COURSE PROFESSOR
S. Ximena Bonilla Medina
Ximenabvonilla@gmail.com sxbonillla@udistital.edu.co

ROOM
Graduate building

DESCRIPTION
This seminar is the follow up of an initial reflective process that students initiated in the field of applied linguistics for Teaching English as a foreign language. In this academic space is expected that students increase awareness on the theoretical, practical and ethical implications that are involved in the methodological approach of their research projects as well as how those aspects negotiate with their language pedagogical views. The course is a space to identify theoretical tools that enable students to justify decisions made as part of their data collection procedures in their research. It is crucial of this process that students reveal consistency in their research positioning in relations with their understanding of a theoretical stance. Going beyond the instrumental view of using data collection instruments to apply theory into practice, the program focuses on designing, piloting and implementing the data collection instruments emerging from critical reflection of the students' specific situations. This critical reflection also considers consistency in linking the micro realities of their research wonderings with the understanding of macro and recent societal problems in which education participates at national and international level.

COURSE GOALS
In this seminar, participants will:
1. Reflect upon, evaluate and refine their research proposals
2. Consolidate the theoretical tenets that support the general project and the instructional design proposed.

3. Work cooperatively in problem solving situations aimed at articulating their pedagogical intervention and the research methodology (emphasis on data collection instruments)
4. Design, validate and reflect upon the piloting of the data collection instruments
5. Design the overall methodology that will guide their project (setting, participants, etc.)

TOPICS
- Types of qualitative research in education: action research, case study, ethnography, narrative analysis, etc.
- Pedagogical design: principles
- Design, validation and/or piloting of instruments for data collection
- Ethnical issues when conducting research
- Issues connected to the research methodology: participants, settings and teacher's role.

METHODOLOGY
The seminar centers on student and teacher-led discussions and workshops related to aspects of research and students try to relate them with their research inquiry. These discussions are done with the purpose to encourage students to critically reflect on the turning points of educational research and their role as teacher researchers. Students work cooperatively and autonomously to discuss areas of concern. Part of the methodology includes individual work on the design of the methodology chapter. This implies theoretical research and practical tasks. The methodology requires students to give oral and written reports. Collaboration and reflection are the pillar of the seminar. Therefore, through reflection, students contribute to the improvement of their own peers' research proposals. The methodology and the contents addressed in the seminar are flexible. There will be chance to adjust them in the light of the students' progress, felt needs and the status of the projects. Occasionally, guest speakers are invited to illustrate the design and application of methodologies and pedagogical interventions.

ASSESSMENT

Activity	Description	Weight
Class participation	Students' presentations on their research in progress. Students' peer feedback will accompany	Grade 20%

	this item of evaluation as well as meaningful participation.		
First paper	Students present the statement of the problem that should include the diagnostic stage or the needs analysis done, the research questions that emerged from the diagnosis, the research objectives and the justification. (maximum 10 pages doubled spaced). A two-page preliminary draft of the research methodology should be included.		Grade 25 % Due date: March 13th
Second Paper	**Students with an intervention plan** Paper on piloting of the intervention: critical reflection should show connections clearly between instruments choice, research questions, methodology and theoretical tenets.	**Students without an intervention plan** Paper on the piloting of the main instrument for data collection. It must include a description and analysis of the design, implications and piloting.	Grade 25% April 24th
Research design	Students submit the final version of the methodology chapter in which they explain the research approach, the type of study, the setting, the participants, the researchers' role, the ethical issues and the instruments for data collection.		Grade 30% Due date: June 5th

COURSE PLANNER

WEEK	DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
Week 1	Tuesday February 6th	Introduction to the course	Introduction to the course, presentation of the program, methodology, assignments and assessment criteria. Students' proposals. Brief update and follow up assignment.
Week 2	Tuesday February 13th	Statement of the problem: Empirical and theoretical support	Constructing arguments in the research problem: Gathering empirical evidence and theoretical support. Presentation on the needs analysis/theory and research review to identify a problem and the

			research questions, research objectives and pedagogical objectives (feedback session). *Reading*: Johnson & Christensen (2004). Chapter: Developing research questions and proposal preparation. Faulk & Blumenreich (2005). Chapters: Wonderings to be done- finding your research question, standing on the shoulders of those who came before, the research design- developing and action plan for your inquiry.
Week 3	Tuesday February 20th	Statement of the problem: empirical and theoretical support	Constructing arguments in the research problem: Gathering empirical evidence and theoretical support. Presentation on the needs analysis/theory and research review to identify a problem and the research questions, research objectives and pedagogical objectives (feedback session). *Reading*: Johnson & Christensen (2004). Chapter: Developing research questions and proposal preparation. Faulk & Blumenreich (2005). Chapters: Wonderings to be done- finding your research question, standing on the shoulders of those who came before, the research design- developing and action plan for your inquiry.
Week 4	Tuesday February 27th	The pedagogical plan: Guidelines	Key aspects for the instructional design Different methodologies and approaches Discussion of the research articles that incorporate a pedagogical intervention. Readings: 1. Pineda, J. E. & Tamayo, L. H (2016). E-moderating and E-activities. The implementation of a workshop to develop online teaching skills in in-service teachers (pp, 98-114) 2. Carreno Bolivar, L (2014). Collaborating and interacting: Walking together towards our learning community. Optional readings

