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* (CTREQ, 2017), 20. [*Translation*].

[2] Definition provided in the *Digital Competency Framework*. See Ministère de l'Éducation et de l'Enseignement supérieur, *Digital Competency Framework* (2019), 29.

2. Context

Since March 12, 2020, various public health recommendations have been implemented in Québec due to the coronavirus pandemic (COVID-19). Of particular interest was the temporary closure of all educational institutions from preschools through secondary schools as well as all institutions of higher learning. In order to enable students to continue learning at home, the Open School platform was launched at the end of March 2020. This website, the content of which is constantly being updated and enhanced, offers many resources for students, parents and teaching staff.

Beginning on May 11, 2020, preschools and elementary schools gradually started to welcome students back.[3] As this return to the classroom was on a voluntary basis, parents who believed the best option was to have their children continue their learning from home were able to do so thanks to the pedagogical support provided at a distance by the working staff of educational institutions.

However, all secondary schools throughout Québec and the preschools and elementary schools located in the Montréal metropolitan community, the Regional County Municipality of Joliette and the town of l'Épiphanie remained closed until the end of the 2019-2020 school year. This meant that secondary students and students in these exempted areas continued their education through distance learning.

At the same time, learning camps were offered from June 8 to 26, 2020, (with a possible extension) for students with difficulties or who needed to catch up in their learning. Camp attendance was also voluntary and no formal evaluations of learning took place. These camps were offered to elementary school students whose educational institutions had not reopened due to the high number of COVID-19 cases in their area, and to all secondary school students in the Québec school system. The groups consisted of no more than 10 students.

Vocational training and adult general education students also continued learning at a distance after their educational institutions closed last March. Starting in May, they were able to return to their schools part-time in order to continue their practical training, with class sizes reduced by at least 50%.

In order for all students, no matter what their situation, to be able to acquire the essential learning they need for the start of the 2020-2021 school year, the Québec government has made a budget envelope of $150 million available to the school service centres, English school boards and special status school boards to enable schools to acquire the needed digital resources.[4] In addition, MEES and Université TÉLUQ entered into an agreement for an accelerated training platform in the area of distance education, J'enseigne à distance, designed to enable teaching staff at the preschool, elementary school, secondary school, college and university levels to become familiar with distance education or further develop their knowledge in this field.

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3 With the exception of educational institutions in the territories of the Montréal metropolitan community, the Regional County Municipality of Joliette and the town of l'Épiphanie.

4 http://www.education.gouv.qc.ca/salle-de-presse/communiques-de-presse/detail/article/en-vue-de-la-rentree-scolaire-2020-2021-le-gouvernement-du-quebec-deploie-une-vaste-offen/.

The plan for the fall 2020 return to school is that all preschool, elementary school and secondary school students will return to the classroom. Vocational training and adult general education students will attend classes for practical learning and examinations, as well as for certain types of programs (e.g. social integration, francization).

In higher education, CEGEP, college and university students had to complete their winter 2020 term online. The ways in which they could continue their studies were established by their respective educational institutions. For the fall 2020 term, a hybrid format will be prioritized, blending attendance in the classroom with distance education. As many pedagogical activities and support services as possible will be offered in person, in compliance with the health recommendations issued by the public health authorities and the 1.5-metre physical distancing rule. Spaces and timetables will be arranged to encourage maximum in-person attendance. Educational institutions will be asked to pay special attention to certain categories of students, especially those who are beginning their studies, those with disabilities and those experiencing anxiety.

All these measures implemented because of the health crisis created by the COVID-19 pandemic shattered the daily routines of students, the student community, parents and staff in the education and higher education systems. Digital technology thus assumed a predominant role in learning, teaching and follow-up with students. It is therefore logical to ask how digital technology can be put to the best use to promote success for all in this specific and unique context. This need for knowledge is in line with the *Digital Action Plan for Education and Higher Education* (hereinafter referred to as the Digital Action Plan), launched by the Québec government in 2018.

It is within this context and that of the current COVID-19 pandemic that MEQ and the FRQSC have joined forces to issue this call for proposals and invite the scientific community to submit proposals for projects on digital technology in education and higher education[5].

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5 Although this call for proposals shares certain themes with the Programme de recherche sur la persévérance et la réussite scolaires (PRPRS), it involves a targeted and distinct process whose objectives are primarily geared to the situation created by the COVID-19 pandemic.

3. Research Needs

3.1 General requirements

For this competition, project proposals must:

- Clearly demonstrate their connection with the objectives of this Concerted Action.

- Clearly indicate on the form which system (A-Education; B-Higher Education) is the primary target of the proposed project. (The two systems are described in detail in section 3.2 of this document.)

