

		<p style="text-align: center;"><b>UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS</b></p> <p style="text-align: center;"><b>FACULTAD DE CIENCIAS Y EDUCACIÓN</b></p> <p style="text-align: center;"><b>DOCTORADO INTERINSTITUCIONAL EN EDUCACIÓN</b></p> <p style="text-align: center;"><b>DIE-UD</b></p>
<b>SYLLABUS</b>		
<b>ELT EDUCATION DOCTORAL MAJOR</b>		
<b>SEMINAR:</b>		
Methodological reflexivity		
<b>Academic Period:</b> 2022 –1	<b>Course credits:</b> 5	
<p><b>ACADEMIC AREA</b>(Select with an X where appropriate):</p> <p><input type="checkbox"/> EFE Emphasis</p> <p><input type="checkbox"/> EFEP Education and Pedagogy</p> <p><input checked="" type="checkbox"/> EFI Research</p> <p><b>Research Emphases:</b> Second Language Teacher Education Identities, power and inequity</p> <p><b>Research Group:</b> Aprendizaje y Sociedad de la Información</p>		
<p><b>SEMINAR CONVENOR:</b> Carmen Helena Guerrero Nieto</p>	<p><b>GUEST LECTURER:</b> <b>INSTITUTION</b>(Optional): N/A</p>	
<p><b>ABSTRACT</b></p> <p>Methodological and epistemological reflexivity are important conditions to do research with others. From a critical point of view, power and inequalities are at the core of the reflection while from a decolonial perspective what has been neglected, invisibilized or disposed is a matter of concern. This implies a deep questioning of what research entails, how it should be done, and what questions should be asked along with clear objectives. Bearing this in mind, participants are invited to reflect on their research proposals in order to be consistent with the critical or decolonial perspective and the lines of research of this doctoral emphasis. Participants should polish their doctoral researchable problem, research question and research objectives. In addition, participants are expected to put together the rationale behind the issues they will problematize in relation to their methodological decisions.</p>		
<p><b>SEMINAR DESCRIPTION</b></p> <p>In this seminar all participants will be engaged in critical and informed dialogues in order to build or strengthen a critical or a decolonial perspective in research in the ELT field. Students will be requested to frankly and openly present their research, showing consistency with the methodological reflections and decisions.</p>		
<b>RATIONALE</b>		

This seminar will be (co)constructed as a laboratory where doctoral students are invited to problematize naturalized discourses and practices in relation to research and mainstream methods and methodologies in order to examine their research proposal from different epistemological perspectives (critical and decolonial ones).

### SEMINAR OBJECTIVES

#### General objective:

To construct an epistemological and methodological reflexivity to infuse own research proposal with coherence, cohesion and consistency

#### Specific objectives

- To back up the researchable problem with evidence taken from different sources in a dialogue with methodological decisions.
- To make visible the researchers and participants' roles otherwise within the methodological doings.

### SEMINAR CONTENTS

#### Thematic problem 01: Epistemological positioning towards formulating research problems and methodological doings

**Guiding question:** What are the implications for methodological decision making processes of conducting research within a critical/decolonial perspective?

#### Thematic problem 02: No metodología vs Must methodologies in Western paradigms: Tensions, contradictions and uncertainties

**Guiding question:** Regarding your research interest what tensions, contradictions or uncertainties have you experienced?

#### Thematic problem 03: Challenging dominant paradigms in research

**Guiding question:** How does my research methodology connect to a decolonial (or critical) perspective?

**SCHEDULE:** Thursday 2:00-6:00 p. m.

**ROOM** Aduanilla de Paiba. Room TBA

### SEMINAR OUTLINE

DATE	TOPIC	KEY ACTIVITIES	ASSIGNMENTS
Week 1	<b>Introductory section</b>  <b>General outline of the research seminar</b>  <b>Desirable elements for Students presentations and discussion</b>  <b>Consistency chart and profiling data as sources</b>		

	<p><b>Rationale for the adoption of a decolonial perspective or critical perspective</b></p> <p><b>Q&amp;A</b></p>		
Week 2	<p><b>Thematic problem 01: Epistemological positioning towards formulating research problems and methodological doings</b></p> <p><b>Guiding question:</b> What are the implications for methodological decision making processes of conducting research within a critical/decolonial perspective?</p> <p>Guiding question for presenters: What is your research problem? Can you explain its connection with research objectives? How did you back it up?</p>	Each student will present their Research Questions and the Research Objectives (Round 1)	Students should prepare a PPT showing the rationale, the process of formulation
Week 3	<p><b>Thematic problem 01: Epistemological positioning towards formulating research problems and methodological doings</b></p> <p><b>Guiding question:</b> What are the implications for methodological decision making processes of conducting research within a critical/decolonial perspective?</p> <p>Guiding question for presenters: After the feedback you received in round 1</p>	Each student will present their RQ and their RO (Round 2)	Students should prepare a PPT contrasting previous RQ and RO with a new versions of them. Show explicitly where changes were made