Week 5	Tuesday March 6th	Gathering spoken data	Guidelines for interviews & focus groups. Interviewers' skills. Students will bring copies of their interview formats (group work-feedback session) Reading: Edwards, R & Holland, H (2013). Chapter 3. What forms can qualitative interviews take? (pp 29-42, Chapter 5: What sort of research tools can be used in conducting qualitative interviews? (pp. 53-64) and Chapter 6: What are the practicalities involved in conducting qualitative interviews? (pp 65-77)
Week 6	March 13th	Structure of the instructional design	Presentation on the plan for the pedagogical presentation: tenets, organization, chronogram Feedback session (students with a pedagogical intervention / action plan) Reading: Teijlingen, E. V. & Hundley, V. (2001). The importance of pilot studies
Week 7	March 20th	Gathering spoken data	Oral narratives Class conversations Feedback sections for students using oral narratives and oral conversations Reading: Pavlenko (2007). Autobiographic Narratives as Data in Applied Linguistics
HOLY WEEK March 26TH-31			
Week 8	April 3rd	Gathering observad data	Observations and field notes: Guidelines for note-taking Students will bring copies of the formats they will apply for gathering observed data (group work-feedback session). Reading: Yin, R. K. Doing fieldwork. (pp. 109-128)
Week 9	April 10th	Gathering written data: surveys and journals	Guidelines for the construction of surveys Students bring copies of their survey formats and/or journals (group work feedback session) *Reading*: Denzin & Lincoln (2017). Part III. Strategies of inquiry. Part IV Methods for collecting and analysing empirical material. (This is chosen according to the students' focus)

			Feedback session on the research design.
Week 10	April 17th	Paradigms and research designs	Discussion on selected qualitative research designs: ethnography, case study, grounded theory, narrative research, and phenomenology. *Reading*: Denzin & Lincoln (2017). Part III. Strategies of inquiry. Part IV Methods for collecting and analysing empirical material. (This is chosen according to the students' focus)
Week 11	April 24th	The research design: Selection of participants	Guidelines for the selection of participants and the description of the settings Students present criteria for participant selection Students present consent forms Reading: McMillan (2004). Participants, subjects and sampling. Feedback session 1. **Assignment** (next section)
Week 12	May 1st	The research designs. Selection of participants. **Holiday**	Guidelines for the selection of participants and the description of the settings Students present criteria for participant selection Students present consent forms Reading: McMillan (2004). Participants, subjects and sampling Feedback session 2.
Week 13	May 8th	Theoretical foundation of a research project	The elaboration of the theoretical framework and the state of the art Students bring power point presentation on the main constructs that support their proposals (feedback session). Reading: Rocco & Plakhotnik (2009). Literature reviews, conceptual frameworks and theoretical frameworks. Terms, functions and distinctions
Week 14	May 15th	Theoretical foundation of the research project	The elaboration of the theoretical framework and the state of the art. Students bring power point presentation on the main constructs that support their proposals (feedback session 2).
Week 15	May 22nd	Development of projects	Part 1: feedback session for students with a pedagogical intervention/ action plan.

			Part 2: feedback session for students without a pedagogical intervention
Week 16	May 29th	Development of projects	Students work autonomously on the final paper and submit
Week 17 and 18	June 5th and 12th	Grading of papers	Students will be given feedback on their final paper.

JOURNALS AND DATA BASES

<mark>Note:</mark> **There will be additional readings during the semester depending on students' topics for their pedagogical and methodological components. In addition, students are strongly encouraged to consult the following databases:**

ProQuest, Scopus, ScienceDirect. Springer Link, Redalyc, Scielo, Jstore and the professional journals: Colombian Applied Linguistics Journal, PROFILE, IKALA, HOW, Voces y Silencios, among others.