- For the Action-Research proposals, include members of the education or higher education system and clearly explain their involvement in each step of the project.

- Clearly explain how they will take gender-based analysis (GBA)[6] into consideration with regard to the research subjects. A clear demonstration must be provided in the space intended for that purpose in the funding application form. If GBA is not considered relevant with regard to the proposed project, applicants must provide a full justification of this decision in the application form. **Without these explanations, the letter of intent will not be considered for this competition.**

To maximize the relevance of their project, 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

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.

3.2 Education and higher education systems

The Québec education system comprises public and private, French and English educational institutions. It includes the following levels of instruction:

- preschool and elementary school

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6 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)", Government of Québec, 2020.

- secondary school, including vocational training and adult general education

- college

- university[7]

The preschool, elementary school and secondary school levels of instruction fall within the Education system while the college and university levels fall within the Higher Education system.

Projects submitted under this competition must cover one of these two systems, either the Education system (A) OR the Higher Education system (B).

3.3 Specific research needs

The two 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 1) foster educational success at every level of education and 2) shed light on practices in the current context of the COVID-19 pandemic.

NEED 1—DISTANCE EDUCATION

Distance education[8] has become an essential component of the Québec education system. The use of this form of training was also accelerated by the current health crisis and actually enabled students to pursue their education at home during confinement. 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. 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 their perseverance and educational success in the context of the current health crisis, even in subjects that are less suited to this type of instruction, such as physical education. Applicants who wish to submit a project addressing the following need must answer both of the questions below.

Need 1:

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

NEED 2: SUPPORT AND TRAINING FOR TEACHERS

The shift to digital in education cannot become a reality without the support and participation of all teachers in the education and higher education systems. 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. Furthermore, with digital teaching having become a necessity during this pandemic, that will certainly help speed up the implementation of the possibilities offered by this form of instruction in a sustainable fashion. For this to occur, teachers must be supported in

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7 http://www4.gouv.qc.ca/FR/Portail/Citoyens.

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

learning to use these tools throughout their career. More specifically, the free training site J'enseigne à distance (in French only for now) has been designed to help teachers become familiar with best practices in distance education. Digital technology must also be put to good use in teachers' initial training and professional development and be included in their professional integration process. The *Digital Action Plan* 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 technologies. The current emergency situation highlights the need for knowledge about the added value of digital technology in supporting these staff members.

Need 2:

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

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4. Conditions Governing the Competition and Grants

Conditions governing the competition:

- This Concerted Action provides a maximum of one grant for an Action-Research project and two grants for Knowledge Synthesis projects.
- The amounts per component are specified in the table entitled Components Available in This Competition.
- December 1, 2020, has been set as the starting date for the grant. The end date varies depending on the component.
- This Concerted Action is intended for university researchers (including institutional researchers who qualify for the status of university researcher), clinical university or college researchers who may act as principal investigators or co-investigators. Retired persons may act only as co-investigators (statuses 1, 2 and 3 presented in the Definitions – Status and Roles section of the Common General Rules [CGR]). In addition to co-investigators, teams may include collaborators with any of the statuses admissible for grants (CGR, 5 ff).
- In this competition and for proposals submitted under the Action-Research component, a yearly release from teaching duties is authorized for the principal investigator.
- **For the Action-Research component**, **the team members must include a co-investigator designated as *Representative of the practice setting,*** who meets the eligibility criteria for **status 4 c)[9] "Other researcher/ Practitioner," presented on page 6 of the CGR**.[10]

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9 Status 4c) *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.
10 Individuals who meet status definitions 4 a), b), d) and e) are not eligible for this competition. (CGR, Definitions – Status and Roles).

- Practitioners who belong to the regular research team and who qualify for status 4c) 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.[11]

- To learn about the requirements regarding the CVs to be submitted for co-investigators taking part in applications for funding, please consult this Reference table.

- 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.

- Researchers 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.

- College researchers who are listed as principal investigators or 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 their application in their own FRQnet Portfolio.

- **In this competition, a researcher may submit only one application as a principal investigator.**

- **In this competition, co-investigators (including the principal investigator) may participate in no more than four applications.**

- 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 governed by the rules established by the FRQSC in its Common General Rules and Concerted Actions program regarding the eligibility of applications, eligible expenses,[12] intellectual property,[13] 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. The present document only contains information on the criteria used by the Relevance Committee and the Scientific Evaluation Committee.

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11 See Appendix 4 for information on participation by collaborating practitioners in projects submitted under the action-research project component.
12 See Appendix 2.
13 See Appendix 1.

