

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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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. Project Developers (PDs) will use their prefatory monographs, research or professional project proposals presented to the evaluation board in the previous semester to strengthen 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 an EFL/ESL 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.

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.

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.

- ❖ 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 Objectives

- Develop skills for data searching in scientific journals related to the field.
- Utilize literature that contributes to the enhancement of relevant and pertinent projects.
- Build a systemic view of the project by establishing connections among the different chapters of the document.
- Design appropriate and reliable methods for collecting data.
- Assimilate and apply data analysis techniques to process the information collected for the projects.
- Identify and describe phenomena grounded on the analysis and observation of the language learning and teaching scenarios.

3. Linguistic (discursive) competences developed in PEC

Linguistic macroskills	Competences
Reading	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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>I.e.</i> Literature review, journal entries, ethical considerations, <i>etc.</i>) - Produce quality argumentative and expository writing typology.
Speaking	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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.

4. Methodology

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 PDs' teaching creativity. The course covers the study of different methods to collect data and its analysis used in qualitative research for EFL/ ESL 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.

4.1 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 ASANA™. To keep a manageable record, students must update constantly their Asana 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 external 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.

4.2 Attendance Policy

Attendance and punctuality are mandatory for classes and advising sessions. In case of absences, students must show valid excuses. Absences will affect performance in the course, since procedures of research will contribute to how the project is structured. If quizzes and other evaluations are held when a student is absent, a valid written excuse must be presented to the instructor so that the student can be evaluated. Regardless of the reason for the absence, students are responsible for completing missed assignments, and to be evaluated all must show valid excuses.

- **Class Attendance: University Policies**

**ARTÍCULO 177o.: MODIFICADO MEDIANTE ACUERDO No.15 DEL 06 DE JULIO DE 2006*

Students are expected to attend all scheduled 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.

[*http://www.utp.edu.co/cms-utp/data/bin/UTP/web/uploads/media/secretaria/documentos/reglamento-estudiantil-19-jun-2012.pdf](http://www.utp.edu.co/cms-utp/data/bin/UTP/web/uploads/media/secretaria/documentos/reglamento-estudiantil-19-jun-2012.pdf)

Note: It is highly recommended that PDs fit their teaching practicum schedule leaving at least thirty minutes to arrive to the PEC session. Even if data is collected in the schools where the practicum is carried out, PDs must attend to the PEC lessons as regarded in the policy.

4.3 Students' responsibilities

- **Rigorous** academic work as demanded in any research process.
- Attend to classes and advisory sessions.
- Develop extensive and exhaustive reading periods.
- Submit and constantly update project progression via Asana™.
- Shun from plagiarism practices.
- Participate actively and in an informed manner through discussion and response.

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, 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.













4.4 Students' rights

- **Use of electronic devices:** Use of electronic devices such as tablets, laptops, mobile phones, etc. is permitted during class time only for academic purposes. That is, educational tools can be used, but actions like chatting, posting on social networks, texting, etc. are counterproductive for your process. Besides, despite the fact that technological devices could be used, your full attention to the class is requested.
- **Late work:** No late work will be received during the semester except when the student provides a medical or university excuse, which must be verified by the department of Bienestar Universitario before submission. If you miss a class due to institutional permissions, you must notify the instructor at least two weeks before the event providing the proper documentation.

5. 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	<u>Project upgrading process</u> <ul style="list-style-type: none"> Oral briefings with project enhancements  Project plan: Mapping and control scheme   Peer editing sessions  	10%
	<u>Methodology</u> <ul style="list-style-type: none"> Consolidation of type of study, population, sample, context, setting and/or data collection instruments.  Formulation of instructional design (when applicable).  	20%
Second	<u>Data analysis</u> <ul style="list-style-type: none"> Coding: Systematisation of data  Matrices development Piloting and analysis of collected data 	20%
	<u>Research literature exploration</u> <ul style="list-style-type: none"> Socratic seminars  +  	15%
Third period	<u>Project plan</u> <ul style="list-style-type: none"> Mapping and control (self-assessment)  Individual feedback sessions  	10%
	<u>Final report</u> <ul style="list-style-type: none"> Including preliminary findings or results.  	25%
TOTAL		100 %

Product types:

