

FINAL PROJECT

**MASTERS IN EDUCATION
MASTERS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
MASTERS IN ENSEÑANZA DE ESPAÑOL COMO LENGUA
EXTRANJERA**

TYPES OF FINAL PROJECT (FP)

There are four main types of FP within the Masters in Education (PFMME), Masters in Enseñanza de Español como Lengua Extranjera (PFMELE) and Masters in Teaching English as a Foreign Language (PFTEFL).

Further details can be found below the following headings:

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TYPE 1: RESEARCH PROJECT

A research project implies carrying a research on a certain phenomenon, in our case, on an educational situation. It must either produce new theories or approach problems in order to innovate in field so the students show that they have fully understood the concepts and knowledge covered in the Masters. This type of Final Project is especially recommended for those students who envisage enrolling in a PhD Thesis in the future.

By definition, a research project must be systemic and controlled (with a well-defined methodology and research design), empirical (based on quantifiable or observable realities), critical (as builds on previous works) and cyclical (it generates new questions).

A research project involves the following stages (Fox, 1987):

- **Design of research plan:** literature review, selection of research focus, setting the hypothesis and research aims, selection of data retrieval techniques.
- **Implementation of the research plan:** data retrieval, data analysis and drafting of research reports.
- **Implementation of the research outcome:** proposal and diffusion of intervention/improvement measures.

Detailed information can be obtained in the subjects:

- In **FPMELE**: *Observación e investigación en el aula / Práctica reflexiva y desarrollo profesional.*
- In **FPMTFL**: *Observation & Research in the Classroom / Práctica reflexiva y desarrollo profesional.*
- In **FPMME**: *Metodología de la investigación científica.*

1.1. Step-by-step research plan

In the following table, we have included a list of steps to follow in order to plan a coherent research (left column) and the actions to be taken in each step (right column).

PLAN	ACTION
1- Write a short list of possible topics that may be of interest.	1- Find inspiration in similar research studies. Our library hosts specialized articles and allows search in wider catalogues. At the end of some studies, you might find suggestions for further research. You may

	want to discuss it you're your colleagues in the educational institution.
2- Choose the topic in the list that most interests you.	2- Think how the research study can take place. It is important to decide the starting point and the approach of the FP.
3- Define the approach of the FP. Often, the selected area of study is too wide, so it might be necessary to select a more definite aspect, variable or element.	3- Organize your initial ideas and make a list of pros and cons. (See "1.3. Define the research question")
4- Set the main aims of the study. If necessary, set possible hypotheses or research questions.	4- Carefully consider which aspects should be included in the research and which ones should not. It is important not to be overtly ambitious at the beginning.
5- Read about the topic to better understand its extension and how it has developed. Start reading general sources on the topic and continue with specialized references.	5- These readings will put you in touch with research similar to the one you might want to carry. Moreover, it will disclose potential problems and possible solutions for those problems.
6- Delimit the object of study by delimiting the corpus and how you are going to study it. Write a first draft of the initial proposal and revise it critically.	6- Organize the draft structure carefully: objectives, object of study, data collection techniques, preliminary conclusions, etc.
7- Set a realistic calendar with all the stages of the research. Deadlines are helpful to complete the FP on the allocated time.	7- Divide the allocated time to each task depending on how difficult you expect each section to be. You should be aware that some sections will take longer than others.
8- Carefully complete your initial proposal. Include all the information retrieved so far. Read each heading to make sure you have not forgotten any relevant information.	8- Once you have decided on the topic on how to collect the data, complete the Initial Proposal and send it to your FP director for feedback.
9- Build on from the initial text: be ready to modify things.	9- Don't expect your work to be done after the first draft. Most likely you will have to revise it several times until you have developed all the sections adequately.

10- Be critical with your work. You might not be in possession of all truth and your work might not be perfect.	10- Try to consider the limitations and mistakes of your work. You might consider, for example, what aspects you would or would not cover if you had to start the work anew.
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1.2. Choosing the topic

We strongly recommend students to choose a topic in an area which is particularly challenging for them. The writing process of a Final Project is sometimes hard, and even harder in online learning: there are frequent episodes of discouragement and apathy. That is why, we stress the importance of choosing a topic of relevance to your academic/professional interest and which can motivate you further. Then, you should be better equipped to face the expected critical and dropout risky moments. It would be a good idea to start off by considering two or three possible topics and, after careful consideration, select which one can be the most feasible and enriching.

Moreover, we advise students to choose a topic that has been covered extensively in specialized literature and that has feasible completion stages. Do not forget this FP corresponds to a Masters Project and not to a PhD Thesis, and, consequently, it cannot have a similar extension. Sometimes, the initial eagerness leads students to encompass too much work, without realizing how much effort this type of research requires.

Choosing the right topic and setting the adequate extension of the research is directly linked to completing the FP.

