Call for Proposals

**Fonds de recherche
Société et culture
Québec**

Literacy Research Program

Concerted Action

Summary

Year of competition:	2019-2020
Deadline (notice or letter of intent):	Wednesday, January 23, 2019, 4:00 p.m.
Deadline (application):	Wednesday, May 9, 2019, 4:00 p.m.
Amount:	Variable, depending on the component
Duration of funding:	Variable, depending on the component
Announcement of results:	Week of July 15, 2019

Call for Proposals (Thematic Research Program)

Proposed by:

The Ministère de l'Éducation et de l'Enseignement supérieur (MEES) and the Fonds de recherche du Québec – Société et culture (FRQSC)

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. The projects submitted and their findings should help to:

- develop knowledge that will serve to foster the development, maintenance and enhancement of literacy skills in Québec

- create and consolidate partnerships between researchers and practitioners

- foster the appropriation and concrete application of research findings in schools and communities

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2. Context

Today, people need literacy skills in order to develop and achieve their full potential on the personal, professional and social levels. Launched in June 2017 by the Ministère de l'Éducation et de l'Enseignement supérieur, the [Policy on Educational Success](#) recognizes the key role literacy skills play in every possible educational path and stage of personal development.

As underscored in this Policy, literacy skills go beyond reading and writing. They also encompass the ability to use information and access knowledge on a variety of material and digital media in order to make enlightened decisions in a variety of contexts.

The Policy also recognizes that knowledge and the use of research findings are powerful tools for fostering educational success and fuelling the decision-making process in all settings. It notes, in particular, that the quality of educational instructional practices depends largely on the transfer and appropriation of knowledge stemming from research findings.

In order to support research and the transfer of knowledge, MEES and the FRQSC developed the Programme de recherche en littératie (PREL).[2.1] Since its creation, six calls for proposals have gone out to the scientific community and PREL has funded 69 research activities—31 research projects, 26 action-research projects, 8 postdoctoral fellowships and 4 critical summaries—for a total of nearly $10 million in allocations to research.

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 letters of intent.

3. Research needs

3.1 General requirements

For this competition, project proposals must:

- Clearly demonstrate their connection with the objectives of this competition.
- Address only one of the 13 research needs of this competition (as presented in the following section).
- **Clearly explain** how they will take into account the following social and demographic characteristics: gender and the school's socio-economic environment or other topics. **Without these explanations, the letter of intent will not be considered for this competition.**
- Demonstrate the added value of their project as compared to research projects already funded under previous PREL competitions (see Appendix 5).
- Be carried out in French or English schools or communities.
- Focus on one or more aspects of literacy such as oral, reading or writing, unless the focus is specified in the need the proposal addresses.

Potential applicants are also asked to:

- Foster a multidisciplinary approach in addressing the need for research in their chosen area.
- Join forces with members of the education system and community partners as soon as they start preparing their letter of intent. Furthermore, members of the education system and community partners who have ideas for projects connected to one of the competition's research priorities but who do not know which researcher to select may either consult the website of the institution with which they would like to collaborate for information on the research interests of its researchers, or reach out to the faculty, department or individual with whom they wish to work**.**

[2.1] Launched in 2009 under the title *Programme de recherche sur l'écriture*, in the wake of the *Plan d'action pour l'amélioration du français*, the scope of the program was extended to include reading in 2013 and literacy skills in 2018, whereupon it was renamed *Programme de recherche en littératie* (PREL).

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

3.2 Specific research needs

All the research priorities presented in this document are closely tied to the ultimate goal of this program, namely, the development, enhancement and maintenance of literacy skills.

As stated earlier, literacy skills can be acquired in a variety of contexts. The research priorities for this competition are centred on the following six different areas:

1) Family literacy

2) Literacy skills in preschool

3) Literacy skills in school

4) Literacy skills in digital contexts

5) Teacher training and literacy skills

6) Literacy skills in the adult population

1) FAMILY LITERACY

The Strategy From Birth to Age 8—It's All About the Children of the Policy on Educational Success, states that parents who have their own difficulties with literacy face greater challenges in supporting their children in their educational path. Having weak literacy skills as a parent can have an adverse effect on parental involvement, and their children may be at greater risk of dropping out of school.

"Children who participate in emergent reading activities at home, at the library, in an educational childcare centre or at school become better readers, are more interested in reading and get better results in math."[3.2.1] Parental help with homework is essential for fostering students' educational success. However, less is known about the impact of these types of activities on parents with little schooling or newly arrived allophone immigrant parents.

NEED:

1. To what extent do family literacy activities contribute to motivating adults to maintain and upgrade their literacy skills from the perspective of lifelong learning?

2) LITERACY SKILLS IN PRESCHOOL

The Policy on Educational Success brought out the fact that language development and emergent reading and writing skills must begin early in a child's life, mainly through play. Kindergarten serves as a bridge designed to help children develop a love of school and to foster their overall development; it encourages them to explore their full potential and lay the social and cognitive foundation for learning. Research has shown that the quality of the educational environment and

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[3.2.1] Strategy From Birth to Age 8, 41.

the quality of the interactions provided for children are key elements in fostering their educational success in kindergarten.[3.2.2] Further research is necessary in order to document the conditions that need to be implemented to foster the acquisition of literacy skills in preschool.

NEED:

2. What conditions need to be put in place to foster the successful completion of the first steps in learning to read by children aged 4 to 6?

