UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS

Asignatura: Ejecución de proyecto de grado I
Código: LB924
Intensidad: 3 horas en clase***** / 9 horas de trabajo autónomo
Pre-requisito: LI865
Créditos: 4
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 Access code: b7d5uu8

1. Course Description

Project Execution [and Control] (PEC)[1] is the third course of research which is ascribed to the Research Area of the program *Licenciatura en Bilingüismo con Énfasis en Inglés* (LBI). In this academic module, students will start the second phase of project development: The writing of the final research or professional project report. However, for this particular semester, there would be some changes which are particular to the sanitary emergency which will inhibit the capacity to collect data in some cases.

Project Developers (PDs) will use their prefatory monographs, research or professional project proposals presented to the evaluation board in the previous semester to strengthen or adjust the methodological proposal and assemble preliminary result as part of the possible final document. This course equips pre-service language teachers with some tools to carry out projects in Colombian bilingual contexts and to critically reflect about the phenomena that affects their teaching practices as individuals, team workers, and collaborators from the regional teaching community. PEC enhances PDs' research abilities throughout their engagement to a variety of learning activities such as mapping and control, group discussions, observation tasks, and metadiscursive sessions in which sharing ideas and experiences enhances pre-service teachers' creativity.

The dual purpose of the course entails project execution content and metadiscursive academic writing. PDs will cover different methods, techniques, and strategies to collect and analyse data in a bilingual setting under the qualitative paradigm of research in second language. Additionally, they will trigger their writing skills from a discursive approach focused on the scientific typology of academic writing. It is expected that the final compilation of the project serves as the graduation project that will be evaluated and filtered by the corresponding project advisors in PDs tenth semester. Each project will be aligned to the research lines of the program and PDs will adapt and conclude their projects with the tutoring of the assigned advisors.

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[1] This reference belongs to the nature of the course, not a translation of the subject title in Spanish. The nomenclature is drawn from the PMBOK (1996) of the Project Management Institute.

* *Variable según la modalidad sincrónica y asíncrona de cada semana.*

2. Research competences developed in PEC

- Formulate and execute academic projects that consider the current needs and realities of different contexts from the Colombian language-teaching scenario.
- Assume a self-directed learning attitude and the academic responsibility that is fundamental for the development of a project.
- Recognize the role of research in second language as the tool to strengthen social, pedagogical and didactic skills.
- Enhance critical-reflective thinking processes that enable students to refine their research skills through the analysis of academic texts and authentic academic situations.

2.1. Linguistic (discursive) competences developed in PEC

Linguistic macroskills	Competences
Reading	- Demonstrate reading comprehension of assigned base texts. - Build reading skills implemented when finding literature for the project or building an analytic matrix. - Summarize first and second hand literature related to the object of study of each project. - Pick up academic expressions and metalanguage from the scientific texts used to structure the project. - Implement reading techniques to self-evaluate the written document of the project.

Writing	- Produce fluent, cohesive and coherent academic texts. - Apply discursive strategies of style and register to adjust their proposal of the study, project or monograph. - Adapt the genre of the writing according to the different products and chapters of the project. (*I.e.* Literature review, journal entries, ethical considerations, *etc.*) - Produce quality argumentative and expository writing typology.
Speaking	- Perform oral briefings of the project implementing adequate research expressions. - Present arguments using appropriate oral scientific discourse in English and Spanish. - Take an active part in informal and formal discussion about research in second language, commenting, giving opinions with precision and stating points of view convincingly.
Listening	- Understand a wide range of recorded audio material by extracting specific information that contribute the design and execution of the research or classroom project. - Follow most extended speech, lectures, discussions, and debates with relative ease when it is not clearly structured and when relationships between ideas are only implied and not stated explicitly. - Relate similarities and incorporate the recommendations given to other projects when developing collective feedback sessions.