1.3. Research question or research problem

In relation to the research topic, we must consider the concept of “research problem” or “research question”. In research “the problem” or the “starting question” refers to a situation that can be improved. In other words, the situation that sparks research.

In order better limit the topic of research, we recommend stating the main research question: (What do we want to study?), give it a proper background (How and why it happened? In which context can it be located?) and define its main characteristics (How can it be observed? What variables affect it?).

Setting a research question helps justifying the need of the research and its aims, and it can help proposing solutions (what options can we envisage?).

1.4. Bibliography

Dörnyei, Z. (2007): *Research Methods in Applied Linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press.

Lozoya Meza, E. (2005). "Metodología para desarrollar proyectos en investigación educativa". *Correo del Maestro* 115 (diciembre). Retrieved from <http://www.correodelmaestro.com/pruebas/anteriores/2005/diciembre/incert115.htm>

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McMillan, J. H., & Schumacher, S. (2005). *Investigación educativa una introducción conceptual*. Barcelona: Pearson educación.

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TYPE 2: ACTION RESEARCH

Students who decide to carry on with this type of Final Project are able to link some of the most theoretical aspects of your field with hands-on experience (action research). This often leads to improvements in the teaching praxis and pedagogical innovation. Action research mixes practice and theory.

Under the supervision of their directors, students who opt for action research will have to analyze a topic of their choice in the real context of a classroom and report on it.

Action research is divided in the following stages:

1. Choose a topic of your interest.
2. Search for previous research on the topic.
3. Plan your action
4. Put your action into practice: observe the action in the class (for at least two sessions) with a specific group of learners (self-observation).
5. Consider your observations and revise your action plan.
6. Write a final report reflecting on the process and the results: the FP.

You will find more information in the following subjects:

- In **FPMELE**: *Observación e investigación en el aula / Práctica reflexiva y desarrollo profesional*.
- In **FPMTFL**: *Observation & Research in the Classroom / Práctica reflexiva y desarrollo profesional*.
- In **FPMME**: *Metodología de la investigación científica*.

2.1. Where to implement Action Research

2.1.1. Students who are currently working as teachers

If you are already working as a teacher, you should plan your action research for you current teaching context.

2.1.2. Students who are not working as teachers

If the students are not currently active in an educational context, they will have to find an external location to put their research into practice. If this is the case, it is important to discuss beforehand with the person responsible of the classroom when it is the best moment to implement it and where should the results be included in. Moreover, the student should become acquainted with the institution beforehand in order to draft a relevant project. Attending some

classes will provide valuable information on the teaching methods, student profiles, institutional background, teacher-student interactions, space distribution, teaching materials, audiovisual resources and alike. During the observation, students must not interfere with the teaching action of the main teacher.

Action-research can be based on different types of classes depending on the type of Masters you are completing: discuss it with your director. Among others, you can consider:

- a) Universities
- b) Primary or secondary schools
- c) Non-formal educational contexts.

2.2. Step by step action-research plan

In the following table, we have included a list of steps to follow in order to plan a coherent research (left column) and the actions to be taken in each step (right column).

PLAN	ACTION
1- Write a short list of possible topics that may be of interest.	1- Find inspiration in similar research studies. Our library hosts specialized articles and allows search in wider catalogues. At the end of some studies, you might find suggestions for further research. You may want to discuss it you're your colleagues in the educational institution.
2- Choose the topic in the list that most interests you.	2- Think how the research study can take place. It is important to decide the starting point and the approach of the FP.
3- Define the approach of the FP. Often, the selected area of study is too wide, so it might be necessary to select a more definite aspect, variable or element.	3- Organize your initial ideas and make a list of pros and cons. (See "1.3. Define the research question")
4- Set the main aims of the study. If necessary, set possible hypotheses or research questions.	4- Carefully consider which aspects should be included in the research and which ones should not. It is important not to be overtly ambitious at the beginning.

5- Read about the topic to better understand its extension and how it has developed. Start reading general sources on the topic and continue with specialized references.	5.-These readings will put you in touch with research similar to the one you might want to carry. Moreover, it will disclose potential problems and possible solutions for those problems.
6- Delimit the object of study by delimiting the corpus and how you are going to study it. Write a first draft of the initial proposal and revise it critically.	6- Organize the draft structure carefully: objectives, object of study, data collection techniques, preliminary conclusions, etc.
7-Set a realistic calendar with all the stages of the research. Deadlines are helpful to complete the FP on the allocated time.	7- Divide the allocated time to each task depending on how difficult you expect each section to be. You should be aware that some sections will take longer than others.
8- Carefully complete your initial proposal. Include all the information retrieved so far. Read each heading to make sure you have not forgotten any relevant information.	8- Once you have decided on the topic con how to collect the data, complete the Initial Proposal and send it to your FP director for feedback.
9- Build on from the initial text: be ready to modify things.	9- Don't expect your work to be done after the first draft. Most likely you will have to revise it several times until you have developed all the sections adequately.
10- Be critical with your work. You might not be in possession of all truth and your work might not be perfect.	10- Try to consider the limitations and mistakes of your work. You might consider, for example, what aspects you would or would not cover if you had to start the work anew.