Oral presentation = 

Written document = 

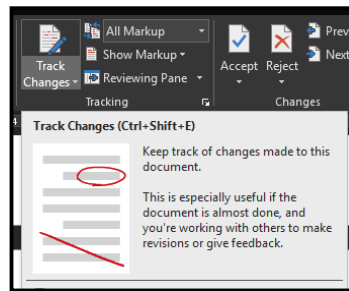
Performance indicators registered in Asana platform =  

Discussions = 

5.1 Feedback system

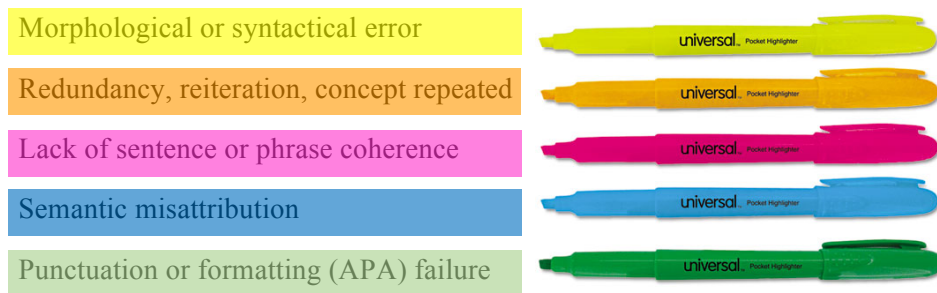
The system of correction for this course entails a set of basic computer skills in platforms and text processors like ASANA™, Microsoft Word™ or Adobe Acrobat Reader PDF™. Keep in mind that you must be familiar with these and develop skilful strategies to operate during the course.

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.



6. 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
- ❖ ASANA™ 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 Feb 5-7	Period 1	<ul style="list-style-type: none"> • Syllabus exploration • ASANA™ project mapping tool • The use of schemes and project plan: A roadmap of the project <ul style="list-style-type: none"> ○ Zipf's law: The principle of least effort
Week 2 Feb 12-14		<ul style="list-style-type: none"> • Oral briefings 1 • Mapping and control scheme: Organising literature and data in cloud computing. • Consent formats • Emotional distress and project execution. <ul style="list-style-type: none"> ○ Tricks of the trade: Reading techniques for researchers
Week 3 Feb 19-21		<ul style="list-style-type: none"> • Oral briefings 2 • The iterative theoretical framework • Emotional distress and project execution. <ul style="list-style-type: none"> • Persona and the fear of rewriting
Week 4 Feb 26-28		<ul style="list-style-type: none"> • Data collection instruments (type of study and sampling) <ul style="list-style-type: none"> • Discursive macrostructural considerations • Mindful writing of journals and observations • Peer editing session
Week 5 Mar 5-7		<ul style="list-style-type: none"> • Piloting instruments • Instructional design <ul style="list-style-type: none"> • Discursive microstructural considerations 1 • Peer editing sessions
Week 6 Mar 12-14	Deliverables 1	<ul style="list-style-type: none"> ➤ Methodology section of the project ➤ Writing ethical considerations of the project
Week 7 Out of class		<ul style="list-style-type: none"> • Individual feedback session

6.1 Scheme of work

Week 8 Mar 26-28	Period 2	<ul style="list-style-type: none"> Socratic seminar: Data analysis (Enhancing analytical skills) Matrices development
Week 9 Apr 2-4		<ul style="list-style-type: none"> Socratic seminar: Data analysis (Transcriptions and categorising) Matrices development
Week 10 Apr 9-11		<ul style="list-style-type: none"> Data Analysis (Establishing categories) <ul style="list-style-type: none"> Discursive microstructural considerations 2
Week 11 Apr 16-18	Deliverables 2	➤ Portfolio of data analysis
Week 12 Apr 23-25	Period 3	<ul style="list-style-type: none"> Mapping and control <ul style="list-style-type: none"> Discursive microstructural considerations 3
Week 13 Apr 30-May 2		<ul style="list-style-type: none"> The iterative theoretical framework to write results <ul style="list-style-type: none"> Discursive microstructural considerations 4
Week 14 May 7-9		<ul style="list-style-type: none"> Writing preliminary results <ul style="list-style-type: none"> Peer editing session
Week 15 Out of class		<ul style="list-style-type: none"> Individual feedback session
Week 16 May 21-23		<ul style="list-style-type: none"> Editing the final report <ul style="list-style-type: none"> Self-assessment of control scheme
Final product May 6	Deliverables 3	➤ The final project report and formal request for project advisory.

7. 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 ASANA 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 CVIac: ***



8. Bibliography

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

*<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