

WRITING A PROPOSAL FOR THE COLLOQUE INTERORDRE DE LA RECHERCHE ÉTUDIANTE EN SCIENCES SOCIALES ET HUMAINES, EN ARTS ET EN LETTRES

When submitting your proposal to the Colloque interordre de la recherche étudiante en sciences sociales et humaines, en arts et en lettres, please share your feedback on this guide. We would greatly appreciate your insights.

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Également disponible en français :

https://recherchecollegiale.ca/doc/CTREQ-ARC_Colloque-interordre_2025_Guide-proposition.pdf

TO BEGIN WITH...

The [Colloque interordre de la recherche étudiante en sciences sociales et humaines, en arts et en lettres](#) is a key component of the [Experience makes the difference](#) project. This initiative aims to ensure a cutting-edge future in research, transfer and innovation in the social sciences and humanities, arts and literature sector. The objective of the colloquium is to offer college and university students, like you, the opportunity to participate in an event focused on scientific communication and knowledge transfer. More specifically, it aims to promote research in this scientific sector, encourage you to continue your studies in an area of personal interest, offer you a networking venue, offer you an immersive scientific experience, foster exchanges and contacts between students from both colleges and universities, and recognize and highlight the efforts you invest in your research activities.

Carefully reviewing the call for proposals is essential for you to successfully complete the work ahead. Below is a chronological breakdown of the tasks into three key stages:

1. Planning the proposal submission
2. Writing the proposal
3. Following up on the Evaluation Committee's decision

Examples of abstracts from the winning presentations of the last two editions of the colloquium are included in this guide. They are reproduced in original, French or English, language. You may also review all the abstracts from previous editions by accessing the colloquium programs listed in the bibliography on page 11.

Two Evaluation Committees will review the proposals: one will review poster proposals, and the other, oral proposals. Both committees aim to accept all student proposals that fall within the social sciences and humanities, arts and literature sector, present original research and include results. The colloquium co-organizers are committed to a rigorous process and sincerely hope your participation will be as rewarding as possible.



1 PLANNING THE PROPOSAL SUBMISSION

The first step in the process, once the call for papers is launched, is to promptly select the research activity you have conducted or are currently undertaking and whose results you wish to present. “Research is an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation conducted with the expectation that the method, results, and conclusions will withstand the scrutiny of the relevant research community, regardless of whether

or not the undertaking is funded. It may involve living or deceased individuals, their data and their biological or reproductive materials, animals, and even controlled substances or organisms. It can be conducted in different contexts, including course-based research activities.” (Méthot et al., 2024)

- Ensure that your chosen project falls within the social sciences and humanities, arts and literature sector by consulting the list of [research areas](#) included in the call for proposals.
- Make sure your submission aligns with the nature of the colloquium: College students (CEGEPs, subsidized private colleges, or government schools) and undergraduate, graduate or PhD students are invited to present their research findings, whether preliminary or final.
- Consider your target audience, which may include college or university students, faculty, professionals, or the general public (such as family members or acquaintances).
- Define the specific topic of your presentation: What message do you want to convey? What results do you want to share?
- If you are a college or undergraduate student, your presentation must be a poster. Graduate and Ph.D. students must give an oral presentation. However, students who are part of an inter-level team—where college and university students collaborate—are invited to present either a poster or an oral communication.
- If necessary, ask for help from a trusted person at your institution or contact ARC with any questions to avoid unnecessary back-and-forth after your proposal has been evaluated.

Regardless of the project presented, remember that your proposal will serve as a guide for your presentation. In fact, once accepted, your presentation’s title and abstract must reflect what you will present at the colloquium.

2 WRITING THE PROPOSAL

The second stage of the process must be completed by March 21, 2025, at 11:59 p.m., which is the deadline for submitting your proposal via the platform. An Evaluation Committee will evaluate your submission based solely on your title and abstract. Furthermore, the titles and abstracts of all accepted papers will be published online as part of the colloquium schedule, making them easily

accessible and eligible for citation. With this in mind, the quality of the language must be clear, impeccable and free of jargon, to ensure it is accessible to a broad audience.

- Write your text in an argumentative style rather than a narrative one. Avoid phrases like “I will present...”
- Spell out abbreviations before using them.
- Use mathematical or statistical formulas only if they contribute to the clarity of the message.
- Proofread carefully to check for spelling, syntax and style, and have your proposal reviewed by someone outside your project, such as a classmate, parent, teacher, or spouse.
- Follow the general principles of gender-neutral writing by using neutral terms and inclusive wording.
- Avoid redundant information, such as “This communication shows that...”

“Il est [...] crucial de doter les personnes intervenantes psychosociales de l'ensemble des directions des centres intégrés de santé et de services sociaux (CISSS) des compétences nécessaires pour dépister la violence conjugale.”

Excerpt from the summary of the presentation by Simone Pilote (et al.), a student at the Université du Québec à Chicoutimi, winner of an award for excellence in her oral presentation at the 2024 edition of the conference.

Once the colloquium program is online or printed, provide each presentation author with a copy of the final version of their abstract for their records.