2.3. Choosing the topic

We strongly recommend students to choose a topic in an area which is particularly challenging for them. The writing process of a Final Project is sometimes hard, and even harder in online learning: there are frequent episodes of discouragement and apathy. That is why, we stress the importance of choosing a topic of relevance to your academic/professional interest and which can motivate you further. Then, you should be better equipped to face the expected critical and dropout risky moments. It would be a good idea to start off by considering two or three possible topics and, after careful consideration, select which one can be the most feasible and enriching.

Moreover, we advise students to choose a topic that has been covered extensively in specialized literature and that has feasible completion stages. Do not forget this FP corresponds to a Masters Project and not to a PhD Thesis, and, consequently, it cannot have a similar extension. Sometimes, the initial eagerness leads students to encompass too much work, without realizing how much effort this type of research requires.

Choosing the right topic and setting the adequate extension of the research is directly linked to completing the FP.

2.4. Organizing the observation of the classroom

We have already established that the aim of this FP is for you to carry out a small-scale classroom action research project focused on your own teaching. This should be done through a process of self-observation and data collection.

However, it must be noted that, even if your research is not very ambitious, you will have to use an adequate data collection systems. In section 2.5, you will see some methods to collect data. Further details can be retrieved from these subjects:

- In FPMELE: *Observación e investigación en el aula / Práctica reflexiva y desarrollo profesional.*
- In FPMTFL: *Observation & Research in the Classroom / Práctica reflexiva y desarrollo profesional.*
- In FPMME: *Metodología de la investigación científica.*

2.5. Research tools

The following list covers the most usual research tools in educational research. Some provide quantitative information (percentages, statistics, figures, etc.), while others provide qualitative information (subjective data that cannot be quantified, but helps understanding different aspects of the research). The research topic and research objectives will determine the choice of instrumentation.

Questionnaires:

Questionnaires normally start with an introduction explaining the research purpose and providing instructions to complete the survey. Before sending out the questionnaire, the research variables that will be taken into account and data analysis methods that will be used must be defined. There is a lot of variety in the type of questions that can be asked, from open questions to multiple-choice.

Interviews:

Interviews are preferred over questionnaires in qualitative research, as it generates richer information. Interviews can be done one-on-one or in group, and can be formally structured, semi-structured or free style depending on the context, the objective and the approach of the research study.

Tests:

Tests come in various forms and types: IQ test, competence test, aptitude test, among others. We can opt for using an already scientifically proven test or designing our own. If we opt for our own test, its validity and reliability must be thoroughly examined beforehand.

Diaries:

Keeping a diary of all the steps followed throughout the project can be a good source of information. Informants can also be asked to write a diary on the process or the topic under research. In both cases, diaries must be analyzed when they are completed.

Observation:

Observation can be Participant or Non Participant. In participant Observation, researchers take part in the activities under research. In non participant observation, the researcher does not get involved with the group. Both types can provide relevant information.

Focus group:

This qualitative technique compiles information on dynamics and interactions based on collective and semi-structured interviews with homogeneous groups. In order to implement it effectively, an interview guide and interactions techniques must be proposed in advance (dramatizations, narratives or motivational projections etc.)

You can find further information in the following subjects:

- In **FPMELE**: *Observación e investigación en el aula / Práctica reflexiva y desarrollo profesional.*
- In **FPMTFL**: *Observation & Research in the Classroom / Práctica reflexiva y desarrollo profesional.*
- In **FPMME**: *Metodología de la investigación científica.*

2.6. Data collection

The next section aims to provide a series of guidance and advice on the data collection process.

2.6.1. Informants

Depending on the subject and the objectives of the research, the student can carry out the study on an entire class (or classes), whereby the students of that given class would become the informants, or can opt for a case study, in which case the informant will be a single student. Whether you choose only one reporter or a group of students, you have to take into account what information will be provided to the participants about the research (purpose, data collection, etc.): if participants know the exact purpose of the study, they may be conditioned to act in a certain way and adapt their answers to the researcher's expectations.

It is important to keep in mind that the informants who participate in the study are acting voluntarily, so it is important to take special care of aspects such as: punctuality, formality to keep appointments – if you decide to conduct a face-to-face interview outside of class time, for example - and always thank them for their participation. Instructions must be provided clearly and the possibility to be updated in the results of the study once completed must be offered.

2.6.2. Risk reduction in data collection

In many cases, research that involves other people (informants) generate problems that were not foreseen. For example, if the terminology used is too ambiguous or vague in the questionnaire, the data collected will not fit the actual purpose of the research. If recorders or video equipment are used, you will be exposed to technical setbacks, such as unintelligible recording. That is why, it is advisable to carry out a pilot study with a smaller group of informants, with similar characteristics of the main group. A pilot study is a data collection rehearsal carried out to determine if the data is being processed properly, if the generated data is suitable and whether informants react adequately to the data collection process.