ACADEMIC EVENTS. (which students can attend to complement the contents of the course)

ACADEMIC EVENT	INSTITUTION	COUNTRY	DATE
EERA (European Educational Research Association Conference)	Free university Bolzano	Italy	3-7 Sept.
BERA (British Educational Research Association conference)	Northumbria University of Newcastle	United Kingdom	11-13 Sept.
International conference of Critical Approaches	University of Aalborg-	Denmark	4-6 July

to Discourse Analysis across disciplines			
TESOL	University of Chicago	USA	27-30 March
AERA	New York Hilton midtown	USA	13-17 April
International conference on applied linguistics and language Teaching	National Taiwan University of science and technology. Taipei	Taiwan	20-21 April
The Asian conference on language learning 2018	Art Center cobe	Japan	27-29 April

BIBLIOGRAPHY

Bloor, M, Frankland, J, Thomas, M & Robson, K (2002). Focus groups in social research. SAGE publications. London: UK

Brooks, TeReile, Mcguire (2014). The ethics of educational research. SAGE publications. London:Uk

Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners.* New York: Routledge

Carreño Bolívar, L. (2014). Collaborating and interacting: Walking together towards our learning community. *Colombian Applied Linguistics Journal.* DOI: http://dx.doi.org/10.14483/udistrital.jour.calj.2014.2.a06

Charmaz, K (1991). Constructing grounded theory. A practical guide through qualitative analysis. SAGE Publications. London: UK

Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed method approaches*, California: Sage Publications.

Creswell, J (2012). Planning, conducting and evaluating qualitative and quantitative research. Fourth edition. University of Nebraska Lincoln. Pearson Education. Boston: USA.

Denzin, N. K. & Lincoln, Y. S. (2017). *The SAGE handbook of qualitative research.* Seventh edition. Thousand Oaks, CA: London: SAGE Publications.

Doryei, Z (2008). Research methods in applied Linguistics. Oxford University press. UK.

Edwards, R. & Holland, J. (2013). *What is qualitative interviewing?* London: Bloomsbury.

Faulk, B & Blumenreich, M (2005). The power of questions. A guide to teacher and student research. Heinemann. Portsmouth: USA.

Gay, L.R & Airasaian, P. (2000). Educational Research, competences for analysis and application. Merril, Prenticehall. Ohio: USA.

Guest, G., Namey, E. E. &Mitchell, M. L. (2013). *Collecting qualitative data: A field manual for applied research.* Washington: SAGE Publications.

Hinkel, E. (2011). Handbook of research in second language teaching and learning. Routledge: New York. USA.

Hubbard, R. & Power, B. M. (1999) *Living the questions. A guide for teacher-researchers*. York, Maine: Stenhouse.

Johnson, B & Christensen, L (2004). Educational research. Quantitative, qualitative and mixed approaches. Pearson. Boston: USA

Kvale, S. (1996). An introduction to Qualitative research interviewing.

Lankshear C & Knobel M (2004). A handbook for Teacher research. From design to implementation. Open University press. Mc Graw Hill Education. Berkshire: England.

Leonard, J & David, G (2016). A handbook of methodological approaches to Community based research. Qualitative, Quantitative and mixed methods. Oxford University press. Oxford: UK

Mack, N. & Woodsong, C. (2005). *Qualitative research methods: A data collector's field guide*. North Carolina: USAID.

McMillan, J. 2007). *Educational research. Fundamental for the consumer.* Pearson: Boston: USA.

Maxwell, J.A. (2013). *Qualitative research design. An interactive approach (*3rd Ed.). Los Angeles: Sage

Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey Bass.

Nunan, D (1992). Research methods in language learning. Cambridge Language Teaching Library. Cambridge University press: USA.

Pavlenko, A. (2007). Autobiographic narratives as data in Applied Linguistics. *Applied Linguistics*, 28 (2), 163–188. doi:10.1093/applin/amm008

Pineda, J. E. & Tamayo, L. H. (2016). E-moderating and E-activities: The implementation of a workshop to develop online teaching skills in in-service teachers. *PROFILE Issues in Teachers' Professional Development*, 18 (1), 98-114

Rocco, T. S. & Plakhotnik, M.S. (2009). Literature reviews, conceptual frameworks, and theoretical frameworks: Terms, functions, and distinctions. *Human Rezurce Development Review,* 8(1), 120-130. DOI: 10.1177/1534484309332617

Teijlingen, E.V. & Hundley, V. (2001). The Importance of Pilot Studies. *UNIS, Social Research Update*. Journal of the University of Surrey, issue 35. Available on line: http://eprints.bournemouth.ac.uk/10149/1/SRU35_pilot_studies.pdf

Yin, R. K. (2016). *Qualitative research from start to finish*, New York: The Guilford Press.

S. Ximena Bonilla Medina (EdD candidate)

February, 2018