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3) LITERACY SKILLS IN SCHOOL

In school, literacy skills are fundamental, since they are the foundation on which other academic learning is built. As emphasized in the Policy, language proficiency paves the way for knowledge and know-how, as well as for communication and personal and social relationships that enhance quality of life.

NEEDS:

3. What teaching and evaluation practices are the most likely to foster the development of oral communication skills in elementary or secondary school?[3.2.3]

4. What teaching practices aimed at fostering social interactions in the classroom are the most likely to help develop literacy skills in elementary or secondary school?

For many children from immigrant backgrounds, developing these literacy skills is especially challenging because it is not done in their mother tongue. Remember that one of the objectives of the Policy on Educational Success is to reduce by half the gap in success rates between first-generation immigrant students and other students in obtaining a first diploma or qualification before the age of 20 by 2030. It is important to document this issue through research in order to foster the development of these students' literacy skills.

NEEDS:

5. What instructional practices are the most likely to help allophone students develop their language skills in French in the various subjects in the Québec Education Program?

6. In the context of the intensive program in English as a second language, what are the teaching or learning conditions that foster the reciprocal development of literacy skills in French and English of students in Elementary 5 or 6? What impacts does this teaching have on the

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[3.2.2] Japel, Christa. *Les maternelles 4 ans. La qualité de l'environnement éducatif et son apport à la préparation à l'école chez les enfants en milieux défavorisés*. Action concertée Programme de recherche sur la persévérance et la réussite scolaires, 2017. The research report, in French only, can be accessed by clicking here. Charron, Annie. *Qualité de l'environnement oral et écrit et qualité des interactions dans des classes de maternelle quatre ans à temps plein en milieu défavorisé: les effets sur le développement du langage oral et écrit des enfants de quatre ans.* Concerted Action literacy research program, ongoing. The research summary can be accessed by clicking here.

[3.2.3] Secondary school instruction includes general education in the youth sector, adult general education and vocational training.

development of literacy skills, particularly among students with specific needs and among allophone students?

A second objective laid out in the Policy is, by 2030, to increase to 90 % the success rate on the composition component of the Elementary 4 language of instruction ministerial examination in the public system. It is known that French syntax and punctuation are still the areas in which students are the least successful in this composition examination.[3.2.5] This being the case, it is important to examine the teaching and learning of French syntax in schools.

NEED:

7. Based on the knowledge already acquired under PREL, what innovative teaching practices are the most likely to foster the development and mastery of French syntax in elementary or secondary school?

Schools cater to a diverse student population with different needs and offer many different paths toward educational success. Thus, academic requirements and educational objectives can vary depending on the person and his or her needs and pace of learning. The education programs intended for students with moderate to severe intellectual disabilities target the acquisition of five general competencies essential to the development of these students' self-determination and social participation. As these students form a heterogeneous school population, it is important to gain a better understanding of the teaching approaches or practices that work best to foster the development of their literacy skills.

NEED:

8. What teaching approaches or practices are the most likely to foster the development of literacy skills in students with moderate to severe intellectual disabilities?

Lastly, the Strategy From Birth to Age 8 recognizes that school and public libraries can play a key role in the development and upgrading of literacy skills. It is important to identify the types of collaboration to be encouraged between library staff and teachers in order to develop a love of reading in children or to develop literacy skills in students. It has been established that, in elementary school students, the desire to read decreases as they move from one grade to the next, particularly during the transition from elementary to secondary school.[3.2.6] More research is needed in order to document this phenomenon.

[3.2.5] Ministère de l'Éducation, du Loisir et du Sport. *Évaluation du plan d'action pour l'amélioration du français. Suivi des apprentissages réalisés par les élèves en écriture (2009, 2010). Deuxième rapport d'étape*. Québec: Gouvernement du Québec, 2012. Available online, in French only, at: http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/EvaluationPAAF_2eRapportFinal.pdf

[3.2.6] Nanhou, Virginie, Hélène Desrosiers, Karine Tétreault, and Frédéric Guay, "La motivation en lecture durant l'enfance et le rendement dans la langue d'enseignement à 15 ans," in *Étude longitudinale du développement des enfants du Québec (ELDEQ 1998-2015) – De la naissance à 17 ans*, Institut de la statistique du Québec, vol. 8, fascicule 3, 2016. Available online, in French only, at: http://www.stat.gouv.qc.ca/statistiques/education/alphabetisation-litteratie/motivation-lecture.pdf; Québec. Ministère de l'Éducation, du Loisir et du Sport. *Évaluation du plan d'action pour l'amélioration du français. Suivi des apprentissages réalisés par les élèves en écriture (2009, 2010).*

4) LITERACY SKILLS IN DIGITAL CONTEXTS[3.2.7]

The Digital Action Plan for Education and Higher Education, launched in June 2018, invites students, staff and educational institutions to take advantage of the many possibilities offered by digital technology. These include powerful tools for creation and collaboration that can involve students in a concrete learning process. However, making the best use of these tools can pose special challenges.

NEEDS:

10. What innovative practices for offering feedback during learning are the most likely to foster the development of literacy skills in digital contexts in elementary or secondary school?

11. What effects does the use of an active learning approach have on the development of literacy skills in digital contexts in elementary or secondary school?

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5) TEACHER TRAINING AND LITERACY SKILLS

The Policy on Educational Success states that the initial training and competencies of school staff must be a priority, notably because of the impact they have on child and student development, learning and interpersonal relationships. Since these people are role models, they must have achieved and work to maintain a high level of language proficiency. From this perspective, it is important that the methods of developing the language skills of future and current teachers be documented.