A CATCHY TITLE

As the organizing committee suggests in the call for propositions, the title should be “clear, concise, and catchy.” These are the first words the Evaluation Committee members will read, and they should capture attention. The title should be a maximum of 30 words, accurately reflect the content of the abstract, and highlight the key information you intend to present. It should encourage colloquium participants to visit your poster or attend your oral presentation to engage in discussion.

“Que pense la population québécoise de l'idée de consommer moins de viande rouge?”
Title of the presentation by Amélie Loiselle (et al.), a student at the Université Laval, winner of a prize for the excellence of her oral presentation as part of the 2024 edition of the conference.

A FULL ABSTRACT

Your abstract should be a single paragraph, no more than 200 words, and include four key elements: a clear statement of the issue, a succinct description of the methodology, final or preliminary research findings depending on the project's progress, and a conclusion. Information on each of these elements is provided below.

The research issue

Begin by providing the context and theoretical framework of your research. Clearly state the motivation behind your work.

- Present specific and interesting elements right from the start to show that your presentation is well organized and designed to capture the audience's interest. "The idea is to outline, in a logical order if possible, the points to be addressed and the sections of the presentation" (Demaizière, 2020).
- Describe the issue identified at the outset of your summary and explain why it is important to address.

Methodology

Briefly outline the chosen methodology and the materials used. For example, consider answering the questions "who, when, what, how?" (Durrieu, 2018). In other words, describe elements such as the sampling or data collection procedures, the corpus studied, key measures, whether your methodology is quantitative or qualitative (if applicable), and the data analysis methods. Summarize your methodology to emphasize that your research is based on a structured and systematic investigation.

"Quatre instruments psychométriques ont été administrés à 31 élèves de sciences humaines (12 hommes, 19 femmes), de 18 à 33 ans (M = 19,65, É-T = 2,8) afin d'évaluer l'empathie (Lietz, 2011), les attitudes civiques (Diaz, 2019), les attitudes face à l'implication communautaire (Shiarella, 2000) et la motivation aux études (Vallerand, 1989). Une analyse de régression linéaire multiple a été effectuée [...]"

Excerpt from the summary of the presentation by Victor Lavoie (et al.), a student at the cégep de Shawinigan, winner of an award for the excellence of his poster presentation displayed as part of the 2024 edition of the conference.

"Dans le domaine de l'enseignement supérieur, les discours portant sur les principes d'inclusion sociale mettent en lumière la considération des individus marginalisés et des divisions sociales causées par des 'rapports de pouvoir, de classe, de race, de genre, d'ethnicité, de citoyenneté, de sexualité et de capacité' (Bilge et al., 2023). Cependant, les discours sur l'importance d'adopter une écriture dite 'inclusive' définissent celle-ci comme un ensemble de procédés visant à abandonner le masculin générique et à construire un langage non discriminant pour les personnes de genre féminin et les personnes non binaires (Abbou et al., 2018; Université du Québec, 2021). En prenant en considération le large champ d'application de la notion d'inclusion sociale, n'y aurait-il pas davantage de façons de s'approprier l'écriture pour répondre aux besoins multiples des populations marginalisées?"

Excerpt from the summary of the presentation by Marie-Pier Hupé-Mongeon, a student at the Université Laval, winner of an award for excellence in her oral presentation at the 2024 edition of the conference.

"L'objectif est d'analyser comment et pourquoi Zweig dépeint l'évolution des rapports entre la protagoniste et son alter ego. Les théories du dédoublement du personnage et celles relevant des instances narratives sont évoquées pour répondre à la première question, alors que la seconde est abordée à la lumière des théories de la réception."

Excerpt from the summary of the presentation by Bandhuli Chattopadhyay, a student at the Université de Montréal, winner of an award for the excellence of her oral presentation as part of the 2024 edition of the conference.

Results

In your abstract, include either the preliminary or final results, or describe the scientific work completed to date, such as an advanced literature review, if the results are not yet known.

- Clearly present the results you have obtained and will discuss in your presentation.
- If the results of your project are not yet known, indicate that “the data are being analyzed or collected, and we will examine this or that aspect from this or that perspective” (Demaizière, 2020).
- Summarize your results or findings, avoiding a promotional style.

“Il résulte des premiers résultats de cette recherche que [les femmes atikamekw nehirowisiwok] ont des responsabilités particulières envers les eaux de Nitaskinan. Elles sont particulièrement engagées dans des initiatives communautaires ainsi que des mouvements de résistance et de résurgence en lien avec les eaux de leurs territoires respectifs. C’est, par exemple, le cas des activités communautaires en canot organisées par les communautés.”

Excerpt from the summary of the presentation by Flora Mutti, a student at the Université Laval, winner of an award for excellence in her oral presentation at the 2024 edition of the conference.

The conclusion

State the answers to the research question, the hypothesis formulated, or the problem studied, and, if applicable, discuss the significance or implications of the results (Durrieu, 2018). In doing so, explain how these results compare to the expectations outlined at the beginning of the study.

“To conclude, while the shift towards full-day and universal PreK programs continues, the impact of expanded educational learning time in early years and the effectiveness of PreK programs in different contexts remain unknown.”