Conditions governing the grant:

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

- Since this call for proposals is part of the Concerted Actions program, principal investigators of funded projects **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 understanding ongoing projects, monitoring their progress and, as they go on, envisioning the possible impacts of the findings. 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. If the meetings do not take place via videoconference, they are held in Québec City and sometimes in Montréal.

- 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 transfer of knowledge meetings, 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.

- As is the case in all FRQSC 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.

- The Concerted Actions Research Report, which presents the research findings, must be submitted no later than three months after the end of the funding period. The first two sections of this report must be written in French. For the grant, 25% of the funds for the final year of the grant will be withheld until this report has been approved by the FRQSC. The administrative report must also be completed and submitted later on, 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 and scholarships provided.

- Grant holders 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 Guide 1:4:20[14] (in French only), which grant holders must use for writing their final research reports. All additional information included in the appendices to the report forms an integral part of it.

- 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 funded projects are required to attend. Travel costs for this activity must be provided for in the grant's budget.

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14 *Guide pour la rédaction du rapport scientifique conçu à l'intention des décideurs, gestionnaires et intervenants (Format 1 : 4 : 20).*

5. Components Available in This Competition

Type of funding	Component	Duration	Maximum amount*
Operations for carrying out the research	Action-Research project	2 or 3 years	$175 000**
	Knowledge Synthesis	1 year	$50 000

* This amount includes expenses for participating in partnership and mobilization of knowledge activities, including the monitoring and transfer of knowledge meetings organized by the FRQSC.

** A portion of this amount is provided to facilitate the release of practitioners (status *4c of the CGR*) who are on the team and act as "other researchers" (see Appendix 3).

For the Action-Research project component, the indirect costs of research (ICR), representing 27% of the amount of the grant, are added to the amounts indicated in this table. This amount is paid to the grant's managing institution.

Funding approach

This Concerted Action will provide a maximum of one grant for an Action-Research project and two grants for Knowledge Synthesis projects.

In this competition, grants will be awarded in two stages. In stage one, they will be awarded based on merit, established in accordance with the scientific evaluation criteria presented below and determined following the ranking of the applications submitted for each of the two systems (A and B — see section 3.2). The funding threshold for this first stage is set at 80%. A maximum of one project per section will be funded in this first stage. In the second stage, grants will be awarded on merit, both systems together, following the ranking of the applications. The overall pass mark for this stage is 70%.

6. Evaluation Process

As is the case for all Concerted Action proposals, the evaluation process is composed of two steps, each with its own distinct objectives. However, in this competition, <u>as applicants will be submitting only one form, i.e. the completed application</u>, the two steps will be carried based on this form alone.

Relevance evaluation

In this first and qualifying step, a Relevance Committee will evaluate the potential of the submitted proposals to meet the needs stated in the call for proposals. This committee is chaired by the Fonds and comprised of Concerted Action partners or individuals that they wish to include in the

process. The evaluation is based on the relevance evaluation criteria presented and the needs stated in this call for proposals.

Scientific evaluation

The Scientific Evaluation Committee is comprised of peers in the field and is responsible for assessing the scientific quality of the proposals, based on the criteria presented in this call for proposals.

The overall pass mark for each of the two evaluation steps is 70%.[15]

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7. Application for Funding and Evaluation Criteria

Those interested in this competition are invited to submit a completed application for funding, using the form in the principal investigator's E-Portfolio, available at FRQnet.

Each co-investigator on the team with CGR status 1, 2 or 3 must have updated and attached their Canadian Common CV and their Detailed Contributions PDF file through their own E-Portfolio. Co-investigators with status 4 c) (presented in the Definitions – Status and Roles section of the CGR) must send an abridged two-page CV to the principal investigator who must attach it in the "Other documents" section of the application form. All co-investigators must give their consent to participate in the project using the "As a co-investigator" section of their E-Portfolio. The application form cannot be submitted without this consent. The documents entitled *Preparing a CV for the Fonds* and *Detailed Contributions* are available in the toolbox of the *Concerted Actions program* and may be consulted as needed.

Applications for funding must be approved by the Managing Institution before they can be submitted.

Applicants will be disqualified if they do not obtain the minimum pass mark of 70% for their application. The evaluation criteria for the applications for funding are as follows:

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15 See Appendix 3.