NEED:

12. How can we foster the development and enhancement of the language skills of future and practising teachers?

Deuxième rapport d'étape, Québec: Gouvernement du Québec, 2012. Available online, in French only, at:
http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/EvaluationPAAF_2eRapportFinal.pdf

[3.2.7] Literacy in digital contexts refers to the technological environments required to convey oral or written language. These may involve communication tools (e.g. software, applications, platforms, interfaces, social networks) and/or digital media (e.g. tablets, smart phones, portables, connected objects). Projects on computer language, programming (or coding) are not eligible for this competition.

6) LITERACY SKILLS IN THE ADULT POPULATION

MEES has set itself an objective of increasing by five percentage points the proportion of the adult population of Québec who demonstrate high-level literacy skills according to the 2022 Programme for the International Assessment of Adult Competencies (PIAAC). To reach this ambitious objective, it would be useful to have better documentation on the means and partnerships that could be put in place to spark an interest in reading and to improve literacy skills in the adult population of Québec.

NEED:

13. From the perspective of lifelong learning, what means and partnerships could be put in place to foster the love of reading and to enhance the level of literacy skills in the adult population who need this assistance?

4. Conditions Governing the Competition, Grants and Fellowships

- This Concerted Action program provides funding for grants and fellowships in various categories: postdoctoral research fellowships, research projects, action-research projects and critical summaries.

- The funding period for grants and fellowships is set to begin on August 1, 2019, and the end date will depend on the component. In all instances, the final research report must be submitted no later than three months after the end of the grant or fellowship funding period. For grants, 25% of the funds for the final year will be withheld until the final report has been approved by the FRQSC.

- The maximum amounts for the different program components are shown in the table entitled Components of the Competition.

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

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

- This Concerted Action is intended for university, clinical or college researchers who may act as principal investigators or co-investigators. Retired persons may only act as co-investigators. The Concerted Action is also intended for researchers who wish to apply for postdoctoral fellowships. For the Action-Research Project component, the team members must include a co-researcher designated as *Representative of the practice setting* with *Other researcher, practitioner or artist status.* In addition to co-researchers, teams may include collaborators with any of the statuses admissible for grants (Common General Rules, 5 ff.).

- For action-research projects, collaborating practitioners who belong to the regular research team (with *Other researcher, practitioner or artist* status) 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.[4.1]

- **A researcher may submit only one letter of intent and one application as principal investigator, across all the components in this competition.**

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

- This Concerted Action meets FRQSC criteria, as presented in the [Common General Rules](#) and in the [Concerted Actions program](#) regarding the eligibility of applications, eligible expenses,[4.2] intellectual property,[4.3] amounts allocated, funding periods, definitions of different statuses and eligibility rules. By extension, the rules governing the eligibility of postdoctoral fellows are the same as those of the [regular Postdoctoral fellowship program of the FRQSC](#) ([except](#) for the criteria linked to citizenship and place of residence—candidates must hold Canadian citizenship or permanent resident status to be eligible for this competition). Candidates are invited to consult these rules.

- All the information needed to prepare and submit letters of intent and funding applications is presented in the [Concerted Actions program](#) document. This call for proposals contains information only on the criteria used to determine a project's relevance and on the scientific evaluation process.

- Since this call for proposals is part of the [Concerted Actions program,](#) principal investigators and postdoctoral fellows who receive funding **must** attend the **monitoring meetings** prescribed in the program. Meetings are attended by the members of funded teams, as well as by fellowship recipients, Concerted Action 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 attend the meetings may lead to suspension of the grant or fellowship payments. Travel expenses for these activities must be included in the grant or fellowship budget.

- Postdoctoral fellowships must start on or after August 1, 2019, but no later than July 31, 2020.

- An activity report describing the status of the work done by all fellowship recipients must be submitted each year for the duration of the fellowship. The report is to be presented at an annual monitoring meeting organized by the FRQSC.

- Recipients of fellowships or grants 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 ([Guide 1:4:20,](#)[4.4] available in French only, to help grant and fellowship (postdoctoral fellows only) recipients in writing their final research reports. All additional information is to be included in the report in the form of appendices that form an integral part of the report.

- Once the final report has been filed (grants only), the FRQSC will organize a knowledge transfer meeting to share the findings with a wider audience of potential users. The

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

[4.2] See Appendix 2.

[4.3] See Appendix 1.

[4.4] [Guide pour la rédaction du rapport scientifique](#) for decision-makers, managers and practitioners (1:4:20).

principal investigators and fellowship recipients are required to attend. Travel costs for this activity must be provided for in the grant or fellowship budget.

- Recipients of fellowships or 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**, under the Concerted Actions program. The FRQSC will send fellowship and grant recipients a reminder to ensure this condition is met.

- College researchers who are listed as co-researchers in an application may receive the statutory grant 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.[4.5] These grants are subject to the availability of credits.

- As is the case in all Fonds Société et culture programs, recipients of fellowships and grants under the Concerted Actions program must comply with the Policy for the Responsible Conduct of Research of the Fonds de recherche du Québec.