Excerpt from the summary of the presentation by Mélissa Coissard, a student at the Université du Québec à Montréal, winner of an award for the excellence of her oral presentation at the 2023 edition of the conference.

“Il est attendu que [le programme] ait des impacts positifs sur le bien-être et la santé mentale du personnel, puisqu’il cible la prévention des difficultés de santé psychologique et la promotion de la santé psychologique positive. De plus, les résultats révéleront les facteurs déterminés comme aidants ou entravants et suggéreront des moyens pour pallier les obstacles, ce qui permettra d’améliorer l’offre de services et le bien-être au travail.”

Excerpt from the summary of the presentation by Elisabeth Proteau, a student at CEGEP Champlain - St. Lawrence, winner of an award for the excellence of her poster presentation displayed as part of the 2023 edition of the conference.

Bibliographic references

If references appear in the abstract, add a bibliography at the end. Regardless of the citation style you choose (such as APA or Dionne style), be consistent and apply the same style to each referenced document. If your institution or program specifies a preferred citation style, be sure to apply it to your bibliography.

3

FOLLOWING UP ON THE EVALUATION COMMITTEE'S DECISION

After submission, you will have three options depending on the decision of the Evaluation Committee. The committee's feedback and any comments it wishes to share will be communicated to you no later than the first few days of April.

1. *The committee conditionally accepts your proposal and asks you to make some changes.*

If your proposal is conditionally accepted, the committee considers it relevant but requires some adjustments. This means that your paper can be presented at the colloquium, provided you agree to revise your title or abstract. For the title, the committee will likely ask for changes to have it reflect the abstract more accurately or to clarify it further. As for the abstract, the committee may request changes in its structure, even if the content is compelling, to ensure the proposal complies with the submission requirements and the presentation meets the colloquium's expectations.

To ensure your presentation proposal is officially accepted, it is important to make any required changes, provided in the form of comments, within 48 hours of receiving them. You will need to consider these changes when preparing your poster or oral presentation, as it must align with the final accepted version of your proposal.

2. *The committee accepts your proposal without amendments.*

If your proposal is accepted unconditionally, it will be accepted in its original form and published as such in the colloquium program. Abstracts will appear in the program exactly as submitted or amended, as applicable.

When preparing your presentation, whether a poster or oral communication, ensure it aligns with what was accepted by the Evaluation Committee. At this stage, the title and abstract of the presentation must be identical to those accepted by the committee. Your presentation at the colloquium must reflect what is stated in the program.

3. *The committee rejects your proposal.*

If the Evaluation Committee rejects your proposal, it is generally because it was not submitted as required, it lacked research findings, or it was not original. If the feedback you receive is unclear or insufficient, do not hesitate to contact ARC for clarification. This feedback can help you improve your future proposals for other scientific events.

LASTLY...

You have until March 21, 2025, to complete the first two steps: planning and writing your paper proposal. Once you have received the Evaluation Committee's decision, you will then have 48 hours to modify your proposal and return it to the Evaluation Committee. Pay attention to every aspect of the process—it will make your life easier later. When you receive feedback from the Evaluation Committee, make sure you fully understand it. Again, if necessary, ask for help or contact ARC to avoid any back and forth. The main objective of the Colloque interordre de la recherche étudiante en sciences sociales et humaines, en arts et en lettres is to offer you, as students, the opportunity to participate in a genuine scientific event. The organizing committee is here to support you in preparing your proposal. **Remember, the Evaluation Committees will aim to accept all proposals that fall within the social sciences and humanities, arts and literature sector, as long as they present research results and are original.**

Writing a paper proposal can be challenging, as it requires you to summarize into just 200 words a project that may have taken weeks, months or even years. Remember that each paper represents only a portion of the overall work completed, contributing to the broader project. The communication you present at the colloquium must be original, meaning it should be presented for the first time—even if the research itself is not new.

We are convinced you have an inspiring project; share the knowledge it has generated for the benefit of all those who will participate in the 2025 edition of the Colloque interordre de la recherche étudiante en sciences sociales et humaines, en arts et en lettres!

For an inclusive colloquium

Whether it's about accessibility to buildings and equipment, a need for support, or time allocation, for instance, ARC and CTREQ are committed to doing everything they can to accommodate you. As such, they encourage you to reach out to them with any requests that promote equity, diversity or inclusion.

CHRONOLOGICAL CHECKLIST

March 21 : **Deadline for submitting a proposal**

Proposal evaluation period

March 31 : **Proposal selection notice**

Period for modifying conditionally accepted proposals

April 11 : **Publication of the final version of the program**



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What is ARC?

The mission of the Association pour la recherche au collégial, founded in 1988, is to promote college research by representing the interests of individuals and groups engaged with such research, by organizing activities to recognize excellence in college research, and by providing services to the college research community.

What is CTREQ?

The Centre de transfert pour la réussite éducative du Québec strives to promote educational success and lifelong learning by strengthening the capacity of stakeholders and organizations to innovate, based on knowledge gained from research and practice.

Questions?

Contact us!

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