Universidad Tecnológica de Pereira
Departamento de Bellas Artes y Humanidades
Licenciatura en Bilingüismo con énfasis en inglés

Course: **Fundamentos de Investigación (Research Foundations)**
Code: **LI362**
Credits: **2 (2 classroom hours + 4 autonomous work hours weekly)**
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Schoology code: 62C5-DQ7M-49C9T

1. Course description

This course provides the bases for what research in bilingual education involves and for the construction of a preliminary project proposal. The components and requirements of each of the graduation projects' modalities proposed in *Acuerdo 12 de 2015* are also explored: formative research, classroom project, educational/administrative assistant practicum and propaedeutic cycles.

Throughout the course, students are exposed to different types of formative research, the basics in the design of research proposals and the major educational research paradigms. In addition, students become familiar with the elements that comprise the systematization of the practicum and its rationale. Finally, students are equipped with basic elements for becoming innovative educational leaders in the teaching/ learning field.

2. Competences

Communicative: Students are expected to continue developing their English language proficiency, for which they must use the general criteria for the communicative competences for B2 (CEFRL) as reference. Written documents and oral presentations will be evaluated based on the descriptors of this source, which can be observed below:

Proficiency level B2 according to new descriptors of the CEFRL (2018)[1]	
Sustained monologue: **Giving information**	Can communicate detailed information reliably. Can give a clear, detailed description of how to carry out a procedure.
Sustained monologue: **Putting a case**	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.
Overall written production	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing, and evaluating information and arguments from a number of sources.

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[1] Common European Framework Of Reference For Languages: Learning, Teaching, Assessment. Companion Volume With New Descriptors (2018), pages 57, 60, 62, 63, 64, 71, 72, 74 and 75

Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.
	Has a broad active reading vocabulary but may experience some difficulty with low-frequency idioms.
Reading for orientation	Can scan quickly through several sources (articles, reports, websites, books etc.) in parallel, in both his/her own field and in related fields and can identify the relevance and usefulness of particular sections for the task at hand.
Reading for information and argument	Can obtain information, ideas, and opinions from highly specialized sources within his/her field.
	Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
Reading instructions	Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections.
Listening as a member of a live audience	Can follow the essentials of lectures, talks, and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
	Can understand the speaker's point of view on topics that are of current interest or that relate to his/her specialized field, provided that the talk is delivered in standard spoken language.

Cognitive: Propose educational projects for the intervention of bilingual education-related problems, founded on thorough literature review, grounded on research principles, and contextualized to actual language learning needs and ethical considerations.

3. Learning Outcomes

Program's Learning Outcomes	Course's Learning Outcomes
R1: Utiliza el inglés con altos niveles de suficiencia y consciencia intercultural en el ámbito social, académico y profesional.	R1.1. Utilizes research-related repertoire, in English and Spanish, in oral and written discourse.
	R5.1. Identifies founding formative research concepts, types, methods, and modalities.
R5: Construye, gestiona e implementa propuestas 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.	R5.2. Writes academic papers to explain, present and articulate different ideas, opinions, and points of view regarding topics of research interest, respecting updated APA norms.
	R5.3. Consolidates preliminary written and oral graduation proposals, observing textual coherence in the entire product.
	R5.4. Relates national and international studies with bilingual education phenomena at immediate school and social contexts.

4. Methodology

The methodology of this course is based on a constructivist and critical-reflexive model. Procedural and conceptual aspects related to research will be covered and assessed

through a set of activities, which involve **Flipped Learning** strategies; access to target content will be available for students before group encounters, and guided practice will be conducted during classes.

The course will tend to contribute to the development of fundamental pedagogical competences that will enrich the students' teaching professional training. In the same way, the course aims to contribute students' communicative skills in English and Spanish, through the use of translingual practices (balanced use of both languages for both instruction and production).

Due to restrictions derived from the COVID-19 pandemic, the course will take place through virtual spaces. Only if sanitation and sociopolitical conditions permit it, some activities might be conducted in physical settings. Particularly, the digital platforms Schoology®, Google Drive® and Padlet® will be the main working environments for group interaction, file storing and written production, as well as Google Meet® for online individual and group encounters.

Students' autonomy is crucial for achieving successful results. Learners are in charge of frequently checking course updates, reading, and strictly following task instructions, reading and annotating assigned and complementary literature, regularly visiting this syllabus as a course guide, maintaining communication with instructor and peers when doubts or issues appear, using online and classmates' assistance for double-checking witten and oral products before submission, among others. During class, students are expected to actively participate, write academic texts, and reflect critically on the topics presented by the professor and their peers. A final oral defense of a project proposal will be performed.

Nota: *"El Crédito Académico equivale a 48 horas totales de trabajo del estudiante, incluidas las horas académicas con acompañamiento docente y las demás horas que deba emplear en actividades independientes de estudio, prácticas, preparación de exámenes u otras que sean necesarias para alcanzar las metas de aprendizaje propuestas, sin incluir las destinadas a la presentación de exámenes finales."*
(https://www.mineducacion.gov.co/1621/article-87727.html

5. Thematic development and weekly plan

Content	Resources	Products
1. Introduction to Research strategies and mechanisms: - *Presentation of course syllabus* - *Options for graduation project*	- Course syllabus - Digital environments - Text: Apuntes sobre la investigación formativa - Visual content presentation	**Concept map** about assigned text
2. Introduction to Research strategies and mechanisms: - *Institutional regulations and procedures to conduct research* - *Modality: Academic Internship leading to Degree Project*	- Acuerdo 12 de 2015 - Acuerdo No. 13 de 2021 - Digital environments - Vicerrectoría de investigaciones, innovación y extensión website: https://www.utp.edu.co/vicerrectoria/investigaciones/	**Forum**: Which modality will you choose and why?