[4.5] Program to release college researchers from their teaching duties

5. Components of the Competition

Components of the Competition				
Type of funding	**Component**	**Duration**	**Maximum amount****	**Additional grant***
Support for new researchers	Postdoctoral research fellowship	2 years	$50 000/year	Maximum of $10 000/year for practicums carried out more than 250 kilometres from Québec's provincial borders*
Research operating expenses	Research project	2-3 years	$150 000	
	Action-research project	2-3 years	$175 000***	
	Critical summary	1 year	$50 000	

*If the postdoctoral research is carried out more than 250 kilometres from Québec's provincial borders, an annual supplement of $10 000 will be granted, for a total amount of $60 000 per year of funding. In instances where there is co-supervision with a Québec institution, this supplement will be adjusted in accordance with the number of months spent outside Québec. See the rules of the regular Postdoctoral fellowship program for further information.
** This amount includes the cost of taking part in partnership and mobilization activities, as well as activities related to the dissemination and transfer of research findings (including monitoring and transfer activities organized by the FRQSC).
*** A portion of this amount allows collaborating practitioners (with *Other researcher, practitioner or artist* status) who serve as co-researchers to be released from their regular duties (see Appendix 3).

Definition of Components

See the relevant page of the [Concerted Actions program](#) on the FRQSC website.

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6. 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 the [Detailed Contributions](#) file are required. They must be completed using the forms provided for that purpose, which are available in the website's toolbox.

The letter of intent is a qualifying criterion. Applicants will be disqualified if they do not obtain the minimum pass mark of 70%. 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 as follows:

Postdoctoral Research Fellowship		
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 research needs identified in the call for proposals • Effort to target the needs identified in the call for proposals	**60 points** Criterion with a pass mark of 70%
Anticipated impact	• Applicability of anticipated findings • Potential impact of the findings on the orientation and application of public policies and programs	**30 points**
Transfer of knowledge and links with partners	• Scope and quality of knowledge transfer strategy with respect to the different potential users of the research findings, including Concerted Action partners • Quality of links with partners from the community	**10 points**

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 research needs identified in the call for proposals • Effort to target the needs identified in the call for proposals	**60 points** Criterion with a pass mark of 70%
Anticipated impact	• Applicability of anticipated findings • Potential impact of the findings on the orientation and application of public policies and programs	**30 points**
Transfer of knowledge and links with partners	• Scope and quality of knowledge transfer strategy with respect to the different potential users of the research findings, including Concerted Action partners • Involvement and degree of collaboration of community partners and potential users of the research findings, including Concerted Action partners	**10 points**

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 research needs identified in the call for proposals • Effort to target 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	**30 points**
Transfer of knowledge and links with partners	• Scope and quality of knowledge transfer strategy with respect to the different potential users of the research findings, including Concerted Action partners • Involvement and degree of collaboration of community partners and potential users of the research findings, including Concerted Action partners	**25 points**

Critical Summary		
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 research needs identified in the call for proposals • Effort to target the needs identified in the call for proposals	**60 points** Criterion with a pass mark of 70%
Anticipated impact	• Applicability of anticipated findings • Potential impact of the research findings on the orientation and application of public policies and programs	**25 points**
Transfer of knowledge	• Scope and quality of knowledge transfer strategy with respect to the different potential users of the research findings, including Concerted Action partners	**15 points**

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 <u>justify</u> their decision not to do so

7. Application for Funding: Content and Evaluation Criteria

Candidates 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:

Postdoctoral Research Fellowship		
Criteria	**Indicators**	**Weighting**
Research project	• **Originality of the project**, extent to which it adds value to the applicant's doctoral work and its contribution to the advancement of knowledge in the field (15 points) • **Clarity** of the problem, precision of the theoretical approach and objectives (15 points) • **Relevance**, rigour and justification of the methodological approach, and a **realistic** timetable (15 points)	**45 points** Criterion with a passing grade of 70%
Host environment	• **Quality of the chosen research setting** and its relevance to the project (5 points) • **Quality of the plan for integration** into the host environment (5 points)	**10 points**
Expertise	• **Quality of academic record and recognition** (scholarships, distinctions and awards received; training; letters of recommendation from referees; academic results) (10 points) • **Quality of scientific achievements** (scientific papers, dissemination, publications, popularization, etc.) (10 points) • **Relevance** of training and experience (personal and professional) to the project (10 points)	**30 points**
Anticipated impact	• **Consideration** of the Relevance Committee's comments (5 points) • **Demonstration** of the potential impacts for decision-making and action (5 points) • **Knowledge dissemination and transfer strategy** and **links with collaborating partners**, including Concerted Action partners (5 points)	**15 points**

Research Project		
Criteria	**Indicators**	**Weighting**
Project	• Originality and contribution to the advancement of knowledge (13 points) • Clarity of the problem, relevance of the theoretical approach and precision of the objectives (12 points) • Appropriateness, rigour and justification of the methodological approach (15 points) • Realistic timetable (5 points) • Consideration of the Relevance Committee's comments (5 points)	**50 points** Criterion with a pass mark of 70%.
Expertise	• Quality of the team's experience and achievements (transfer activities, papers, conferences, student supervision, publications, grants, etc.) (10 points) • Evidence to show that the team's expertise is relevant to the project (10 points)	**20 points**
Anticipated impact and transfer strategy	• Importance of the anticipated impact on the orientation and implementation of programs and policies in the field targeted by the call for proposals (10 points) Knowledge dissemination and transfer strategy to ensure that knowledge is appropriated by potential users of the findings, and links with collaborating practitioners, including Concerted Action partners (10 points)	**20 points**
Training	• Range of student research training activities included in the project, and variety of proposed tasks and responsibilities for students (10 points)	**10 points**