3. Learning Outcomes

Resultados de aprendizaje: Licenciatura en Bilingüismo	Learning outcomes Project Execution 1
R1: Utiliza el español y el inglés con altos niveles de suficiencia en el ámbito social, académico y profesional, y con consciencia intercultural relacional, funcional y crítica.	**Knowledge:** • Become aware of the importance of intertextuality through paraphrasing and citing own and other studies. **Skills:** • Build reading skills implemented when finding literature for the project or building an analytic matrix. • Summarize first and second hand literature related to the object of study of each project. • Apply discursive strategies of style and register to adjust their proposal of the study, project or monograph. • Adapt the genre of the writing according to the different products and chapters of the project. (I.e. Literature review, journal entries, ethical considerations, etc.) • Perform oral briefings of the project implementing adequate research expressions. • Produce arguments using appropriate oral scientific discourse in English and Spanish.

R2: Planea e implementa, de forma flexible y creativa, actividades de enseñanza y aprendizaje que generen ambientes propicios para el desarrollo de procesos bilingües de los estudiantes, aplicando saberes generales y pedagógicos, las teorías de la lingüística aplicada y la didáctica de las lenguas, las políticas educativas y lingüísticas para responder a las necesidades cognitivas, lingüísticas, afectivas, socio-culturales y económicas de diversos contextos educativos/los educandos.	**Knowledge:** •Recognize the role of research in second language as the tool to strengthen social, pedagogical, and didactic skills. **Skills:** • Identify and describe phenomena grounded on the analysis and observation of the language learning and teaching scenarios.
R3: Incorpora reflexivamente y con criterio pedagógico el uso de las TIC en el desarrollo de procesos educativos.	**Knowledge:** • Use online tools such as databases which publish scientific journals and books in the field of language and bilingualism to find support for research procedures. • Employ online tools that distributes academic and scientific communication such as OrcID, Academia.edu, Researchgate, Microsoft Teams, etc. **Skills:** • Construct academic products at the oral and written level implementing off and online tools such as text processors, slides presentations, videocalls, reference managers, and scientific online databases. • Utilize digital resources for collecting and analyse data such as audio recorders, video devices, CAQDAS, etc.
R4: Analiza, diseña y adapta instrumentos y estrategias para evaluar y autoevaluar tanto el desarrollo bilingüe y bicultural de los estudiantes como su propia práctica educativa a fin de reflexionar y plantear acciones de mejora que promuevan su desarrollo profesional.	**Knowledge:** •Identify the purpose and use of instruments of data collection for the assessment and evaluation of bilingual development. •Recognize strategies for data analysis and the execution of educational projects and research. **Skills:** •Articulate the insights and findings of related studies in the planning and execution of their projects. •Examine performance and planning sequences to come up with alternative solutions to problems encountered in the context of their studies/projects.
R5: Construye, gestiona e implementa propuestas	**Knowledge:**

estratégicas de trabajo en su campo profesional fundamentadas en principios disciplinares, pedagógicos, investigativos e interculturales como resultado del trabajo colaborativo en el que hace uso de sus fortalezas, habilidades propias y del colectivo.	· Consolidate strategic planning ideas for the execution of educational projects in the field of bilingualism. **Skills:** • Cooperate in teams with solutions and alternatives to solve problems presented in the execution of the projects. •Interpret the social realities of the context and population where the studies are implemented.
R6: Participa en espacios y actividades institucionales, curriculares y extracurriculares en los que se apropia y desarrolla su dimensión ética, socio política, corporal y espiritual en pro de la construcción de un Ethos democrático, político y en derechos humanos.	**Knowledge:** • Identify the effect of project execution and its social impact. **Skills:** • Interact with other educational communities in projects with social impact and the construction of cultural capital.
R7: Apropia criterios de sostenibilidad ambiental en la vida profesional y cotidiana.	**Knowledge:** · Considers environmentally sustainable factors in the formulation and execution of academic events. **Skills:** · Promote sustainability and environmentally sound practices such as no-paper policies and decreased carbon footprint through the use of digital tools and platforms in and out the classroom.

4. Methodology

For this particular semester the course will be conducted under the norms of tele education. This implies synchronous and asynchronous encounters determined throughout the different weeks of class. Each session will provide learning packs in advance with all the instructions to carry out the activities of the week. Based on the instruction participants will have the opportunity to engage in a variety of learning activities such as presentations, group discussion, observation tasks, and workshops in which the sharing of ideas and experiences enriches PDs' teaching creativity. The course covers the study of different methods to collect data and its analysis used in qualitative research for bilingual settings. Students will work along the semester in the construction and the presentation of the final written report.

