

English Soft Skills – Communicative Workshop for Industrial Engineering Students

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Dedication

Sebastian

Thanks to God that gave me the resilience, perspective and patience thought this project.

I'd like to thank Harry Styles, Niall Horan, Louis Tomlinson, Liam Payne and Zayn Malik because without their music I wouldn't have been able to finish this work;

To my parents that always supported me during this process and get me into the English Language so early in my life.

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Andres

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Resumen

Título: Habilidades Blandas – Talleres de Aprendizaje Comunicativos para Estudiantes de Ingeniería Industrial*

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Palabras Clave: lenguas extranjeras, habilidades blandas, talleres de aprendizaje, comunicación, estudiantes de ingeniería.

Descripción: El presente trabajo expone los resultados sobre la aplicación talleres de aprendizaje “soft skills for industrial engineers” realizado bajo el programa WeSpeak de la escuela de Ingeniería Industrial en compañía con la escuela de Idiomas de la Universidad Industrial de Santander, Colombia. Como objetivo principal, enseñar, mejorar y desarrollar las habilidades blandas de un grupo de estudiantes de ingeniería industrial de la Universidad Industrial de Santander, bajo el uso de la metodología de Inglés con fines específicos. De esta manera, se caracterizan los estudiantes según su nivel de inglés y se crea una serie de talleres de aprendizaje sobre habilidades blandas para su enseñanza durante el primer semestre del año 2024. Como base metodológica para la creación de los talleres se toman en cuenta definiciones de habilidades blandas tales como las de Matterson (2016), sobre la importancia y diferenciación de habilidades blandas y la aserción de Wilson and Marnewick (2018) sobre la importancia de las habilidades blandas para ingenieros industriales en el siglo XXI. El trabajo fue realizado con 7 estudiantes de los semestres 8-9 de la escuela de Ingeniería Industrial, los cuales asistieron a todas las sesiones de habilidades blandas. Junto con la metodología de aprendizaje colaborativo, metodología activa y el aprendizaje basado en proyectos y la aplicación de una encuesta de necesidades de los estudiantes, se lleva a cabo la creación de los talleres de aprendizaje de 4 habilidades blandas relevantes para estudiantes de Ingeniería Industrial de la Universidad Industrial de Santander. Finalmente, se analizan los resultados de cada sesión y se resalta el desarrollo de cada estudiante a través de las sesiones desarrollando y mejorando sus habilidades blandas en diferentes contextos que su trabajo lo requiera. De esta manera, estos resultados son relevantes para la aplicación del mismo curso en las cohortes que sigan en el proyecto.

* Trabajo de Grado

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Abstract

Title: English Soft Skills – Communicative Workshop for Industrial Engineering Students *

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Key Words: Foreign Language, Soft Skills, Communication, Workshop, Engineering Students.

Description: this paper presents the results of the implementation of the "Soft Skills for Industrial Engineers" learning workshops, carried out under the WeSpeak program of the Industrial Engineering School in collaboration with the School of Languages at the Universidad Industrial de Santander, Colombia. The main objective was to teach, improve, and develop soft skills in a group of Industrial Engineering students from the Universidad Industrial de Santander, using the methodology of English for specific purposes. In this context, the students were characterized according to their English proficiency level, and a series of learning workshops focusing on soft skills were created for their instruction during the first semester of 2024. The methodological foundation for the creation of these workshops was based on definitions of soft skills, such as those provided by Matterson (2016), emphasizing the importance and differentiation of soft skills, and the assertion of Wilson and Marnewick (2018) on the importance of soft skills for industrial engineers in the 21st century. The study involved seven students from the 8th and 9th semesters of the Industrial Engineering School, who attended all soft skills sessions. In addition to the collaborative learning methodology, active learning methodology, and project-based learning, a student needs survey was conducted, leading to the creation of workshops focused on four key soft skills relevant to Industrial Engineering students at the Universidad Industrial de Santander. Finally, the results of each session were analyzed, highlighting the development of each student through the workshops, where they enhanced and improved their soft skills in various contexts relevant to their future careers. These results are valuable for the implementation of the same course in future cohorts of the project.

* Degree Work

** Faculty of Human Sciences. School of Languages. Degree in Foreign Languages with Emphasis in English. Director: Olga Lucía Uribe Enciso. Master's degree in Teaching English as a Foreign Language. Master's Degree in Spanish as a Foreign Language Teacher Training.