	Has the problem changed? What new elements are you re-considering?		
Week 4	<p><b>Thematic problem 02: No metodología vs. Must methodologies in Western paradigms: Tensions, contradictions and uncertainties</b></p> <p><b>Guiding question:</b> Regarding your research interest ,and once you have been confronted with decolonial views on research, what tensions, contradictions or uncertainties have you experienced?</p> <p>Research methodology (Part 1) Which research works are the most relevant for you? And Why? What type of methodologies did you find in these research works? Which elements are the closest to your views on methodological doings?</p>	<p>Research methodology (Part 1) Participants will revisit their research profiling and make a chart of what the authors read asked and what research design they adopted to answer their RQ and RO.</p> <p>Out the of total of articles included in the profiling, pick and choose 5 and present and analysis of which paradigm are embraced by each one of the authors and present your rationale to support your analysis</p>	<p>Prepare an analytical chart with 5 remarkable research works. Use color coding to make visible aspects that deserve more attention. Make explicit the paradigms these authors embrace/d eclare</p>
Week 5	<p><b>Thematic problem 02: No metodología vs. Must methodologies in Western paradigms: Tensions, contradictions and uncertainties</b></p> <p><b>Guiding question:</b> Regarding your research interest and once you have been confronted with decolonial views on research, what tensions, contradictions or uncertainties have you experienced?</p>	<p>Research methodology (Part 2): Participants will revisit the readings and discussions from the previous research seminar and talk about who inspired them and where, epistemologically speaking, they see themselves and why (Critical- decolonial- etc.)</p>	<p>Prepare a PPT in which you show inspirational elements coming from previous readings. Show connections with research components.</p>

	<p>Working questions: Which (decolonial) concepts are food for thought? Do you find any possibility of articulation with your work?</p>		
Week 6	<p><b>Thematic problem 02: No metodología vs. Must methodologies in Western paradigms: Tensions, contradictions and uncertainties</b></p> <p><b>Guiding question:</b> Regarding your research interest and once you have been confronted with decolonial views on research, what tensions, contradictions or uncertainties have you experienced?</p>	<p>Research methodology (Part 3): What research path (design) you plan to follow, what elements of that particular design you embrace and which you distance yourself from, what elements bring epistemological tensions and how you plan to overcome them. Be creative</p>	<p>Draft your methodology, phases, processes. Explain possibilities of adaptation, tensions or contradictions.</p>
Week 7	<p><b>Thematic problem 03: Challenging dominant paradigms in research</b></p> <p><b>Guiding question:</b> How does my research methodology connect to a decolonial (or critical) perspective?</p> <p>How are you planning to subvert vertical relations between you as a researcher and your participants?</p> <p>What kind of negotiations do you anticipate as a researcher with time constraints?</p>	<p>Get to know your participants: Who are your knowledgeable subjects? How are you planning to “seduce” them to be part of your study? What do you know about them?</p>	<p>Contextualize your research! bring to the surface the human side of conducting research, your fears, your ambitions...</p>

Week 8	<p><b>Thematic problem 03: Challenging dominant paradigms in research</b></p> <p><b>Guiding question:</b> How does my research methodology fit connect to a decolonial (or critical) perspective?</p> <p>As your research work will be evaluated by pairs within a positivistic frame...Can you show your research consistency?</p>	Consistency chart. Each participant will present their consistency chart	Trace consistency, coherence and cohesion among research components.
Week	Spring Break		
Week 9	<p><b>Challenging dominant paradigms in research</b></p> <p><b>Guiding question:</b> How does my research methodology connect to a decolonial (or critical) perspective?</p> <p>Exercise Self-criticism Paying attention to each session during the seminar...what are the weakest elements of your proposal? And what are the strongest ones?</p>	<p>Exercise Self-criticism</p> <p>Confession time Where do you feel weak? what you are doing to make up for that?</p>	<p>Prepare a PPT (be creative) Expose your fears, wounds, not knowing how to proceed implicated in the construction of your research</p>
Week 10	<p><b>Challenging dominant paradigms in research</b></p> <p><b>Guiding question:</b> How does my research methodology fit connect to a decolonial (or critical) perspective?</p> <p>Exercise constructive criticism</p>	<p>Consistency chart part 2: After the feedback each participant will bring a new revised chart. This time, classmates will provide feedback-</p>	<p>You will have time to observe in detail a classmate chart to then provide your feedback in the form of questions, doubts, contributions.</p>