2.6.3. Data collection: Audio and video recordings

You may decide that you either want to record the audio or video of a class. By recording the class, you can collect the actual words used by the informants (in case you wanted, for example, to do critical discourse analysis), have a general view of the classroom interaction, and review different aspects in detail at your leisure.

One major issue here, though, is the extent to which recording your informants may affect their performance. Although informants may initially express nervousness about the idea of being recorded, most people will forget about the recording devices as soon as they become involved in the tasks. Obviously, it is first necessary to explain the reasons why the recording will take place and ask for permission from the participants to record them.

The following series of pointers for data collection have been adapted from the books *Projects in Linguistics* (Wray, Trotter and Bloomer, 1998).

Audio or video?

- In most cases, audio recording may be enough, but you may prefer to use the video. You can now achieve good quality with either option, but if you choose to use a group of informants, especially children, it will be difficult to differentiate their voices if there is no visual support.

Tips

- Use a good quality camera and recorder, and make sure you know how to use it correctly. Watch out for potential problems such as battery depletion, memory or tape space, etc.
- If a digital recorder is used, it is important to make sure there is enough space. Recordings should be sorted and tagged to avoid confusion and, a backup copy should be kept, if possible on another device.
- If you decide to record video, you should keep in mind that it may be more helpful for someone to record from an angle that covers the whole action. Another option, which is much more discreet, is to place the camera on a tripod, although there is a risk that some of the action is out of scene.
- In audio recordings, for example, in individual interviews, it is advisable to ask informants to identify themselves so that it is easier to relate their voice to a name. On

the other hand, we recommend that you make two recordings at the same time, in case any of the recorders is damaged or doesn't record well.

- In a first post-edition, you can select the parts of the video that deal with the specific subject under research. That will allow you to work with greater agility.
- It is recommended to carefully plan the recording, its extension and its organization.
- Finally, it is also highly advisable to think ahead of time what kind of data you need to collect. It may be a natural conversation between two informants, a complete class with all its interactions, the interaction that occurs during the performance of a particular task, etc.

2.7. Bibliography

The following sources might be of help in your Final Project.

Dörnyei, Z. (2007): *Research Methods in Applied Linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press.

Elliot, J. (2005): *El cambio educativo desde la investigación-acción*. Madrid: Morata.

Escobar, C. (2001): "Investigación en acción en el aula de lengua extranjera: la evaluación de la interacción mediante el portafolio oral", en (A. Camps, Coord.), *El aula como espacio de investigación y reflexión*.

Fierro, C. (2012). Transformando la práctica docente. Una propuesta basada en la investigación acción. México: Paidós.

Kemmis, S.; McTaggart, R. (1988): *Cómo planificar la investigación-acción*. Barcelona: Laertes.

Latorre, A. (2007). La investigación-acción. Conocer y cambiar la práctica educativa. Barcelona: Grao.

Olson, M. W. (1996): *La investigación-acción entra al aula*. Buenos Aires: Aique.

Van Lier, L. (2001): "La investigación acción", en Textos. *Didáctica de la Lengua y la Literatura*.

Wallace, M. (1998): *Action Research for Language Teachers*. Cambridge: Cambridge University Press.

Woods, P. (1986): *La escuela por dentro*. Barcelona: Paidós.

TYPE 3. PRACTICE-ORIENTED PROJECT: DESIGN PROJECT

This practice-oriented project accepts the design of:

- Teaching materials: option available for students of FPMELE, FPMTEFL and FPMME (all tracks).
- A lesson plan or a syllabus design: option available for students of FPMELE, FPMTEFL or FPMME (only Teacher Training and ITC in Education tracks).
- School organization plan: option available only for students of FPMME (Organization and management of educational centers track).

The student is expected to show their ability to design materials, projects or educational plans, with all the intricacies they entail: suitability for a specific education context, definition of clear learning objectives, diagnosis of educational needs, proposal of specific contents, suggestion of educational actions and activities, and links and follow-ups to evaluations.

3.1. What can students design?

We strongly recommend students to choose something to design in an area which is particularly motivating for them. It would be a good idea to start off by considering two or three possible topics and, after careful consideration, select which one can be the most feasible and enriching. The writing process of a Final Project is sometimes hard, and even harder in online learning: there are frequent episodes of discouragement and apathy. That is why, we stress the importance of choosing a topic of relevance to your academic/professional interest and which can motivate you further. Then, you should be better equipped to face the expected critical and dropout risky moments.

Choosing the right topic and setting the adequate extension of the research is directly linked to completing the FP.