Action-Research Project		
Criteria	**Indicators**	**Weighting**
Project	• Contribution to the development, testing and improvement of practices (5 points) • Originality and contribution to the advancement of knowledge (10 points) • Clarity of the problem, appropriateness of the theoretical approach and precision of the objectives (10 points) • Appropriateness, rigour and justification of the methodological approach, and realistic timetable (10 points) • Consideration of the Relevance Committee's comments (5 points)	**40 points** Criterion with a pass mark of 70%
Expertise	• Quality of the team's experience and achievements (transfer activities, papers, conferences, student supervision, tools, publications, grants, etc.) (10 points) • Evidence to show that the team's expertise is relevant to the project (10 points)	**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 points) • Quality of the collaboration between the team and the community (10 points)	**20 points**
Anticipated impact and transfer strategy	• Importance and scope of impacts beyond the target community (5 points) Knowledge dissemination and transfer strategy to ensure that knowledge is appropriated by potential users of the findings, including Concerted Action partners (5 points)	**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 points)	**10 points**

Critical Summary		
Criteria	**Indicators**	**Weighting**
Summary project	• Project's capacity to identify strengths and knowledge gaps on the theme under study, and to identify new avenues for research and action (18 points) • Relevance of the theoretical and methodological approaches to the achievement of the summary's objectives (17 points) • Realistic timetable (5 points) • Consideration of the Relevance Committee's comments (5 points)	**45 points** Criterion with a pass mark of 70%
Expertise	• Quality of research achievements and activities, peer recognition and outreach (transfer activities, papers, conferences, student supervision, publications, grants, etc.) (10 points) • Evidence to show that the team's expertise is relevant to the project (10 points)	**20 points**
Anticipated impact and transfer strategy	• Importance of the anticipated impact on the orientation and implementation of programs and policies in the field targeted by the call for proposals (12.5 points) • Knowledge dissemination and transfer strategy to ensure that knowledge is appropriated by potential users of the findings, including Concerted Action partners (12.5 points)	**25 points**
Contribution to training	• Range of student research training activities included in the project, and variety of proposed tasks and responsibilities for students (10 points)	**10 points**

8. Important Dates

The **letter of intent** form, completed online in the E-Portfolio on [FRQnet](#), must be submitted[8.1] by 4:00 p.m. on **Wednesday, January 23, 2019**, together with all required documentation. The letters of support from partners must be scanned and inserted in the "Other documents" section of the electronic form.

The results of the relevance evaluation are scheduled to be announced by email during the week of March 22, 2019.

The **application for funding** form, completed online in the E-Portfolio on [FRQnet](#), must be submitted by **4:00 p.m.** on **Wednesday, May 9, 2019**, 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.

[8.1] Once the letter of intent or 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 properly sent. Once it has been approved by the institution, 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 letter of intent or the application.

Letters of acceptance from supervisors (Postdoctoral Fellowships) and from the people who have been asked to provide the TWO **letters of recommendation** (respondents) must be completed and submitted online, in the E-Portfolio of the respondent, supervisor and co-supervisor, by the competition closing date and time. If any of the required letters is missing when the competition closes, the application will be declared ineligible by the Fonds.

Each candidate is responsible for providing his or her respondents, supervisors and co-supervisors with the application number and the email address associated with his or her FRQnet account. It is also the candidate's responsibility to provide these people with instructions for creating an account and writing the letters, and to ensure that the letters are submitted before the deadline.

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 point 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 **July 15, 2019**.

The project is scheduled to begin on **August 1, 2019**.

9. Information

For additional information on this competition
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10. Appendix 1 – Information for Funded Researchers and Partners on the Conditions Governing Intellectual Property

Recognition of intellectual property rights

In accordance with current research practices and the action plan for the management of intellectual property in universities and institutions of the health and social services network where research activities are conducted, the Concerted Action partners and the Fonds Société et culture 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 <u>original raw data and interim research</u>

The partners may—for the purposes of reproduction, translation, public communication (by any means whatsoever), public demonstration, further research studies, etc.—use the original raw data collected by or under the supervision of the funded researchers, provided that they first obtain permission from the researchers. The partners may also use the interim research (communicated through monitoring activities or in interim reports), provided they first obtain permission from the funded researchers.

Rights of the parties with regard to the <u>final report and research findings</u>

The partners may use the final report for the purposes of reproduction, translation, public communication (by any means whatsoever), public demonstration, further research studies, etc. They may also use any research findings that have been publicly disseminated by the researchers (in the context of a scientific publication, a presentation, a conference, a convention or an online publication). The funded researcher agrees to disclose the research findings in their entirety, as soon as possible, through follow-up activities, the final report, transfer activities, publications and other means.

Appropriate citations

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

Acceptance of the grant

By accepting the grant, the funded researcher grants the partners a non-exclusive, non-transferable copyright licence on the final report, without territorial limits (worldwide) and for an unlimited period of time, for which the grant constitutes consideration. This licence is granted to the partners. The funded researcher assures the partners that he or she holds all the rights that entitle him or her to consent to the assignment of copyright in accordance with this agreement.

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

Type of section	Category	Eligible expenses per component			College Researcher
		Project	Action-Research Project	Critical Summary	
Student support - 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)				
Student support – 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				
Travel and living expenses	Travel for research purposes				
	Conferences (seminars, symposia, congresses)				
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	Publishing, reproduction and translation				
	Knowledge dissemination and transfer				
	Publications				
	Grant-related website				
	Organization of events and activities				

Ineligible expenses

* Funding conditional on availability of credits

12. Appendix 3 – Clarifications Regarding the Participation of Partners 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-researcher 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-researchers

Representatives from the practice setting who are listed as co-researchers 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 setting who fulfill this definition have *Other researcher, practitioner or artist*[12.1] status and must submit an abridged CV (maximum of two pages) summarizing the following project-related elements, in the order listed: 1) educational background; 2) experience; and 3) publications or other scientific achievements, if applicable. This abridged CV must be included in the application 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 practice-setting representative, must be included in the file attached to the "Budget" section of the 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-

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[12.1] A representative from a practice setting is a person who comes from a practice setting such as a public, government or non-government body or a private company. He or she may also come from an educational institution, but must not hold a position as a paid researcher.

research project because of his or her knowledge of the practice setting. Such persons take part in the research process and may, for example, help forge contacts with the practice setting.

