Asignatura: Diseño de Proyecto de Grado
Código: Ll965
Intensidad: Pre- 4 horas semanales
requisito: Ll865
Créditos: 5

In Research Project Initiation (RPI) students will continue developing their research projects, starting where they left off on their previous semester (which was the methodology section). This course constitutes the foundation to equip graduate students with the tools to carry out research or systematize their practicum in the Colombian EFL context and to educate themselves as self-critical individuals participating, collaborating, and reflecting as active members of this regional teaching community. This course gives participants 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 practitioners' teaching creativity.

The course covers the study of different methods to collect data used in qualitative research for EFL/ ESL settings. Students will receive instruction on the design of instruments, data analysis and the presentation of the final report. Attention will be developing the skills and knowledge needed to design and conduct observational procedures, implement interviews and keeping research journals. The final chapters of the thesis which are findings, discussion and conclusions will be terminated with their respective advisors. Lastly, group sessions will be held with the instructor to build their thesis document.

1. Research Competencies that Students Should Develop

a. Demonstrate reading comprehension of assigned research articles
b. Use concepts from reading to develop research project
c. Produce quality argumentative writing
d. Differentiate the parts of the thesis and describe the purpose of each part
e. Understand and apply the elements that are key to conducting research
f. Choose and design appropriate and reliable methods for collecting data.

2. Linguistic Competencies that Students Should Develop

a. Write clear, detailed observations as a means of data collection, interpreting and analyzing the information.
b. b. Use a variety of linking words efficiently to mark clearly the relationships between ideas.
c. Use a limited number of cohesive devices to link his/her utterances into clear, coherent oral and written discourse, though there may be some 'jumpiness' in a long contribution.

d. Express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.
e. Take an active part in informal discussion in research contexts, commenting, and putting point of view clearly.
f. Account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.

1. COURSE REQUIREMENTS

Incorporation of feedback in writing:
All advising sessions with instructor and submitted drafts produce feedback. Students are responsible to always incorporate the feedback into their written document to ensure the development of the thesis. Students should keep all their feedback records for ensuing sessions, and should submit them with the final draft of the research proposal at the end of the semester.

Advising Sessions

Individual advising sessions with the instructor will take place along the semester. The instructor will meet with each research group throughout the semester to provide feedback on the thesis on progress. Students must bring to each meeting a hard and digital copy of the document and must always incorporate the feedback given by the instructor before the next meeting. The instructor will program meetings with each research team.

Course policies

Class Attendance: University Policies http://www.utp.edu.co/cms-utp/data/bin/UTP/web/uploads/media/secretaria/documentos/reglamento -estudiantil-19-jun-2012.pdf

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Students are expected to attend all schedule classes and official convocations of the University. Students' presence and participation in the class are critical factors towards the completion of the work for the class and achievements of success for this course. If absences occur, it is the student's responsibility to contact the professor or peers with regard to assignments. Make up assignments or exams will not be granted solely if the learner has a medical excuse.

EVALUATION	
Classwork, assignments and quizzes: All class and outside class tasks will be graded.	20%
Instruments design: The design and piloting of the methods for data collection	30%
Methodology: the completion of the methodology and the initial part of the instrument design	30%
Oral Presentation: The delivery of a specific topic from the contents of the course. (students must follow rubrics)	20%

1. Contents of the Course

- Research methods: interviews, journals, questionnaires, observations, logs
- Research methods
- ✓ Interviews o journals
- ✓ Questionnaires and surveys o observations
- ✓ Logs
- Instructional design and lessson planning ☐ Data analysis (T)
- Reporting findings and reports (T) ☐ Discussion (T)
- Conclusions and (T) Limitations of the study ☐ Research and Pedagogical implications
- Ethical considerations (T)

2. Bibliography

- Creswell, J. W. (2003). Research design: Qualitative, quantitative, and mixed methods approaches Second Edition). Thousand Oaks, CA: Sage. (Chapter 1: A framework for design) 463-494.
- Merriam, S.B. (1998). Qualitative research and case study applications in education. San Francisco: Jossey-Bass.(Chapter 1: What is qualitative research?; Chapter 2: Case studies as qualitative research)
- Richards, Jack and Lockhart, Charles.Reflective Teaching in Second Language Classrooms.Approaches to Classroom Investigation and Teaching.
- Lanksshear, C & Knobel M. (2004) A Handbook for Teachers- Researchers.From Design to Implementation. New York: Open U. Press. Chapter 6 Ethics and teacher researcher.
- Freeman, D.(1998) Doing Teacher-Researcher: From Inquiry to Understanding. NY Heile and Heinle publisher. Chapter 6: Triangulation
- Merriam, B Sharan. (1998)Qualitative Research and Case Study Applications in Education.Jossey-Bass Publisher. SF
- Lerma, H. (2003)Presentacion de Informes. *El documento final de investigación.* ED. KimpresLtda
- Wolcott, H.F. (2001) Writing up Qualitative Research. Second edition.Sage Publications, Inc.