Attention will be focalised on developing the skills and knowledge needed to design and conduct observational procedures, implementing interviews, and keeping research journals. The final chapters of the project (i.e. results, discussions and conclusions) will be further elaborated with assigned advisors.

The contents covered throughout the course are generic and could be used to match the needs of a study, a classroom (professional) project or a monography. Notwithstanding the universality of the procedure, there will be personal advising session to solve some particularities aligned with specific modalities of LBI's types of graduation project.

Notwithstanding the universality of the procedure, there will be personal 1:1 advising session to solve some particularities aligned with specific modalities and availability of resources to establish contact. To do such the contact will be delivered through Google Meet synchronic sessions, WhatsApp Videocalls or Collective Phone calls arranged by the tutor of the course. These sessions must be booked in advance.

The platform of the course will be MICROSOFT TEAMS. Further instructions about its use will be provided at the beginning of the course.

5. Protocol of advising sessions

Individual advising sessions with the tutor will take place along the semester. The instructor will meet with each group to provide feedback on progress of the written document of the project using as mapping tool the app Microsoft Teams™. To keep a manageable record, students must update constantly their Teams accounts uploading updated versions of their projects in which feedback is incorporated. The sessions will be scheduled depending on the availability of both parties and will have a limit of forty minutes per group. In case of needing extra sessions, these must be agreed with the tutor of the course.

If you are currently working with an adviser, always check her/his availability at least one week in advance and notify the course tutor about the progress of the external meetings. Manage to synchronise what is suggested in PEC and the recommendations of the external adviser so you do not end up writing two different products. As long as there are time arrangements, the PEC professor is open to have meetings with external advisers when needed.

5.1 Students' responsibilities
- **Rigorous** academic work as demanded in any research process.
- Attend to classes and advisory sessions. Now there is the possibility to watch the video of each synchronous session.
- Develop extensive and exhaustive reading periods.
- Submit and constantly update project progression via Microsoft Teams™.
- Shun from plagiarism practices.
- Participate actively and in an informed manner through discussion and response.

5.2 Academic honesty and research ethical considerations

• Students are expected to maintain the highest standards of academic integrity. <u>Work that is not of the student's own creation will receive no credit</u>. Academic dishonesty includes lying, cheating, stealing, and using unauthorized materials on any assignment, quiz or exam.

• The act of lying is to intentionally provide false information or a false statement with the purpose of misleading or with irresponsible regard of the truth. Lying, such as providing false data collection, in both academic and non-academic activities, is impermissible.

• Cheating is acting dishonestly in order to gain an unfair advantage. Cheating includes giving or receiving unauthorized aid on any assignment, quiz, or exam. Not complying with the restrictions of the instructor will result in appropriate discipline, as decided by the instructor or department. <u>Cheating also includes modifying data or using the same material of work previously used for another course unless the student has permission from the instructor to do so</u>. **Cheating furthermore includes plagiarism**, which is when a student uses the ideas of another and declares it as his or her own. <u>Work that is not of the student's own creation will receive no credit</u>.

6. Evaluation

Two types of evaluation will be implemented during the course:

- Formative evaluation: An ongoing process of reformulation of the projects and its improvement based on theory presented in the course and advising sessions. In this section, peer evaluation is included.

- Summative evaluation: Quantitative data based on the deliverables of the course as depicted in the chart of evaluation.

	Deliverables & tasks	Quantitative progression
First period	**Project upgrading/adjustments process** ▪ Oral briefings with project enhancements ▪ Project plan: Mapping and control scheme ▪ Peer editing/adjustment sessions.	**15%**
	Methodology ▪ Consolidation of type of study, population, sample, context, setting and/or data collection instruments. ▪ Formulation of instructional design (when applicable).	**25%**
Second	**Data analysis** ▪ Coding: Systematisation of data. ▪ Matrices development. ▪ Piloting and analysis of collected data. **Chapter development process:** ○ Monographs chapter written progress.	**20%**
	Project status report ▪ Presentations of milestones of project. +	**10%**
Third period	**Project plan** ▪ Mapping and control (self-assessment) ▪ Development of ongoing exercises of project.	**10%**
	Final Project Status Report.	**20 %**
		100 %

6.1 Feedback system

The system of correction for this course entails a set of basic computer skills in platforms and text processors like MICROSOFT TEAMS™, Microsoft Word ™ or Adobe Acrobat Reader PDF™. Keep in mind that you must be familiar with these and develop skilful strategies to operate during the course.