3.2. Step-by-step design plan

In the following table, we have included a list of steps for a coherent design plan (left column) and the actions to be taken in each step (right column).

PLAN	ACTION
1- Write a short list of possible aspects that you might want to design	1- Find inspiration in similar research studies. Our library hosts specialized articles and allows search in wider catalogues. At the end of some studies, you might find suggestions for further research. You may want to discuss it with your colleagues in the educational institution.
2- Choose the item in the list that most interests you.	2- Think how the design can take place. It is important to decide the starting point and the approach of the FP.
3- Define the approach of the FP. Often, the selected area of study is too wide, so it might be necessary to select a more definite aspect, variable or element.	3- Organize your initial ideas and make a list of pros and cons.
4- Set the main aims of the design process.	4- Carefully consider which aspects should be included in the plan and which ones should not. It is important not to be overly ambitious at the beginning.
5- Read about the topic to better understand its extension and how it has developed. Start reading general sources on the topic and continue with specialized references.	5- These readings will put you in touch with research similar to the one you might want to carry. Moreover, it will disclose potential problems and possible solutions for those problems.
6- Write a first draft of the initial proposal and revise it critically.	6- Organize the draft structure carefully: objectives, object of study, data collection techniques, preliminary conclusions, etc.
7- Set a realistic calendar with all the relevant stages. Deadlines are helpful to complete the FP on the allocated time.	7- Divide the allocated time to each task depending on how difficult you expect each section to be. You should be aware that some sections will take longer than others.
8- Carefully complete your initial proposal. Include all the information retrieved so far. Read each heading to make sure you have not forgotten any relevant information.	8- Once you have decided on the topic and how to collect the data, complete the Initial Proposal and send it to your FP director for feedback.
9- Build on from the initial text: be ready to modify things.	9- Don't expect your work to be done after the first draft. Most likely you will have to revise it several times until you have developed all the sections adequately.

10- Be critical with your work. You might not be in possession of all truth and your work might not be perfect.	10- Try to consider the limitations and mistakes of your work. You might consider, for example, what aspects you would or would not cover if you had to start the work anew.
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3.3. Basic elements in planning¹

In this section, students can find a proposal of basic items each type of design project should include. The proposal is open to modifications and improvement, but can serve as an initial guide.

Please refer to the subjects that cover these specific items for further information on possible contents and models to follow:

- In FPMELE: *Creación, adaptación y evaluación de materiales, El currículo del español LE y la planificación de cursos y clases / Diseño curricular y programación*
- In FPMTFL: *Materials and Resources in EFL-Design, Creation, Adaptation and Evaluation, Curriculum and Course Design: Theory and Practice / El currículo del inglés LE y la planificación de cursos y clases.*
- In FPMME: *Creación, adaptación y evaluación de materiales, Diseño curricular, programación y desarrollo de las competencias, y Planificación y gestión de proyectos.*

3.3.1. Design of educational materials (teaching unit)

This option is available for students in FPMELE, FPMTFL and FPMME (all tracks)

A teaching unit is understood as a cluster of several lesson that fit together closely, usually evolving around a thematic unit, and cover the full learning unit: from the establishment of the learning objectives to the verification of the achievements. A teaching unit should include the following elements:

Title	<p>The title must suggest what the content of the unit is and sound inspiring. An often-used resource is to set the title in question form.</p> <p>The title can be devised at the beginning or at the end of the developing process.</p>
Level or cycle, group, class, year.	The project must define the target of the teaching unit and its educational/social context.

¹ Adapted from Yúfera & García Quiñones 2017, chapter 6.

Brief description of the unit.	Why did this Project started? Is there any relationship with previous or future units/projects/materials?
Learning objectives	<p>Learning objectives of the unit (not of the curriculum). Further objectives can be added to the initial list when the unit is implemented. Learning objectives must be measurable or observable.</p> <p>Objectives must be written in terms of abilities acquired by students by the end of the unit. Therefore, some of the most typical verbs in learning objectives are:</p> <p><i>Acquire, Analyze, Apply, Compare, Compose, Contextualize, Create, Decide, Decode, Deduce, Develop, Discriminate, Distinguish, Evaluate, Explain, Expose, Express, Extract, Identify, Infer, Integrate, Interact, Interpret, Justify, Manifest, Organize, Perform, Practice, Produce, Question, Read, Recognize, Re-elaborate, Relate, Solve, Sort, Speak, Synthesize, Transfer, Understand, Use, Write...</i></p>
Evaluation Criteria	Evaluation criteria must explain how we will know that each student has learnt and achieved the desired level of the learning objectives
Contents	What are the contents proposed for the teaching unit?
Schedule	Time scheduled for the unit and actual time used for the unit (so future improvements can be implemented).
Learning sequence	<p>The learning sequence covers the structure of the unit, resources needed and methodology applied. The following list cover some of the topics we should consider in a good sequencing:</p> <ul style="list-style-type: none"> ✓ Does the learning unit start with a problem or case, or some type of initial evaluation? ✓ How are learning objectives shared with students? Are there any tools or dynamics used for that purpose? ✓ Is there a unifying thread? Does it start with easier objectives and develop to more difficult objectives? ✓ Is there a balance between individual activities, pair work and group activities? Are there different types of activities (information retrieval, exercises, practical activities, analysis, synthesis...)? ✓ What are the dynamics/tools used to make students aware of their learning process? For example, how is the evaluation shared with the students?
Attention to diversity	Strategies to adapt the learning unit to students with special needs, if it was necessary.

