



Federación Argentina de Asociaciones de Profesores de Inglés

Researching, writing and sharing in academic settings Further Information

Modality

This learning space has been designed as a seminar. The choice of a course type cannot be a mere chance or formal operation, since it implies a special way of thinking and impacts on the way participants relate to the object of study. If we understand a seminar as propitiating the study of problems relevant to education, encouraging critical thinking to reverse fossilized practices and promoting critical reading and epistemic writing, then this course type seems to be appropriate for our purposes, objectives and selected contents.

Our proposal is based on problems which are relevant to present-day teachers of English, and the selection of topics and activities is aimed at furthering their proficiency in the field of academic writing. Besides, teaching in the virtual environment tries to tend to needs arising from unfavourable work conditions. We are aware that time constraints do not encourage the exploration of the amount of bibliography available in the field, critical thinking about present-day issues or the discussion of theoretical and critical problems. Also, many teachers live far from learning centres, which makes virtual environments the best choice for them; the seminar format provides the necessary space to engage in democratic dialogue; and finally, a virtual seminar that works with teachers from all over the country could be the starting point of new, fruitful exchanges.

Time investment: April 17 to July 31 2017

Graduates attending this seminar will be asked to devote to it around five hours a week. This includes the time allotted to reading, to carrying out weekly activities and to completing the final assessment.

Purposes

- Encourage active participation in conferences
- Provide opportunities to explore guidelines for proposal submission.
- Raise awareness about the complex process involved in writing for academic purposes
- Favour the appropriation of knowledge through new technologies

- Promote discussion about ethical issues in the academic community
- Stimulate hypertextual reading

Seminar Contents

The list of contents in the box below does not indicate either hierarchy or presentation sequence. The different topics will be evenly distributed in 5 lessons.

Personal learning environment. Reliable sources. Discourse community. Academic genres. Occluded and supporting genres. Genre sets and genre chains. Conference and journal guidelines. Research fields and methodologies. The abstract. Reviews. Narrative reports. The conference paper. Oral presentations and slide presentations.

Activities

- Reading and commentary of different types of text
- Selecting reliable sources
- Evaluating materials
- Writing collaboratively (wiki, glossary) in response to reading activities
- Producing a(n) abstract/review/a slide presentation
- Contributing to forum discussions
- Drafting, sharing and editing texts

Assessment

Assessment is not regarded as a discrete, final action but a continuous process which allows to visualize participant achievements and the efficacy of the teaching proposal. In this course it will be carried out by means of graphic scales especially designed to assess participation (in forums, wiki texts, conceptual maps) and written production (both individual and collaborative).

To successfully complete the course, participants will have to

- Make meaningful contributions to the activities proposed throughout the course
- Write a text in accordance with their needs and interests. The type of text will be chosen out of those explored during the course and will respond to the graduates' experience, to the data they have gathered and to their personal objectives. As this seminar is also meant to encourage participation in FAAPI

activities, texts to be submitted to AJAL and to FAAPI Conferences will be proposed, but assessment will be open to other possibilities.

At the moment of assessing the participants, priority will be given to performance over achievement.

Tutors' Biodatas

María Susana Ibáñez, English teacher (ISPI N° 1 Estela G. de Cervera), English B.A. (UNL), Master of Arts with an orientation in Anglo-American Literature (UNC) and Doctor in Comparative Literature and Culture (UNC). Former Head of the Translation Course and Subdean (ISP N° 8 "Almirante G. Brown"). Dean of ISP N° 8 "Almirante G. Brown" from 2014. Currently teaches Literature at UNL and at ISP N° 8 "Almirante G. Brown". She is author and co-author of papers on EFL, Literary Studies, Film Studies and Translation.

Raquel Lothringer, English Language and Literature teacher (Instituto del Profesorado,Paraná), Especialista en Educación en Entornos Virtuales (Universidad Nacional de Quilmes), former Head of the Modern Languages Department (Facultad de Ciencias de la Educación- Universidad Nacional de Entre Ríos), is currently an on-line tutor and materials designer at Área "Educación a Distancia" (Universidad Nacional de Entre Ríos) and co-editor of "Argentinian Journal of Applied Linguistics (AJAL)". She is author and co-author of papers on Literature and on English for Academic Purposes.