13. Appendix 4 – Scores and Ratings Grid

%	RANKING	DESCRIPTION

Fulfillment of the criterion . . .

	%	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] • . . . contains **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** 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 a pass mark for a qualifying criterion or has not met the minimum requirements to be recommended 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 community (e.g. students, researchers, practitioners) to which the program applies.

14. Appendix 5 – List of Funded Projects

Last name, first name	Institution	Title	Component	Date report or thesis submitted
Allaire, Stéphane	UQAC	Écrire ensemble au primaire: interventions des enseignants et stratégies d'écriture des élèves	Action-research	2015-01
Ammar, Ahlem	UdeM	La rétroaction corrective écrite dans l'enseignement secondaire au Québec: Effets du contexte d'apprentissage, du type d'erreurs et de la compétence des apprenants à l'écrit	Research project	2015-10
Ammar, Ahlem	UdeM	La rétroaction corrective en écriture en L2 : effets de la technique, du niveau de l'apprenant, du genre et du type de l'erreur	Research project	To come
Armand, Françoise	UdeM	Favoriser le développement langagier (à l'oral et à l'écrit) chez les élèves allophones du préscolaire au moyen de la lecture partagée d'albums et d'approches plurilingues et dans le cadre de la collaboration école-famille	Action-research	To come
Armand, Françoise	UdeM	Développer les compétences à écrire d'élèves allophones immigrants en situation de grand retard scolaire au secondaire au moyen d'ateliers d'expression créatrice théâtrale, d'approches plurilingues de l'écriture et de rétroactions correctives	Action-research	2015-12
Berthiaume, Rachel	UdeM	L'enseignement du vocabulaire auprès d'élèves de 4e année du primaire en contexte de classe ordinaire : évaluation d'un dispositif d'enseignement en fonction des caractéristiques des élèves	Research project	To come
Blaser, Christiane	UdeS	Le rapport à l'écrit des enseignants : un levier essentiel dans le développement de la compétence à écrire des élèves	Research project	2014-11
Blaser, Christiane	UdeS	Soutenir le développement professionnel d'enseignantes du primaire pour améliorer les pratiques d'enseignement et d'évaluation de la lecture et de l'écriture en contexte autochtone, à l'ère des TIC	Action-research	To come
Boivin, Marie-Claude	UdeM	Un modèle didactique d'articulation de la grammaire et de l'écriture pour favoriser le transfert des connaissances grammaticales en situation de production écrite chez les élèves du secondaire	Action-research	2014-10

Last name, first name	Institution	Title	Component	Date report or thesis submitted
Bouchard, Caroline	UL	Mise en place d'un dispositif de développement professionnel auprès d'enseignants(es) en maternelle 5 ans afin de favoriser le soutien du développement du langage oral et écrit des enfants en situation de jeu symbolique	Action-research	To come
Cartier, Sylvie	UdeM	Appropriation de pratiques pédagogiques novatrices en lecture en classe de français au primaire et au secondaire	Action-research	To come
Charron, Annie	UQAM	Qualité de l'environnement oral et écrit et qualité des interactions dans des classes de maternelle quatre ans à temps plein en milieu défavorisé : les effets sur le développement du langage oral et écrit des enfants de quatre ans	Project	To come
Charron, Annie	UQAM	Les orthographes approchées pour un enseignement explicite de l'orthographe au premier cycle du primaire.	Action-research	2016-09
Charron, Annie	UQAM	Effets longitudinaux de la pratique des orthographes approchées sur le développement orthographique des élèves	Action-research	To come
Collin, Simon	UQAM	Effets de l'utilisation des médias numériques à la maison par les élèves du préscolaire sur leurs premiers apprentissages en lecture selon la médiation parentale, le milieu socioéconomique, la langue parlée à la maison et le sexe	Research project	To come
Da Silveira, Yvonne	UQAT	Exploration de nouvelles pratiques d'enseignement pour favoriser le développement de la compétence à écrire d'élèves anichinabè, innus et cris du primaire	Action-research	2015-08
Daigle, Daniel	UdeM	Compétence orthographique et dysorthographie: rôles des procédures explicites et de la rétroaction corrective	Research project	2013-05
Daigle, Daniel	UdeM	L'enseignement de l'orthographe lexicale et l'élève en difficulté : Développement et mise à l'essai d'un programme d'entraînement	Research project	2015-06
David, Robert	UdeM	Étude des effets sur les pratiques pédagogiques des enseignants et la compétence à écrire des élèves, d'un dispositif de formation à la nouvelle grammaire qui intègre des exemples de pratiques sur vidéo et permet un partage d'expertise	Action-research	2016-06
Dezutter, Olivier	UdeS	Les pratiques d'enseignement soutenant le développement des compétences en lecture et en écriture des élèves allophones intégrés dans les	Action-research	To come