For proofreading and editing purposes remember to activate the 'track changes' button in the Word text processor, as in the sample image: *Review tab > Track changes > Show all mark up.*
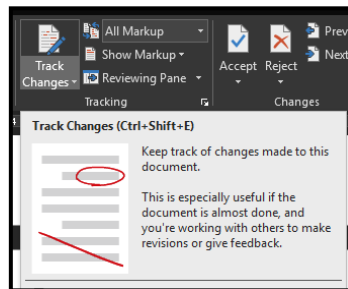
By doing this, you will be able to see the changes made to the documents by the tutor of the course and he will evidence the editing process you have made when submitting improvements of your work.

Even though some documents will have specified changes to be made, most of these will be marked with a coding system of feedback. The following colours represent the category which must be improved for the written piece.

7. Contents of the Course

Students will receive instruction on the design of instruments, sampling selection, data analysis and the presentation of the final report. Attention will be paid to developing the skills and knowledge needed to design and conduct observational procedures, implement interviews and keeping research journals.

The course content is divided into two main branches: 1) Research content - PEC and 2) metadiscourse and academic writing.

Sessions of research content
(project execution and control)

Essential contents
- The iterative theoretical framework
- Methods of research for professional projects
- Consolidation of data collection instruments
- Analysing data (Grounded theory, content, documental or discourse analysis)
- Writing categories and results

Add-ons
- Executive control of a project
- The use of schemes and project plan: A roadmap of the project
- Microsoft Teams™ project-mapping tool.
- Emotional distress in thesis writing

- Views of the evaluator, the project adviser and the research professor
- The emotional factors when writing a project
- Tricks of the trade
- Research reference managers and data back-ups in cloud computing

Sessions of metadiscourse
and academic writing
- Persona and authority: The fear of rewriting
- How do we read for the construction of the final report?
- Editing and proofreading: Editing by ear
- Discursive considerations to write the project.
- Individual Zipf's law: The principle of least effort.

Timeframe	Units	Content
Week 1 **[Feb 8-11]**		□ Syllabus self exploration □ Microsoft Teams™ project mapping tool self exploration □ The use of schemes and project plan: A roadmap of the project ○ Zipf's law: The principle of least effort
Week 2 **[Feb 15-18]**	**Period 1**	□ Oral briefings 1 □ Mapping and control scheme: Organising literature and data in cloud computing. □ Consent formats □ Emotional distress and project execution. ○ Tricks of the trade: Reading techniques for researchers
Week 3 **[Feb 22- 25]**		□ Oral briefings 2 □ The iterative theoretical framework □ Emotional distress and project execution. • Persona and the fear of rewriting (adjusting the project)
Week 4 **[Mar 1-4]**		□ Data collection instruments (type of study and sampling) □ Practical workshops of instrument implementation • Discursive macrostructural considerations 1 (Monitor assistance) • Mindful writing of journals and observations • Peer editing session
Week 5 **[Mar 8-11]**		□ Piloting instruments □ Instructional design • Discursive microstructural considerations 2 (Monitor assistance) • Peer editing sessions
Week 6 **[Mar 15-18]**	**Deliverables 1**	➢ Methodology section of the project ➢ Writing ethical considerations of the project ➢ Outline of chapters for monographies

6.1 Scheme of work

Week 7 Out of class	**Period 2**	□ feedback sessions + Socratic seminar: Data analysis (Enhancing analytical skills) Matrices development.
Week 8 Holy week		
Week 9 [Apr 5-8]		□ Socratic seminar: Data analysis (Transcriptions and categorising) Matrices development

Week 10
[Apr 12-15]
		□ Data Analysis (Establishing categories)
		    • Discursive microstructural considerations 3(Monitor assistance)
		    • Development of chapters

Week 11 [Apr 19-22]	**Deliverables 2**	➢ Portfolio of data analysis ➢ Project milestones status reports
Week 12 [Apr 26-29]	**Period 3**	□ Mapping and control • Discursive microstructural considerations 4 (Monitor assistance)
Week 13 [May 3-6]		□ The iterative theoretical framework to write results • Discursive microstructural considerations 5 (Monitor assistance)
Week 14 [May 10-13]		□ Writing preliminary results • Peer editing session
Week 15 [May 17-20]		• Individual feedback sessions
Week 16 [May 24-27]		□ Editing the final report • Self-assessment of control scheme
Final product	**Deliverables 3**	➢ The final project report and formal request for project advisory.

