



Universidad  
de Alcalá

# GUÍA DOCENTE

## Trabajo Fin de Master (Action Research Project)

**Máster Universitario en Enseñanza del Inglés  
como Lengua Extranjera**

**Universidad de Alcalá**

**Curso Académico 2019/20**

## GUÍA DOCENTE

|                                      |  |
|--------------------------------------|--|
| Nombre de la asignatura:             | <b>Trabajo Fin de Master (Action Research Project)</b>   |
| Código:                              | <b>201321</b>  |
| Titulación en la que se imparte:     | <b>Máster Universitario en Enseñanza del Inglés</b>  |
| Departamento y Área de Conocimiento: | <b>Filología Moderna</b>   |
| Carácter:                            | <b>Obligatoria</b>   |
| Créditos ECTS:                       | <b>16</b>  |
| Curso y cuatrimestre:                | <b>Anual</b>   |
| Profesorado:                         | Dolores Porto, Manuel Megías, Ana Halbach, Antonio García, Daniel Candel, Isabel de la Cruz, Mercedes Díez, Cristina Tejedor, Jesús García, Carmen Santamaría, Raquel Fernández, Catherine Watts, Juan Manuel Camacho, José Santiago Fernández Vázquez, Mary Frances Litzler |
| Horario de Tutoría:                  |  |
| Idioma en el que se imparte:         | <b>Inglés</b>  |

### 1. PRESENTATION

The Royal Decree 1393/2007 of 29 October, establishing the regulation of official university degrees, indicates that all official postgraduate teaching will conclude with the preparation and public defence of a Master's Dissertation (hereafter MD), which has to be part of the curriculum. To complete the degree programme, in-service teachers are required to prepare a research project with didactic proposals for implementation in the classroom.

Students will only be admitted for public defence of their projects once they have passed all the other components of their programme of study.

### 2. COMPETENCES

Generic competences:

1. Planning and executing a small-scale research project.
2. Critical thinking skills.
3. Ability to locate relevant bibliographical references and use them as a starting point for own work.
4. Write an academic paper in English.

Specific competences:

1. Analyze their current teaching practice to identify areas for growth.
2. Plan a didactic intervention addressing the problems found.
3. Execute and evaluate the impact of the didactic intervention.

### 3. CONTENTS

| Content blocks                                 | Total teaching sessions, credits or hours |
|--|---|
| Identifying area of research                   | • 2 credits                               |
| Literature review                              | • 2 credits                               |
| Planning & carrying out pedagogic intervention | • 4 credits                               |
| Collecting and analyzing data                  | • 4 credits                               |
| Writing research report                        | • 4 credits                               |

### 4. TEACHING AND LEARNING METHODS

#### 4.1. Distribution of credits

|  |  |
|--|--|
| Número de horas presenciales:                      | Optional face-to-face tutorial with director |
| Número de horas del trabajo propio del estudiante: | 400  |
| Total horas  | 400  |

#### 4.2. Methodological strategies, materials and resources

|   |   |
|---|---|
| Exchange with director of Master's Thesis | Through these exchanges the director will guide and supervise the work done by the student. The exact nature of these |
|---|---|

|                             |   |
|-----------------------------|---|
|                             | exchanges as well as their frequency will depend on the students' needs. It is the students' responsibility to seek the director's advice and to then follow his/her indications.                         |
| Literature review           | Students will need to find relevant bibliography about the area they are going to do research on, so as to make sure that their own teaching intervention is informed by current thinking about teaching. |
| Writing the research report | Students will need to write a research report of 8,000 to 12,000 words.   |
| Oral defence                | Students will present their research orally.  |

## 5. ASSESSMENT: Procedures, assessment and marking criteria

Students will be required to present and defend their work publicly before an Evaluation Committee.

Once the MD is completed, the supervisor will send an electronic copy of the work with a brief report to the President of the Evaluation Committee. The report should state explicitly that the MD is ready for public defence and contain a suggested mark. This must be sent ten days before the date of the public defence.

There will be two examination procedures during the academic year. Exceptionally, when a student has completed all the modules of the programme in February, there may be a special public defence earlier in the year if permission is granted by the Academic Committee of the Master's. The President of the respective Evaluation Committee will notify each student well in advance the place, date and time set for their exam. During their exam, each student will have a few minutes to orally present a summary of key aspects of their work. After the exposition, students will answer questions and clarifications that may be requested by members of the Evaluation Committee.

### Assessment criteria

The Evaluation Committee will consider the following assessment criteria:

- ✓ Clarity, precision, accuracy and consistency in the determination of **objectives**.
- ✓ Appropriateness of the **methodology** used.
- ✓ Depth and mastery of topics and **contents** that are dealt with (state of the art, context, teaching strategies, etc.).
- ✓ Degree of originality and personal **contributions**.
- ✓ Handling of **bibliography**.
- ✓ Correction in the **writing**, organization and presentation of work.
- ✓ Clarity, correctness and structure of the **oral defence**.

## 6. BIBLIOGRAPHY

- Hubbard, R. S., and B. M. Power (2003) *The Art of Classroom Inquiry: A Handbook for Teacher-researchers*. Portsmouth, NH: Heinemann.
- Mills, Geoffrey E. (2006) *Action Research: A Guide for the Teacher Researcher*. London: Prentice Hall
- McNiff, Jean, Pam Lomax and Jack Whitehead (2003) *You and Your Action Research Project*. London: Routledge.
- Sagor, Richard (2004) *The Action Research Guidebook: A Four-step Process for Educators and School Teams*. Thousand Oaks, CA: Corwin Press.
- Stringer, E. (1996) *Action Research: A Handbook for Practitioners*. Thousand Oaks, CA: Sage Publications.

### Links to action research web sites

Action Learning and Action Resources (ALAR)

It lists frequently asked questions about action research.

<http://www.scu.edu.au/schools/gcm/ar/arp/arfaq.html>

Action Research at Bath University (UK)

<http://www.actionresearch.net/>

Action research for professional development

Concise advice for new action researchers, by Jean McNiff

<http://www.jeanmcniff.com/booklet1.html>