Introduction

We selected the Business Internship option for Senior Project I and II courses because it would enable us to fulfill graduation requirements and obtain valuable experience for our future career path. This option enabled us to improve our personal and professional abilities while interacting with different environments of business through targeted projects in their subject of study. In order to create a project that would satisfy the needs of both institutions, the School of Languages and the School of Industrial and Business Studies (EEIE) has been working together for more than two years implementing a range of approaches and strategies through different graduation projects.

First of all, a brief contextualization of the institutions involved in the development and execution of the project. Bucaramanga is home to the Industrial University of Santander (UIS), with 45 undergraduate programs, 37 specialties, 50 master's degrees, and 12 doctorate programs available at UIS. UIS has a 74-year history and is well-known in the area for its strong academic standards and its students' impressive performance on national tests.

A joint endeavor between the School of Languages and the School of Industrial and Business Studies strengthens this initiative even more. Through this relationship, future educators from the Bachelor of Foreign Languages program will be able to use their knowledge to teach important skills to Industrial Engineers.

The two schools decided to establish a workshop under the School of Industrial and Business Studies' WeSpeak initiative, which offers a free bilingual area for instructors, graduates, and students. Through this workshop, students from the Foreign Languages program can impart

valuable knowledge on Industrial Engineering students, particularly in the language of their specialization, English, with an emphasis on soft skills development. For this reason, the program was designed and created.

Under the WeSpeak initiative of the School of Industrial and Business Studies, which provides graduates, and students with a free bilingual area, the two schools decided to establish a workshop. Through this workshop, students from the Foreign Languages program can teach Industrial Engineering students' valuable information, especially regarding the use of a second language in their lives; focusing on the use of it regarding soft skills for professional life. Because of this, the workshop's design has been carefully considered to meet the particular requirements of engineering students. The workshop focuses on first perceiving its basic job in the designing field. To improve their verbal and written communication abilities, students participate in group discussions, role-playing, and presentations. Students will be able to practice and improve their ability to communicate technical information in a clear and concise manner by participating in these activities, which are based on real-world scenarios. Students will be better prepared to successfully navigate the digital communication landscape as a result of the workshop's integration of the use of cutting-edge communication platforms and tools. Developing their relational abilities, designing understudies are better furnished to work together with assorted groups, present their thoughts unhesitatingly, and add to effective task results.

Apart from communication, the training mainly emphasizes flexibility, empathy, and cooperation which are critical soft skills for engineers. Students are exposed to dynamic problem-solving tasks in the adaptation module, where they must make adjustments for changing conditions and solving unanticipated difficulties. This helps students become more quick and strategic

thinkers and gets them ready for the constantly changing needs of the engineering sector. To encourage collaboration and cooperation among pupils, teamwork exercises are included. These exercises involve team-based tasks and group projects that call for cooperation and shared accountability in order to reach common objectives. The empathy element permeates the whole course, assisting students in respecting and appreciating other points of view.

As a result, engineering students leave the workshop not only with the technical know-how required for their career advancement, but also with the fundamental soft skills that are becoming more and more important in today's team-oriented workplaces. The curriculum incorporates communication, empathy, flexibility, and teamwork to make sure that students become well-rounded professionals who can succeed in challenging real-world scenarios. With these abilities, they can not only perform well on their own but also effectively contribute to team projects, handle a variety of workplace dynamics, and take an eclectic and practical approach to problems. In the end, this comprehensive approach to teaching equips aspiring engineers to be not just skilled problem solvers but also capable leaders and sympathetic team players, ready to come out positively both within and outside of their professions.

Additionally, the workshop's focus on interpersonal and technical skills equips students for the multiple roles that engineers can play in the modern world. In the job market, it is important for industrial engineers to oversee projects, work in cross-disciplinary teams, and think about how their work will affect society as a whole. The curriculum guarantees that graduates are prepared to create, work well in teams, and lead with empathy and integrity, making them well-rounded professionals ready to succeed in their jobs. This is achieved by fostering these soft skills alongside disciplinary knowledge.

1. Objectives

1.1 General Objective

To help a group of Industrial Engineer students at UIS to develop soft skills through English for Specific purposes lessons.

1.2 Specific Objectives

To characterize the Industrial Engineering students according to the soft skills they are interested in and their English language needs.

To review available and relevant literature to English with a Specific Purpose (ESP) and soft skills.