Observations and feedback	If the teaching unit implemented or undergoes revision, the project should consider if the resources and methodology was correct and diverse and whether the students successfully became the leading actors in their own learning processes.
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3.3.2. Design of a course or a syllabus

This option is available for students in FPMELE, FPMFTL or FPMME – tracks in Teaching Training and ITC and Education.

A syllabus is an outline of the sequencing of activities for a limited period, planned to reach some learning objectives within a more general planning for a course.

Level or cycle, group, class, year.	The project must define the target of the teaching unit and its educational/social context.
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Brief description of the unit.	Why did this Project started? Is there any relationship with previous or future units/projects/materials?
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Learning objectives	<p>Learning objectives of the unit (not of the curriculum). Further objectives can be added to the initial list when the unit is implemented. Learning objectives must be measurable or observable.</p> <p>Objectives must be written in terms of abilities acquired by students by the end of the unit. Therefore, some of the most typical verbs in learning objectives are:</p> <p><i>Acquire, Analyze, Apply, Compare, Compose, Contextualize, Create, Decide, Decode, Deduce, Develop, Discriminate, Distinguish, Evaluate, Explain, Expose, Express, Extract, Identify, Infer, Integrate, Interact, Interpret, Justify, Manifest, Organize, Perform, Practice, Produce, Question, Read, Recognize, Re-elaborate, Relate, Solve, Sort, Speak, Synthesize, Transfer, Understand, Use, Write...</i></p>
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Contents	<p>List of contents of the curriculum that will be included. Specifically, the following contents must be included:</p> <ul style="list-style-type: none"> ✓ actions that will be carried throughout the session (reading a text, listening to a song, watching a video, etc.); ✓ language skills to be worked on, type of practices (open response activities, multiple-choice tasks, etc.) ✓ groupings of students (small group, in pairs, individual, etc.), ✓ units covered, types of text and topics to be covered.
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Schedule	Time scheduled for the unit and a actual time used for the unit (so future improvements can be implemented).
Learning sequence	<p>The learning sequence covers the structure of the unit, resources needed and methodology applied. The following list cover some of the topics we should consider in a good sequencing:</p> <ul style="list-style-type: none"> ✓ Does the learning unit start with a problem or case, or some type of initial evaluation? ✓ How are learning objectives shared with students? Are there any tools or dynamics used for that purpose? ✓ Is there a unifying thread? Does it start with easier objectives and develop to more difficult objectives? ✓ Is there a balance between individual activities, pair work and group activities? Are there different types of activities (information retrieval, exercises, practical activities, analysis, synthesis...)? ✓ What are the dynamics/tools used to make students aware of their learning process? For example, how is the evaluation shared with the students?
Attention to diversity	Strategies to adapt the learning unit to students with special needs, if it was necessary.
Observations and feedback	If the teaching unit implemented or undergoes revision, the project should consider if the resources and methodology was correct and diverse and whether the students successfully became the leading actors in their own learning processes.
Schedule	Time scheduled for the unit and actual time used for the unit (so future improvements can be implemented).

3.3.3. Design of Organization Plan

This option is aimed only at students in FPMME – track Organization and Management of Educational Centers.

The Organization Plan is an educational document that covers and defines the identity features of a center and its objectives. Moreover, it explains the organizational and functional structure of the educative center. The objective of an Organization Plan is to publicly establish a course of action for the community surrounding the Center to know and for the center itself to keep some internal coherence.

Name of the center	Identification of the center
Identifying traits of the center	Who are we? Characteristics and values that define the center.
Characteristics of the center	What does the school have? Analysis of the center in order to recognize needs.
Context of the center	Where are we? Analysis of the location of the center in order to recognize the needs of the contexts and the real possibilities in the center to address them: <ul style="list-style-type: none"> - Analysis of the context - Analysis of the educational needs of the community. - Analysis of the educational practice of the center.
Objectives of the center	What do we want? General objectives of the center in coherence with the principles and needs of the students previously defined. <ul style="list-style-type: none"> - Formulation of objectives - Identification of the principles, values and signs of identity to which this objective corresponds.
Model of organization and operation (Curricular area)	¿Cómo nos organizamos? Descripción de la estructura del centro, modos de participación, principios de funcionamiento y métodos de vinculación con el contexto (siempre en relación con lo anteriormente definido). <ul style="list-style-type: none"> - Educational offer - Methodological options - Evaluation - Orientation and tutoring - Response to diversity - Use and treatment of languages - Training and innovation
Model of organization and operation (Organizational area)	How do we organize ourselves? Description of the structure of the center, modes of participation, principles of operation and methods of connection with the context (always in relation to the previously defined ideas). <ul style="list-style-type: none"> - Organization, operation and management of the center - School rules - Model of participation (in relation to the environment)
Authors and revision	How and when will the current plan be revised?

