UNIVERSIDAD TECNOLÓGICA DE PEREIRA FACULTAD DE BELLAS ARTES Y

HUMANIDADES

LICENCIATURA EN BILINGUISMO CON ÉNFASIS EN INGLÉS

Name of course: Ejecución de proyecto de grado I
Code: LB924
Course work time: 3 horas en clase* / 9 horas de trabajo autónomo
Pre-requisite: LI865
Credits: 4
Professor: Daniel Murcia
Email: dmurcia@utp.edu.co
Online workspace

Google Classroom: kualtlz

1. Rationale

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, due to the variety of graduation project modalities, there will be heterogeneous progress in the construction of each of the sections.

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

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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.

* El trabajo en clase se focaliza según la modalidad del trabajo de grado con base en el Acuerdo 12 de 2015.

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, PDs 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 their 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.

2. Objectives

2.1 Promote the construction of innovative proposals in the field of bilingualism by means of research, extension, and social projection in disciplinary, multidisciplinary and interdisciplinary teams.

2.2 Generate spaces that contribute to 21st century citizenship and holistic human development of pre-service teachers so they can take critical and democratic positions towards problems of their contexts within the framework of environmental sustainability.

3. Competences

3.1 Use communicative competence in English and Spanish to fulfill social, professional, and academic purposes; and continuously evaluate it as part of their professional development.

3.1.1 Linguistic (discursive) competences developed inPEC

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.
	- 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.

3.2 Work collaboratively in disciplinary, multidisciplinary and interdisciplinary teams with the capacity to adapt to different contexts, valuing respect for diversity.

3.3 Formulate proposals that seek innovative, theoretically and methodologically grounded solutions to emerging problems in the field of bilingualism using their knowledge in research and teaching.

3.4 Apply knowledge, research processes, and interdisciplinary epistemological traditions in their educative practice of bilingual education with curricular, administrative, didactic, methodological, and evaluative purposes.

3.5 Apply research, disciplinary, pedagogical, and technological knowledge that allows the selection, creation, implementation, and evaluation of resources and activities that support their and others' linguistic and cultural teaching and learning in face-to-face, hybrid, and online environments.

4. Learning Outcomes

Resultados de aprendizaje del programa	Learning outcomes of the course	Learning outcomes assessment
R1: Usa el inglés y el español con un nivel de competencia C1.	• Appraise the importance of intertextuality through paraphrasing and citing own and other studies. • Implement reading strategies to search literature for the project. • Summarize first and second-hand literature related to the object of study of each project using analytical matrices. • Apply discursive strategies of style and register to adjust their proposal of the study, project or monograph. • Adapt oral and written texts to the genre of academic scientific discourse and argumentative typology in English and Spanish according to the different products and chapters of the graduation project. (i.e. Literature review, journal entries, ethical considerations, etc.)	Project report writing Oral briefings with project enhancements
RA 2: Planea, ejecuta y evalúa experiencias de enseñanza y aprendizaje para la educación bilingüe con el propósito de responder a necesidades de diversos contextos educativos.	*Note. These LOs depend on the modality of the graduation project.* • Describe bilingual phenomena grounded on the analysis and observation of different language learning and teaching scenarios. • Execute research like procedures as tools to reflect and strengthen	Project plan: Mapping and control scheme

	pedagogical and didactic skills in the implementation of their graduation project. • Identify the purpose and use of instruments of data collection for the assessment and evaluation of bilingual development. •Examine performance and planning sequences to come up with alternative solutions to problems encountered in the context of their studies/projects.	
RA 3: Emplea su literacidad digital en el desarrollo de procesos educativos, académicos e investigativos.	• 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 distribute academic and scientific communication such as OrcID, Academia.edu, Researchgate, Microsoft Lists, etc. • 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 analyze data such as audio recorders, video devices, CAQDAS, etc.	Project plan: Mapping and control scheme
R4: Desarrolla proyectos educativos fundamentados en principios disciplinares, pedagógicos e investigativos de su campo profesional.	• Consolidate strategic planning ideas for the execution of educational projects in the field of bilingualism. • Deploy cooperation strategies in teams by implementing solutions and alternatives to solve problems presented in the execution of the projects. • Implement strategies for data analysis and the execution of educational projects and research.	Project plan: Mapping and control scheme

	• Detects the risks and compromised actions as ethical considerations in the execution of procedures of their graduation project. • Become aware of the collaborative role and participation profile in projects as a member of a working team. • Executes educational projects within a social justice frame.	Coding: Systematisation of data Analytic matrices development Piloting and analysis of collected data Socratic seminars Peer editing sessions
RA 5: Exhibe comportamientos fundamentados en valores éticos, cívicos e interculturales en su rol como licenciado en bilingüismo.		

4. Methodology

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' 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 focused 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 in face-to-face sessions and 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 in MS OneDrive since this is the official account and storage of the UTP. In order to access to this platform, you must use the UTP account to log in to all materials and upload all deliveries. 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 Lists. To keep a manageable record, students must update constantly their MS OneDrive workspace folder 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 thirty 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 synchronize what is suggested in PEC1 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 PEC1 tutor is open to have meetings with external advisers when needed.