- *Modalities: Research project, Classroom project and Monography*	- Cvlac website: https://scienti.minciencias.gov.co/cvlac/Login/pre_s_login.do - Format for making the Academic Internship leading to Degree Project	
3. Development of graduation project - *From the idea to the problem: How to generate the idea and topic for the project*	- Tutorial on how to go from the idea to the topic - Document about generating research ideas.	**Graphic diagram** of the topic of the project
4. Introduction to Research strategies and mechanisms - *Database search* - *Mendeley training*	- Digital environments - UTP database - Mendeley	**Evidence** of Mendeley use.
5. Development of graduation project - *From the idea to the problem: How to construct the justification of a project, research questions and objectives*	- Theoretical source: Statement of the problem/Justification - Template for writing the justification - Theoretical source: Writing questions and objectives - Framework for writing questions and objectives - Bloom's Taxonomy	**Outline** of the justification and drafting of questions and objectives.
6. Development of graduation project - *From the idea to the problem: How to construct the justification of a project, research questions and objectives Feedback and edition*	- Digital environments	**Draft text** of justification, questions and objectives based on feedback
[Week 7] MID TERM 1: **SUBMISSION OF JUSTIFICATION AND OBJECTIVES/QUESTIONS**		
7. Research Foundations *-Approaches, types, and methods of research: Qualitative and Quantitative designs*	- Digital environments - Text: Research design: qualitative, quantitative, and mixed methods approaches. - Text: Metodología de la investigación	**Concept map**
8. Research Foundations **-***Updated APA norms overview* *-How to cite and create list of references.*	- Digital environments - Website: https://apastyle.apa.org/	**List** of 3 references searched for the lit review
9. Development of graduation project - *From the problem to the state of the art: How to write the lit review Explanation and drafting*	- Digital environments - Text: Literature review - Template for writing the lit review	**Draft text** of one reviewed study
10. Advisory session per groups		
11. Development of graduation project - *From the problem to the state of the art: How to write the lit review Feedback and edition*	- Digital environments	**Draft text** of all the reviewed studies and the list of references
[Week 12] MID TERM 2: **SUBMISSION OF LITERATURE REVIEW**		

12. Development of graduation project - *From the state of the art to the conceptualization: How to write the conceptual framework* *Explanation and brainstorming*	- Digital environments - Text: Conceptual Framework	**Map** of preliminary concept network
13. Development of graduation project - *From the state of the art to the conceptualization: How to write the conceptual framework* *Outlining and drafting*	- Digital environments - Text: Conceptual Framework - Template for outlining and writing the conceptual framework	**Outline** of concepts
14. Advisory session per groups		
15. Development of graduation project - *From the state of the art to the conceptualization: How to write the conceptual framework* *Feedback and edition*	- Digital environments	**Draft text** of one construct and list of references
[Week 16] FINAL SUBMISSION: **CONCEPTUAL FRAMEWORK**		
16. Design of pre-proposal presentation (autonomously)		
[Week 17] PRE-PROPOSAL PRESENTATION SUBMISSION		

6. Evaluation

The course is intended to promote self -assessment and autonomy. Students will write papers on some of the materials discussed in class sessions, in addition, they will write and present pre-proposals. Oral interactions are essential throughout the entire course.

Assessment instruments and strategies:

Term 1 (30%): Final written text of Justification with Objectives and Questions (if applicable)

Term 2 (20%): Final written text of Literature review

Final term (30%): Final written text of conceptual framework (20%)
Project proposal presentation (10%)

Folder of graded tasks and progress of project (20%)

7. Teaching resources

This toolkit consists of teaching material designed by the professors in charge of the design and implementation of this course. Students will have access to them through the digital learning platforms selected and/or (if required) through email.

7.1. Content presentations and video tutorials:

Modalidades de trabajo de grado	https://sway.office.com/oNsfZ5pAOjuWBDA4?ref=Link&loc=play
Research modalities, part 2	https://app.animaker.com/animo/paeTEMb7EXoPbYqT/
Tutorial on how to go from the idea to the topic	Access through Schoology platform
Guidelines for writing the justification	https://view.genial.ly/5f99ec0341d3af0d7584e687/presentation-justification-guidelines
How to use UTP databases	https://drive.google.com/file/d/10SHi87Z4W25AueMHjLIlWAFXmdDoP1F3/view
Research questions and objectives	https://view.genial.ly/605115346fd99d0dc19499f3/interactive-content-research-questions-and-objectives
Some guidelines for writing the conceptual framework	https://sway.office.com/9M6UrHrtHz1ckoaJ

7.2. Lesson guides

From the problem to the State of the Art: How to write the lit review	Access through Schoology platform
Format for making the Academic Internship leading to Degree Project (by Dolly Ramos)	Access through Schoology platform
Template for writing the justification	Access through Schoology platform
Framework for writing questions and objectives	Access through Schoology platform
Template for outlining and writing the conceptual framework	Access through Schoology platform

8. Bibliography

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