Last name, first name	Institution	Title	Component	Date report or thesis submitted
		classes régulières à la transition du primaire et du secondaire		
Dezutter, Olivier	UdeS	L'impact des activités culturelles sur le rapport à l'écrit des élèves et sur leur motivation en lecture et en écriture	Research project	To come
Drainville, Roxane	UQAT	L'observation par l'enseignante des interactions sociales entre les enfants pendant le jeu symbolique : effets sur l'émergence de l'écrit des enfants de maternelle 4 ans à temps plein en milieu défavorisé	Doctoral fellowship	To come
Dubé, France	UQAM	Pratiques d'enseignement favorisant le développement de la compétence à lire et à écrire au secondaire en contexte d'inclusion scolaire	Critical summary	To come
Falardeau, Érick	UL	L'impact d'une démarche d'enseignement explicite des stratégies de lecture sur la compétence et la motivation d'élèves du secondaire	Research project	To come
Falardeau, Érick	UL	Quel apport de l'enseignement explicite et du traitement de texte pour faciliter la transition du primaire vers le secondaire en écriture?	Action-research	To come
Forget, Marie-Hélène	UdeS	Le transfert de l'oral vers l'écrit des compétences à justifier ses propos	Doctoral fellowship	2014-07
Gauvin, Isabelle	UQAM	Mobilisation des savoirs et des compétences en grammaire et en didactique de la grammaire vers les pratiques d'enseignement de l'écriture chez les étudiants en enseignement du français au secondaire	Research project	2016-01
Gonnerman, Laura	McGill	Exploiter les connaissances des enfants sur les relations entre les mots afin d'améliorer l'orthographe au Québec francophone : étude expérimentale et d'intervention	Research project	2015-09
Gonthier, Marie-Eve	UQAR	L'impact d'un projet de clavardage pédagogique sur le développement de la compétence à écrire et sur le comportement d'élèves en adaptation scolaire et en classe régulière de français au premier cycle du secondaire	Doctoral fellowship	2017-04
Guay, Frédéric	UL	Évaluer l'efficacité et l'impact du programme d'intervention "CASIS-écriture" pour augmenter la motivation d'élèves du primaire envers l'écriture	Research project	2013-05
Guay, Frédéric	UL	La formation CASIS-écriture pour favoriser l'apprentissage de nouvelles pratiques pédagogiques chez les étudiants du baccalauréat	Research project	To come

Last name, first name	Institution	Title	Component	Date report or thesis submitted
		en enseignement au primaire afin de favoriser la motivation et la réussite scolaire en écriture des élèves		
Karsenti, Thierry	UdeM	Usages didactiques des technologies de l'information et de la communication (TIC) pour soutenir le développement de la compétence à écrire des élèves du primaire en milieu défavorisé	Research project	2015-09
Labrecque, Anne-Marie	UdeS	Les différentes méthodes d'enseignement de l'écriture en 1re année du primaire (script, cursif, TIC): des liens à établir avec le développement de la compétence à écrire, la motivation et le niveau de lecture des élèves	Doctoral fellowship	To come
Lacelle, Nathalie	UQAM	Compétences, processus et stratégies de lecture en fonction des genres textuels numériques et des supports numériques	Critical summary	2017-08
Laplante, Line	UQAM	Écrire, une compétence qui se construit: impact du modèle d'intervention à trois niveaux sur la prévention des difficultés en écriture auprès d'élèves de la maternelle et du 1er cycle du primaire issus de milieux défavorisés.	Research project	2016-09
Larose, François	UdeS	Étude des représentations et des pratiques de recours aux technologies numériques chez des élèves et des enseignants québécois du secondaire ainsi que de leurs impacts sur l'apprentissage de l'écrit	Research project	To come
Laurent, Angélique	UdeS	Communication orale et écrite au préscolaire : quelles activités éducatives sont bénéfiques pour encourager les interactions sociales et favoriser le langage des enfants?	Project	To come
Lavoie, Natalie	UQAR	Une approche pédagogique pour travailler les compétences graphomotrices en écriture au premier cycle du primaire	Research project	2015-11
Lefrançois, Pascale	UdeM	Enseigner et apprendre la notion de phrase pour améliorer la compétence à écrire des élèves du primaire à l'aide de la littérature de jeunesse	Action-research	2014-04
Lépine, Martin	UdeM	Analyse des pratiques enseignantes en écriture réflexive dans le cadre d'activités intégratives pour l'appréciation des œuvres littéraires: enquête à l'école primaire québécoise	Doctoral fellowship	2017-09
Lévesque, Jean-Yves	UQAR	Soutien parental et procédures des élèves dans l'apprentissage de l'orthographe lexicale	Research project	2014-04