5.1 Students' responsibilities

- **Rigorous** academic work as demanded in any graduation project process.
- Attend to classes and advisory sessions.
- Develop extensive and exhaustive reading and editing periods within the frame of the 9 hours of autonomous work devoted in the course credits.
- Submit and constantly update project progression via Microsoft OneDrive.
- 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. Work that is not of the student's own creation will receive no credit. Academic dishonesty includes lying, cheating, stealing, and using unauthorized materials on any assignment, deliverable, 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. 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. **Cheating furthermore includes plagiarism**, which is when a student uses the ideas of another and declares it as his or her own. Work that is not of the student's own creation will receive no credit.

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.

<u>Product types:</u>

Oral presentation

Written document

Performance indicators registered in MS lists App = OneDrive

Discussions

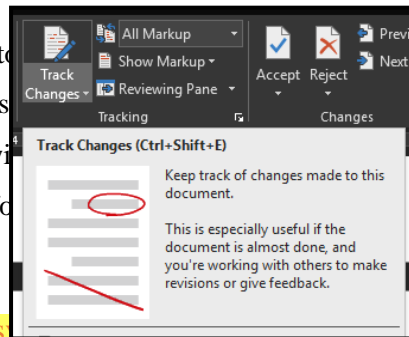Second

Third period

6.1 Feedback system

Deliverables & tasks	Quantitative progression
Project upgrading process ▪ Oral briefings with project enhancements **Project plan: Mapping and control scheme** ▪ Peer editing sessions	**10%**
Methodology ▪ Consolidation of type of study, population, sample, context, setting and/or data collection instruments. ▪ Formulation of instructional design (when applicable).	**20%**
Data analysis ▪ Coding: Systematisation of data + Instructional design ideation ▪ Matrices development ▪ Piloting and analysis of collected data	**20%**
Research literature exploration ▪ Socratic seminars +	**15%**
Project plan ▪ Mapping and control (self-assessment) ▪ Individual feedback sessions	**10%**
Final report ▪ Including preliminary findings or results.	**25%**
TOTAL	**100 %**

The system of correction for this course entails a set of basic computer skills in platforms and text processors like OneDrive Online 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 [...]ments by the tutor of the course and he will evidence the editing process [...] mprovements of your work.

Even though some documents wi[...]e, most of these will be marked with a coding system of feedback. The fo[...]gory which must be improved for the written piece.

Morphological or s[...]

Redundancy, reiteration, concept repeated

Lack of sentence or phrase coherence

Semantic misattribution

Punctuation or formatting (APA) failure

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	❖ Methods of research for professional projects	❖ Consolidation of data collection instruments
❖ The iterative theoretical framework		❖ Analyzing 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
- ❖ MS LISTS™ as a 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
- ❖ Zipf's law: The principle of least effort

Timeframe	Units	Content
Week 1		**Asynchronous work** • Syllabus exploration • Project mapping tool • The use of schemes and project plan: A roadmap of the project o Zipf's law: The principle of least effort
Week 2	Period 1	**Asynchronous work** • Oral briefings 1 • Mapping and control scheme: Organising literature and data in cloud computing. • Consent formats • Emotional distress and project execution. o Tricks of the trade: Reading techniques for researchers
Week 3		• Oral briefings 2 • The iterative theoretical framework • Emotional distress and project execution. • Persona and the fear of rewriting

Week 4		• Data collection instruments (type of study and sampling)
		  • Discursive macrostructural considerations
		  • Mindful writing of journals and observations
		  • Peer editing session

Week 5		• Piloting instruments
		• Instructional design
		  • Discursive microstructural considerations 1
		  • Peer editing sessions

Week 6	**Deliverable 1**	➤ Methodology section of the project ➤ Writing ethical considerations of the project
Week 7 Out of class	Period 2	• Individual feedback session
Week 8		• Socratic seminar: Data analysis (Enhancing analytical skills) Matrices development
Week 9		• Socratic seminar: Data analysis (Transcriptions and categorising) Matrices development
Week 10		• Data Analysis (Establishing categories) • Discursive microstructural considerations 2
Week 11	**Deliverable 2**	➤ Portfolio of data analysis
Week 12	Period 3	• Mapping and control • Discursive microstructural considerations 3
Week 13		• The iterative theoretical framework to write results • Discursive microstructural considerations 4
Week 14		• Writing preliminary results • Peer editing session
Week 15 Out of class		• Individual feedback session

Timeframe	Units	Content
Week 16		• Editing the final report • Self-assessment of control scheme
Final product	**Deliverable 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 Academia.edu which will allow you to have access to multiple literature related to your field of study.

Academia.edu: *
Colciencias CVlac: **

9. Bibliography

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*https://utp-co.academia.edu/DanielMurcia
*** http://scienti.colciencias.gov.co:8081/cvlac/visualizador/generarCurriculoCv.do?cod_rh=0001506091

10. Didactic Resources Bank

https://drive.google.com/drive/folders/1e2wzrMhQu04N_2Oi17Ng7W5XRwOL1rf9?usp=sharing