	UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
	FACULTAD DE CIENCIAS Y EDUCACIÓN
	DOCTORADO INTERINSTITUCIONAL EN EDUCACIÓN DIE-UD

SYLLABUS

ELT EDUCATION DOCTORAL MAJOR
SEMINAR:
FIELD WORK 1. Research tools to analyze narratives

Academic Period: 2018 – 3	**Course credits: 10**

ACADEMIC AREA *(Select with an X where appropriate)*:

( ) EFE Emphasis
( ) EFEP Education and Pedagogy
(x) EFI Research

Research Emphases: ELT Identity, power and inequality and Second Language Teacher Education

Research Group: Aprendizaje y Sociedad de la Información

SEMINAR CONVENOR: Pilar Méndez Rivera pilarmendezr@hotmail.com	**GUEST LECTURER:** **INSTITUTION** *(Optional)*:

ABSTRACT
An important phase in the development of a research project has to do with the data collection. This section needs to be carefully planned and designed in order to collect the best possible data. From the Western paradigm, there is pretty much a general consensus on how to go about the data collection procedures. However, since we are taking a decolonial stance in this program, much is still in need to be uncovered, discussed, understood, problematized, etc. Our purpose in this seminar is to bring several voices from the global south that have started or adventured alternative ways of knowing and of digging out data. It is our main interest that participants in the seminar design and implement data collection instruments that account for a decolonial take in research.

SEMINAR DESCRIPTION
This seminar will have two main components. On the one hand there will be readings for the participants to discuss and connect with their research projects and on the other there will be a practical section in which participants are expected to conduct a workshop. In this workshop they should present their data collection instrument, a rationale for their choice, a general plan of how they will collect the data, and a practical activity to show their fellow classmates how this instrument works.

SEMINAR OBJECTIVES
General objective:
Design and pilot the main data collection instrument.

Specific objectives

- To present a rationale for the chosen instrument.
- To elaborate on the locus of enunciation in order to connect this with their data collection instruments

SEMINAR CONTENTS

General thematic problem: Methods in dialogue (The North-South (re)visited) and the making up of a doctoral research proposal for final examination

Guiding question: Taking into account the decolonial perspective adopted by this line of research, what data collection instrument suits your research needs best?

SCHEDULE: Tuesday 12:00-2:00 p.m.

ROOM Aduanilla de Paiba - TBA

SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENTS
WEEK 01 August 8	General layout of course.		
WEEK 02 August 15	Las formas de conocer Hands on	Vasilachis, I. (2009). Los fundamentos ontológicos y epistemológicos de la investigación cualitativa. Forum: Qualitative Social Research. 10(2) Art. 30.	Revisit Vasilachis text from the perspective of "las formas de conocer". Relate this to your own ideas of data collection instruments. Researcher 1: Present their data collection instruments accompanied by a rationale and a general plan to achieve this data collection. Design a workshop to pilot the instrument.
WEEK 03 August 22	Desobediencia Epistémica Hands on	Mignolo, W. (2010). *Desobediencia epistémica: retórica de la modernidad, lógica de la colonialidad y gramática de la descolonialidad*. Ediciones del signo.	Read Ch. 1 "Desprendimiento epistemológico, emancipación, liberación, decolonización" and discuss. Connect it with the ways in which data collection can be conducted from a decolonial perspective. Researcher 2
WEEK 04 August 29	Retos de enfoques metodológicos decoloniales Hands on	Puentes, J. P. (2015). Descolonización metodológica e interculturalidad. Reflexiones desde la investigación etnográfica. *Revista Latinoamericana de Metodología de las Ciencias Sociales*, *5*(2), 6.	Read and discuss. Looking at your own data collection instruments What limitations does a decolonial perspective present? How could you overcome them? Researcher 3
WEEK 05	No-	Haber, A (2011) Nometodología	Read and discuss. How

Sept 5	metodología? Hands on	Payanesa: Notas de Metodología Indisciplinada. *Revista de Antropología*, 23, 9-49	do your position yourself in front of your research "problem"? How does your positioning inform the design of your data collection instruments? Researcher 4
WEEK 06 Sept 12	Metodología otra Hands on	Ortiz Acaña, A., Arias López, M. I. y Pedrozo Conedo, Z. (2018). Metodología 'otra' en la investigación social, humana y educativa. El hacer decolonial como proceso decolonizante. *Revista FAIA*, *7* (30), 172-200.	Read and discuss. Questions TBA Researcher 5
WEEK 07 Sept 19	Hands on	Lander, E (2000)¿Conocimiento para qué? ¿Conocimiento para quién? Estudios *Lationoamericanos, una nueva época*. VI, VII (12-13)	Read and discuss. Questions TBA Researcher 6
WEEK 08 Sept 26	Hands on	Smith, L. T. (2013). *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd..	Researcher 7
WEEK 09 Oct 3	Hands on	Muller, S. (2012). Two ways': bringing indigenous and nonindigenous knowledges together. *Country, native title and ecology. Australian National University e-press and Aboriginal History Incorporated (Monograph 24), Canberra, Australia*, 59-79.	Researcher 6
WEEK 10 Oct 10	ASOCOPI (DIE UD:Co-organizer)		
WEEK 11 Oct 17	Hands on	Suárez-Krabbe, J. (2011). En la realidad. Hacia metodologías de investigación descoloniales. *Tabula Rasa*, (14).	Read and discuss Ch. 4: Research adventures on indigenous lands. Researcher 7
WEEK 12 Oct 24	Hands on	Borsani, M. E. (2014). Reconstrucciones metodológicas y/o metodologías a posteriori. *Astrolabio*, (13)	
WEEK 13 Oct 31	Hands on	Report on instrument design	Researchers 1 & 2
WEEK 14	Hands on	Report on instrument design	Researchers 3 & 4

Nov 7			
WEEK 15 Nov 14	Hands on	Report on instrument design	Researchers 5, 6 & 7
WEEK 16 Nov 21	Final presentation		

METHODOLOGY

This seminar will have common sessions where the entire 2018-3 cohort will participate in readings and discussion.

There will be reading presentations and an oral individual presentation of the doctoral research proposal to be submitted for final examination.

ASSESSMENT

Participants taking this course will be required to complete the following:

- Conducting a workshop – 30%
- Handing in final paper – 70%

Sources

Biblioteca Virtual Miguel de Cervantes
En http://www.cervantesvirtual.com/controladores/busqueda_avanzada_form.php

Google académico
En http://scholar.google.es/

Google books
En http://books.google.es/

Infomine
En http://infomine.ucr.edu/

Bases de datos y recursos electrónicos libres
En http://132.248.9.1:8991/F/BV8EML2B3RF8PTCK2IHXQKAD3JRSPQMGICA596NJ44P6ID3SE2-01961?func=find-b-0

Biblioteca digital hispánica
En http://www.bne.es/es/Catalogos/BibliotecaDigitalHispanica/Inicio/

Specialized Academic Journals

Identity: An International Journal of Theory and Research
Discourse Studies
Discourse and Society
Discourse and Communication
Assessment and evaluation in higher education
Assessment in education: Principles, policy and practice
Assessment update

Educational assessment, evaluation and accountability Practical assessment, research and evaluation (PARE) Language Teaching Research Journal of language teaching and research Language teaching Language learning TESOL Quarterly Research in Language (RiL) International Journal of Language Teaching and Research International Journal of English Language Teaching (IJELT) Folio – (From the Materials Development Association) CALJ IKALA Forma y Función Lenguaje Profile Folios
Convenor's contact details: Helena.guerrero.ud@gmail.com **Note: Some readings are subject to change.**