Last name, first name	Institution	Title	Component	Date report or thesis submitted
Lord, Marie-Andrée	UL	Impact de séquences d'enseignement mettant en oeuvre la nouvelle grammaire sur le développement des compétences en lecture et en écriture des élèves du secondaire	Action-research	To come
Marinova, Krasimira	UQAT	Lire et écrire dans des situations d'apprentissage issues du jeu : construire un savoir partagé	Research project	To come
Mcdonough, Kim	U. Concordia	Utiliser les tâches collaboratives pour promouvoir le développement de l'écriture en français langue seconde	Project	To come
Moldoveanu, Mirela	UQAM	Mettre en œuvre des pratiques différenciées pour favoriser le développement des compétences à rédiger d'élèves du primaire en milieu défavorisé	Action-research	To come
Montésinos, Isabelle	UdeM	Accompagnement des enseignants d'une école montréalaise quant au recours à des réseaux d'œuvres littéraires pour soutenir la conscience linguistique en lecture et en écriture	Action-research	To come
Myre-Bisaillon, Julie	UdeS	Situations d'enseignement-apprentissage de l'écriture, adaptées pour des élèves ayant des besoins spécifiques au primaire et au secondaire : conception, expérimentation et évaluation des effets	Action-research	2015-09
Nadeau, Marie	UQAM	Expérimentation de pratiques innovantes, la dictée 0 faute et la phrase dictée du jour, et étude de leur impact sur la compétence orthographique des élèves en production de texte	Action-research	2013-05
Nadeau, Marie	UQAM	Expérimentation de dispositifs didactiques en syntaxe et en ponctuation « à la manière » des dictées métacognitives et interactives, au 3e cycle du primaire et 1er cycle du secondaire et effet sur la compétence en écriture	Research project	To come
Ouellet, Chantal	UQAM	Étude des profils orthographique et métagraphique d'élèves de la fin du primaire, du début du secondaire, d'élèves en difficulté et des pratiques pédagogiques de leurs enseignants	Research project	2013-12
Ouellet, Chantal	UQAM	Enseigner à mieux lire dans le contexte de l'enseignement d'un métier en formation professionnelle du secondaire	Action-research	To come
Pagani, Linda S.	UdeM	Comment les capacités attentionnelles et les habiletés en motricité fine entre la maternelle et la première année influencent les habiletés en écritures ultérieures au primaire	Critical summary	2012-06
Pesco, Diane	U. Concordia	La formation continue des enseignants, axée sur les récits dictés et joués par les enfants, et ces	Project	To come

Last name, first name	Institution	Title	Component	Date report or thesis submitted
		effets sur le langage et l'émergence de l'écrit chez les enfants francophones et allophones en maternelle 4 ans		
Puentes-Neuman, Guadalupe	UdeS	Quel soutien scolaire et communautaire offrir aux parents afin de favoriser la réussite de l'entrée dans l'écrit chez les enfants?	Action-research	2015-09
Renaulaud, Céline	UL	Approches pédagogiques interculturelles adaptées à l'enseignement du français écrit et oral dans des classes linguistiquement hétérogènes et acquisition chez les élèves allophones néo-arrivants scolarisés au primaire	Doctoral fellowship	To come
Rioux, Isabelle	UdeS	Les mots du métier et comment les utiliser : appropriation de l'écrit à la vie professionnelle par des élèves non diplômés inscrits en formation professionnelle	Doctoral fellowship	To come
Rousseau, Nadia	UQTR	Les technologies d'aide comme mesure d'adaptation soutenant le développement des compétences rédactionnelles dans une perspective globale de l'apprentissage : étude longitudinale	Research project	To come
Rvachew, Susan	McGill	Développement d'un outil de dépistage de la dysorthographie basé sur des compétences multiples du langage oral : un nouvel outil normalisé et validé pour le français québécois	Research project	2014-04
Sauvaire, Marion	UL	L'impact des pratiques d'enseignement du débat interprétatif sur le développement des compétences en lecture littéraire des élèves du 2e cycle du secondaire : une approche pour intégrer la diversité des lecteurs	Project	To come
Sirois, Pauline	UL	Le développement de l'écriture aux 2e et 3e cycles du primaire: interventions développementales et différenciation pédagogique	Action-research	To come
Stanké, Brigitte	UdeM	Nouvelle approche basée sur un enseignement orthographique favorisant l'apprentissage de la production écrite et de l'orthographe lexicale des élèves faibles orthographieurs de 6e année du primaire	Research project	To come
St-Pierre, Marie-Catherine	UL	Conscience morphologique et habiletés d'orthographe chez les enfants du premier cycle du primaire ayant des difficultés de langage écrit: une étude d'intervention	Research project	2013-07

Last name, first name	Institution	Title	Component	Date report or thesis submitted
Tremblay, Ophélie	UQAM	Une communauté d'apprentissage d'enseignants-auteurs : pour une démarche engagée d'enseignement de l'écriture au 3e cycle du primaire	Action-research	To come
Turcotte, Catherine	UQAM	Pratiques pédagogiques et modèles d'organisation et de collaboration efficaces favorisant le développement de la compétence à écrire lors de la transition maternelle-première année du primaire auprès de populations défavorisées	Research project	2016-06
Turcotte, Catherine	UQAM	Miser sur l'articulation entre l'écriture et la lecture pour favoriser la compréhension de textes informatifs auprès d'élèves de 9 à 12 ans : une recherche-action	Action-research	To come
Vatz, Michèle	UdeS	Écriture et histoires familiales de migration: une recherche-action pour promouvoir les compétences à écrire des élèves allophones immigrants et réfugiés dans les écoles primaires et secondaires du Québec	Action-research	2013-05
Vincent, François	UdeS	Étude comparative d'approches pédagogiques inductives et déductives pour l'enseignement du complément du nom en 1re secondaire	Doctoral fellowship	2014-12
Vincent, François	UQO	L'enseignement de la grammaire au service du développement de compétences en lecture et en écriture : une synthèse des connaissances	Critical summary	2016-04
Voyer, Brigitte	UQAM	Aider les élèves adultes à améliorer leurs compétences à lire et à écrire en français : la collaboration enseignants-chercheurs pour l'analyse des pratiques d'enseignement et la résolution de situations difficiles	Action-research	To come

[14.1] The research reports that have been the subject of a transfer meeting are available on the website of the Fonds Société et culture http://www.frqsc.gouv.qc.ca/en/partenariat/rapports-de-recherche?field=0&researcher_name=&year=0&institution=0&partner=0&proposition=3&volets=0&submit=Rechercher