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TYPE 4. PRACTICE-ORIENTED PROJECT: ANALYSIS OF MATERIALS

The objective of this project is to select educational materials and to analyze it. It is basically a practice-oriented academic work for which it is necessary that students have a good knowledge of fundamental theoretical aspects treated throughout the MA.

This option is available for students in FPMELE, FPMTFL or FPMME – track “ICT in Education”

The aim of this project is to make students develop their critical awareness regarding teaching materials and some fundamental criteria to apply a rigorous and grounded analysis of materials.

Please refer to the subjects that cover these specific items for further information:

- In **FPMELE**: *Creación, adaptación y evaluación de materiales*
- In **FPMTFL**: *Materials and Resources in EFL-Design, Creation, Adaptation and Evaluation*
- In **FPMME -TIC**: *Creación, adaptación y evaluación de materiales.*

4.1. What can students analyze?

The following options are available:

- a- Analysis of a **material in full** (that would include a teaching unit, a textbook, a web, an app, etc.)
- b- Analysis of a **certain component** (like grammar, sociocultural contents or alike) in more than one material (maximum three).
- c- Analysis of a material designed by themselves (that would correspond to a FP in Design and Analysis of Materials – available in FPMELE, FPTEFL and FPMME-ITC).

We strongly recommend students to choose something to design in an area which is particularly motivating for them. It would be a good idea to start off by considering two or three possible topics and, after careful consideration, select which one can be the most feasible and enriching.

4.2. Guidelines for the analysis

4.2.1. In language learning

The following model applies to language learning materials.

a. Teaching unit and theory

- What theoretical assumptions underlie the design of the unit?
- In what theory of language and learning seems to be based?
- Is there a coherence between the statement of principles made in the textbook in which the unit is inserted and what arises from its analysis?

b. Teaching unit and methodological approach

- What methodological approach does the textbook claim to be based on?
- Is the methodological approach imposed by a curriculum?
- How is the methodological approach reflected in the analyzed unit (in the specification of objectives, selection of contents, etc.)?
- Is there a coherence between the methodological approach claimed by the textbook and what arises from the analysis of the selected unit?

c. Teaching unit and users

- What teaching context is the unit aimed at?
- What is the target student's profile (age, needs, homogeneity or heterogeneity in L1, etc.)?
- What type of courses is it aimed at (general or specific, intensive, etc.)?

d. Teaching unit and supplementary material.

- Does the supplementary material cover shortages of the analyzed unit?
- Are the supplementary materials coherent with the teaching unit?

e. Teaching unit: activities and texts

- Are contents and activities requirements coherent?
- Are texts and processing methods coherent?
- Is there a correct sequencing of activities?
- Is the language authentic? Even if they are adapted texts, are they representative of language use, high quality and include oral texts, too?

- What degree of authenticity has the generated language (is there a genuine interaction): information void, personalization (acting from one's own identity), purpose of the action, contextualization, interaction with meaning, unpredictability, cooperation with the interlocutor, etc.?
- What degree of verisimilitude show the intended language use inferred from the activities?
- How clear is the design of the unit: the graphic presentation, the arrangement of the elements, the grammatical explanations, the systematization schemes of the code, the instructions for carrying out the activities, etc.?
- To what extent does the unit have variation in topics, proposed activities (resolution techniques), textual typology (genres, sources, language models), class dynamics and activities, skills, levels of language (morpho syntactic, pragmatic, etc.), learning styles, registers, cognitive processes involved, etc.?
- Is there a balance in time and mode of treatment of skills (integration) in the reception of language and production of language? in the treatment of skills (integration), between the language contributed and the language generated, in the time devoted to each phase?
- To what extent is it appropriate to the level of competence of the student, the characteristics of the student profile, the type of course, etc.?
- To what extent is it flexible? In other words, does it admit creativity? Does it allow autonomy by teachers and students? Does it cater to different levels of competence?
- Are the themes, contents and activities motivating? Are they meaningful? Do they involve the person? Do they consider the student's own knowledge? Are they close to the student's reality? Do they require the adoption of an active role by the student?