8. Research network contact links

The list of links below corresponds to the reference managers and social networks for researchers. You are invited to build your research profile in Mendeley and Academia.edu which will allow you to have access to multiple literature related to your field of study. Take into account that the MICROSOFT TEAMS profile is a requirement of the course and you must sign up as soon as the PEC course starts. Further instructions will be given in the first sessions.

Academia.edu: *

Mendeley account: **

Colciencias CVlac: ***

9. Bibliography

☐ Becker, H. (2007). *Writing for social scientists: How to start and finish your thesis, book or article. Second edition.* E.E.U.U: University of Chicago Press.

☐ Becker, H. (2009). *Tricks of the trade. How to think about your research while you're doing it.* E.E.U.U: University of Chicago Press.

☐ Booth, W.C, Colomb, G.G. & Williams, J.M. (2005). *Cómo convertirse en un hábil investigador.* Barcelona, España: Gedisa S.A.

☐ Creswell, J. W. (2003). A framework for design. In J.W. Creswell (Ed.), *Research design: Qualitative, quantitative, and mixed methods. Second edition.* (pp. 463-494). Thousand Oaks, CA: Sage.

☐ Edmonds, W.A. & Kennedy, T.D. (2017). *An applied guide to research designs. Quantitative, Qualitative, and Mixed methods.* (Second edition). California: SAGE.

☐ Merriam, S.B. (1998). *Qualitative research and case study applications in education.* San Francisco: Jossey-Bass.

☐ Cisneros-Estupiñan, M., & Olave, G. (2012). *Redacción y publicación de artículos científicos: Enfoque discursivo.* Bogotá: ECOE ediciones.

☐ Lanksshear, C. & Knobel, M. (2004). Ethics and teacher researcher. In C. Lanksshear & M. Knobel (Eds.), *A Handbook for Teachers-Researchers. From Design to Implementation.* New York: Open U. Press.

☐ Freeman, D. (1998) *Doing Teacher-Researcher: From Inquiry to Understanding.* NY: Heile and Heinle publisher.

☐ Merriam, B. (1998). *Qualitative Research and Case Study Applications in Education.* SF: Jossey-Bass Publisher.

☐ Murcia, D. (2017). *Metadiscourse as a rhetorical strategy: Signals and categorizations. A proofreading guidebook for writing research and professional projects.* Unp. Manuscript.

☐ Ñaupas, H., Valdivia, M., Palacios, J. & Romero, H. (2018). Metodología de la investigación Cuantitativa – Cualitativa y redacción de tesis. (5ª edición). Bogotá: Ediciones de la U.

☐ Lerma, H. (2003). *Presentacion de Informes. El documento final de investigación.* ED. Kimpres. Ltda.

☐ Vasilachis de Gialdino, I. (Coord.) (2009). *Estrategias de investigación cualitativa.* España: Gedisa. S.A.

☐ Wallace, M. (1996). Structured reflection: The role of the professional project in training ESL teachers. In D. Freeman, & J. Richards (Eds.), *Teacher learning in language teaching.* (pp. 281- 294). Cambridge: CUP.

☐ Wallace, M. (1998). *Action Research for Language Teachers.* Cambridge: CUP.

☐ Wolcott, H.F. (2001) *Writing up Qualitative Research.* Second edition. NC: Sage.

Resources bank

The following link contains materials designed specifically for the course.

https://drive.google.com/drive/folders/1D0DZ99fsHSDCtNkJvOzn48TDvC9MMxi0?usp=sharing

*https://utp-co.academia.edu/DanielMurcia

**   https://www.mendeley.com/profiles/daniel-murcia1/

***   http://scienti.colciencias.gov.co:8081/cvlac/visualizador/generarCurriculoCv.do?cod_rh=0001506091

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