RELEVANCE EVALUATION Research-Action project		
Criteria	**Indicators**	**Weighting**
Relevance of the project to the objectives and needs stated in the call for proposals	• Relevance of the project to the objectives of the call for proposals • Project's ability to respond to the needs stated in the call for proposals • Effort to address the needs stated in the call for proposals	**45 points** Criterion with a pass mark of 70%
Anticipated impacts	• 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	**30 points**
Mobilization of knowledge and links with partners	• Scope and quality of the mobilization of knowledge 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	**25 points**

RELEVANCE EVALUATION Knowledge Synthesis project		
Criteria	**Indicators**	**Weighting**
Relevance of the project to the objectives and needs stated in the call for proposals	• Relevance of the project to the objectives of the call for proposals • Project's ability to respond to the needs stated in the call for proposals • Effort to address the needs stated in the call for proposals	**60 points** Criterion with a pass mark of 70%
Anticipated impacts	• Applicability of expected results • Potential impact of the findings on the orientation and application of public policies and programs	**25 points**
Mobilization of knowledge	• Scope and quality of the mobilization of knowledge plan with respect to the different potential users of the findings, including Concerted Action partners	**15 points**

SCIENTIFIC EVALUATION Action-Research Project		
Criteria	**Indicators**	**Weighting**
Project	• Contribution to the development, testing and improvement of practices • Originality and contribution to the advancement of knowledge • Clarity of the problem, appropriateness of the theoretical approach and precision of the objectives • Appropriateness, rigour and justification of the methodological approach, and realistic budget forecasts and timetable	**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.) • Evidence to show that the team's expertise is relevant to the project	**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 • Quality of the partnership between the team and the community	**20 points**
Anticipated impacts and mobilization of knowledge strategy	• Importance and scope of impacts beyond the target community • Mobilization of knowledge strategy (proposed means, targeted audiences—academics, users—including the Concerted Action partners, etc.)	**10 points**
Contribution to training	• Range of student researcher training activities included in the project, and variety of proposed tasks and responsibilities for students	**10 points**

SCIENTIFIC EVALUATION Knowledge Synthesis		
Criteria	**Indicators**	**Weighting**
Project	• Originality and contribution to the advancement of knowledge • Clarity of the problem, appropriateness of the theoretical approach and precision of the objectives • Appropriateness, rigour and justification of the methodological approach • Realistic budget forecasts and timetable	**50 points** Criterion with a pass mark of 70%
Competence	• Quality of the team's experience and achievements (transfer activities, papers, conferences, student supervision, publications, grants, etc.) • Evidence to show that the team's expertise is relevant to the project	**20 points**
Anticipated impacts and mobilization of knowledge strategy	• Significance of the anticipated findings with regard to the orientation and application of public policies and programs in the field targeted by the call for proposals • Mobilization of knowledge strategy (proposed means, target audiences – academics, users, etc.)	**20 points**
Training	• Range of student researcher training activities included in the project, and variety of proposed tasks and responsibilities	**10 points**

8. Important Dates

The **application for funding** form, completed online in the E-Portfolio on FRQnet, must be submitted[16] by **4 p.m.** on **Wednesday October 21, 2020**, together with all required supporting documentation. The letters of support from partners must be scanned and inserted in the "Other Documents" section of the electronic form.

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

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16 Once the grant 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 form has been sent. The statement "Submitted to the Fonds" should appear no later than the competition deadline date and time (for a grant application, this statement will only appear once the institution has approved it). This confirms that the Fonds has received the letter of intent or the grant application.

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.

Approval by the Managing Institution is compulsory. It is the responsibility of the principal investigator to ensure that their application is first approved by their institution, which must then send it to the Fonds before the date and time the competition closes.

The official announcement of the competition results will be made during the week of **November 30, 2020**.

Projects are scheduled to begin on **December 1, 2020**.

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9. Information

For additional information on this competition

Marc Bélanger

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For technical questions and assistance

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10. Appendix 1 – 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 Concerted Action 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 any, 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.

11. Appendix 2 – Eligible Expenses for this Competition
(For information purposes only)

TYPE OF SECTION	CATEGORY	KNOWLEDGE SYNTHESIS	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 or non-scientific services and expertise			
	Professional artists			
	Research subjects			

TYPE OF SECTION	CATEGORY	KNOWLEDGE SYNTHESIS	ACTION-RESEARCH	*COLLEGE RESEARCHER
Travel and living expenses	Research-related travel			
	Conferences (seminars, symposiums, lectures)			
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	Reproductions and translation			
	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.

12. Appendix 3 – Scores and Ratings Grid

%	RANKING	DESCRIPTION

	%	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 some 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.

13. Appendix 4 – 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 can 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 requirements regarding the presentation of the team in the grant application.

Co-investigators

Representatives from the practice setting who are listed in the "Co-investigator" section of the electronic form must make a significant contribution to the different steps in the project, both in terms of identifying knowledge needs and in terms of 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 4c), 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 carrying out 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 in the type of section "Support for researchers and partners" in the budget projection table (Category: Partners – Release from duties). 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 of the team 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 within the practice setting.

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17 Status 4c): *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.