	Based on the consistency chart of your classmates...what elements need more attention? And what elements do you recognize as positive ones?		
Week 11	<p><b>Challenging dominant paradigms in research</b>  <b>Guiding question:</b> How does my research methodology connect to a decolonial (or critical) perspective?</p> <p>On the spot</p>	<p>Guest speaker will talk about methodological decisions and tensions.</p> <p>Mock project presentation by student 1</p>	<p>Be ready to make questions!</p> <p>Presenter will have 20 minutes to deliver the presentation of the project.</p>
Week 12	<p><b>Challenging dominant paradigms in research</b>  <b>Guiding question:</b> How does my research methodology fit connect to a decolonial (or critical) perspective?</p> <p>On the spot</p>	<p>Mock project presentation by student 2 and student 3</p>	<p>Presenters will have 20 minutes (each) to deliver the presentation of the project</p>
Week 13	<p><b>Challenging dominant paradigms in research</b>  <b>Guiding question:</b> How does my research methodology fit connect to a decolonial (or critical) perspective?</p> <p>On the spot</p>	<p>Mock project presentation by student 4 and student 5</p>	<p>Presenter will have 20 minutes to deliver the presentation of the project</p>
Week 14	<p><b>Challenging dominant paradigms in research</b>  <b>Guiding question:</b> How does my research methodology fit connect to a decolonial (or critical) perspective?</p>	<p>What are the contributions your research study will bring to the field of ELT.</p>	<p>Check emphasis research lines to trace contributions to the Doctoral Program</p> <p>ELT field</p>

	Contributions to ELT field, impacts		Education
Week 15	Autonomous work	Refining the proposal to incorporate methodological decisions	
Week 16	Autonomous work	Refining the proposal to incorporate methodological decisions	

### **METHODOLOGY**

This seminar will have common sessions where the entire 2018-III cohort will participate in presentations and discussions. In spite of the fact, each one of them is responsible for a particular piece of work, a pair review work will put your evaluating skills to the test while giving feedback to your classmates.

### **ASSESSMENT**

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

- Delivering several oral presentation during the entire seminar – 30%
- Handing in a research paper with problem statement, research question, research objectives and methodology, including participants relationalities – 70%

### **BIBLIOGRAPHY, RESOURCES, DATABASE**

#### Reading 01

Pulido, G. (2009). Violencia epistémica y descolonización del conocimiento. *Sociocriticism*, 24(1&2): 173-201

#### Reading 02

Mignolo, W. (2009). Epistemic disobedience, independent thought and de-colonial freedom. *Theory, Culture & Society*, 26(7&8): 1-23

#### Reading 03

De Figuereido, E. & Martínez, J. (2021). The locus of enunciation as a way to confront epistemological racism and decolonize scholarly work. *Applied Linguistics*, 42(2): 355-359

#### Reading 04

Sugiharto, S. (2020). Enacting the locus of enunciation as a resistant tactic to confront epistemological racism and decolonize scholarly work. *Applied Linguistics*, 1-7

#### Reading 05

Castro-Gómez, S. & Grosfoguel, R. (2007). Giro decolonial, teoría crítica y pensamiento heterárquico en S. Castro-Gómez & R. Grosfoguel (Comp.) *El giro decolonial: reflexiones para una diversidad epistémica más allá del capitalismo global*. Siglo del Hombre Editores; Universidad Central, Instituto de Estudios Sociales Contemporáneos y Pontificia Universidad Javeriana, Instituto Pensar, pp. 9-24

#### Reading 06

Gómez-Barrios, M. (2017). *The Extractive Zone: Social Ecologies and Decolonial Perspectives*. Duke University Press. pp. 1-16.

#### Reading 07

Tuhiwai, L. (1999). *Decolonizing methodologies: Research and Indigenous peoples*. Zed Books Ltd & University of Otago Press. pp. 142-162

#### Reading 08

De Gialdino, I. (2006). La investigación cualitativa en I. De Gialdino (Comp.). *Estrategias de investigación cualitativa*. Gedisa. pp. 23-60

#### Reading 09

Haber, A. (2011). Nometodología Payanesa: Notas de metodología Indisciplinada. *Revista de Antropología*, 23(1): 9-49

#### Reading 010

Ortiz, A. & Arias, M. (2019). Hacer decolonial: desobedecer a la metodología de investigación. *Hallazgos*, 16(31): 147-166

#### Reading 011

Kincheloe, J., McLaren, P., & Steinberg, S. (2011). Critical pedagogy and qualitative research: Moving to the bricolage. In N. Denzin & Y. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research 4* (pp. 163-177). Sage.

#### Reading 012

McDowall, A. & Ramos, F. (2017). Doing decoloniality in the writing borderlands of the PhD. *The Australian Journal of Indigenous Education*, 23: 1-10

#### Reading 013

Cannella, G. & Lincoln, Y. 2011. Ethics, Research Regulations, and Critical Social Science. In Denzin, N. & Lincoln, Y. (Eds) *The SAGE Handbook of Qualitative Research*. Thousand Oaks: SAGE, pp. 81-90.

### Sources

Biblioteca Virtual Miguel de Cervantes

En [http://www.cervantesvirtual.com/controladores/busqueda\\_avanzada\\_form.php](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:**

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