4.2.2. In ITC

The following model applies to ICT materials.:

b. Materials and theory

- What theoretical assumptions underlie the design of the unit?
- In what theory of language and learning seems to be based?
- Is there a coherence between the statement of principles made in the textbook in which the unit is inserted and what arises from its analysis?

b. Materials and methodological approach

- What methodological approach does the textbook claim to be based on?
- Is the methodological approach imposed by a curriculum?
- How is the methodological approach reflected in the analyzed unit (in the specification of objectives, selection of contents, etc.)?

- Is there a coherence between the methodological approach claimed by the textbook and what arises from the analysis of the selected unit?

c. Materials and users

- What teaching context is the unit aimed at?
- What is the target student's profile (age, needs, homogeneity or heterogeneity, etc.)?

f. Hyperconnection, accessibility and adaptability.

- Does material redirect to other materials that might cover shortages of unit?
- Are the supplementary materials coherent with the teaching unit?
- Are the recommended materials flexible? Is there room for creativity on the side of teachers and students? Do they cater different levels of competence?
- What devices are needed to access the materials? Is there more than one possibility?
- Are those devices available for the target user in terms of economic cost and technological capacity?

g. Activities and texts

- Are contents and activities requirements coherent?
- Are texts and processing methods coherent?
- Is there a correct sequencing of activities?
- Are the materials visually clear? How are the graphic presentation, the layout of the different elements, the systematization schemes of the code the instructions for the activities, etc.
- How clear is the design of the unit: the graphic presentation, the arrangement of the elements, the grammatical explanations, the systematization schemes of the code, the instructions for carrying out the activities, etc.?
- To what extent does the unit have variation in topics, proposed activities (resolution techniques), textual typology (genres, sources, language models), class dynamics and activities, learning styles, cognitive processes involved, etc.?
- Are the themes, contents and activities motivating? Are they meaningful? Do they involve the person? Do they consider the student's own knowledge? Are they close to the student's reality? Do they require the adoption of an active role by the student?
- To what extent is it appropriate to the level of competence of the student, the characteristics of the student profile, the type of course, etc.?

4.3. Guidelines for analyzing a component

In the analysis of **materials of SFL and EFL**: The student should choose one of the following components to analyze in the manuals: grammatical contents, lexical-semantic contents, phonetic-phonological contents, sociocultural contents or strategic contents.

In the analysis of **ICT materials**: The student will be able to choose a component of his choice in consultation with the FP director. For example, it is possible to analyze in several platforms a certain thematic content, or working mode of some learning strategies, cognitive processes, attention to diversity, etc.

The analysis of the selected component should be guided by the following basic questions:

- ✓ How is the component treated in the selected materials?
- ✓ What vision of the component can we infer from the analysis of materials?
- ✓ Does the treatment received by the component agree with the most recent methodological tendencies in this respect?
- ✓ How does the component relate to other contents?
- ✓ How does the treatment of the component in the different materials differ or resemble to each other?
- ✓ In what aspects does the treatment that the component receives in the selected

4.4. Step-by-step analysis plan

In the following table, we have included a list of steps to follow in order to plan a coherent design plan (left column) and the actions to be taken in each step (right column).

PLAN	ACTION
1- Write a short list of possible aspects that you might want to analyze	1- Find inspiration in similar research studies. Our library hosts specialized articles and allows search in wider catalogues. At the end of some studies, you might find suggestions for further research. You may want to discuss it you're your colleagues in the educational institution.
2- Choose the item in the list that most interests you.	2- Think how the design can take place. It is important to decide the starting point and the approach of the FP.
3- Define the approach of the FP. Often, the selected area of study is too wide, so it might be necessary to select a more definite aspect, variable or element.	3- Organize your initial ideas and make a list of pros and cons.

4- Set the main aims of the analysis.	4- Carefully consider which aspects should be included in the plan and which ones should not. It is important not to be overly ambitious at the beginning.
5- Read about the topic to better understand its extension and how it has developed. Start reading general sources on the topic and continue with specialized references.	5- These readings will put you in touch with research similar to the one you might want to carry. Moreover, it will disclose potential problems and possible solutions for those problems.
6- Write a first draft of the initial proposal and revise it critically.	6- Organize the draft structure carefully: objectives, object of study, data collection techniques, preliminary conclusions, etc.
7- Set a realistic calendar with all the relevant stages. Deadlines are helpful to complete the FP on the allocated time.	7- Divide the allocated time to each task depending on how difficult you expect each section to be. You should be aware that some sections will take longer than others.
8- Carefully complete your initial proposal. Include all the information retrieved so far. Read each heading to make sure you have not forgotten any relevant information.	8- Once you have decided on the topic and how to collect the data, complete the Initial Proposal and send it to your FP director for feedback.
9- Build on from the initial text: be ready to modify things.	9- Don't expect your work to be done after the first draft. Most likely you will have to revise it several times until you have developed all the sections adequately.
10- Be critical with your work. You might not be in possession of all truth and your work might not be perfect.	10- Try to consider the limitations and mistakes of your work. You might consider, for example, what aspects you would or would not cover if you had to start the work anew.

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