To design and implement a pedagogical intervention aimed at developing soft skills through ESP.

2. Theoretical Framework

This section mainly covers the key concepts underlying this work, the development of the soft skills workshop sequence. First, a review of the term *soft skills* will take place, their nature and their relevance to the field industrial engineering. Second, there will be a literature review of important concepts such as collaborative learning, active methodology and constructivist learning theory, which are the theoretical basis of the workshops that will be carried out. Finally, there will be a description of how important the use of project-based learning (PBL) is in the development of a soft *skills* set of workshops for industrial engineers.

2.1 What are *soft skills*?

This review covers different definitions of “skills,” a core concept in this project. Matteson et al. (2016) describe a skill as “the ability to access knowledge from a domain-specific knowledge base and use that knowledge to perform an action or carry out a task” (p. 74). In contrast, Attewell (1990) defines a skill as “the ability to do something well.” (p. 64). While both definitions emphasize the importance of ability, they differ in scope. Matteson et al. (2016) highlight the application of domain-specific knowledge, suggesting a more technical or specialized context, whereas Attewell's definition focuses more generally on proficiency. The key distinction lies in whether skill pertains solely to performance or also to the depth of knowledge required. In this project, both definitions are relevant: the technical aspect of skills emphasized by Matteson et al. informs the structured tasks involved, while Attewell's broader definition underscores the goal of achieving excellence in these tasks.

Laker & Powell (2011) assert that there are two types of skill sets: hard skills and soft skills. Hard skills are described as technical or practical abilities, such as languages, mathematics,

programming, accounting, machine operation and writing among others. While on the other hand there is the definition of soft skills that makes reference to the interpersonal capabilities, such as communication, flexibility, leadership, teamwork and time management. Therefore, for soft skills, primarily there is the definition given by Hurrell et al (2012) as “soft skills as non-technical, not dependent on abstract reasoning, and involving interpersonal and intrapersonal abilities that enhance mastered performance in specific contexts” (p. 162), not only soft skills referred to teamwork, communication and problem-solving ability but it relates with improving personal learning, motivation, and performance as soft skills. However, Matterson et al. (2016) argue soft skills as people management skills, this list includes clear communication, solving and managing problems, and understanding human behavior (p.75).

Nowadays, there is a notable demand and recognition of the significance of soft skills across various domains such as education, engineering, business, health, and communications. Despite challenges in reaching consensus on frameworks and terminologies, the literature extensively discusses the importance of soft skills for individual success in the workplace. Matterson et al. (2016) found that the most common soft skills listed in jobs ads referred to the ones as: innovation, initiative, service orientation, leveraging diversity, communication, leadership, collaboration and cooperation, and team capabilities (p. 75). There have been different perspectives of what a soft skill really is and there is no doubt the highly importance these skills are in the 21st century workplace, not only to enhance individual development in the company but to create a better work environment in which there happen to be collaborative work, teamwork, problem solving ability and innovation.

2.1.1. Soft Skills for engineers

Both academia and industry agree that engineers require soft skills in the 21st century. Proficiency in these skills significantly impacts engineers' career success as hard skills do. To thrive in today's diverse and interdisciplinary environment, engineers require not only technical expertise but also leadership, interpersonal, communication, and problem-solving abilities.

Consequently, Tito and Serrano (2016) assert that the optimal approach to prepare the future workforce emphasizes not just the development of technical skills but also the enhancement of interpersonal and intrapersonal abilities. Currently, demonstrating soft skills seems to be highly important at the time of hiring or postulating for a position; for that reason, it is fundamental to develop them properly.

For that reason, Pulko and Parikh (2003) argue that the main focus in soft skills go to presentation skills, effective report writing, teamwork, and time/project management. A study developed by Wilson and Marnewick (2018) with graduate engineers showed that even though a list of soft skills were taught including problem solving skills, ethic, lifelong learning, teamwork, and creativity or innovation, there were just some "highly important" in the job-hunting industry: problem solving, innovation and teamwork. Munir (2022) reinforces this idea by asserting that engineering educators must face this reality and modify their curriculum to meet the needs of the industry; otherwise, they run the danger of forming graduates who will struggle to find employment. Consequently, "engineers tend to focus more on things than people, logic than emotion, and facts than feelings" (Visser et al., 2004, p.18). Therefore, emphasizing technical aspects alone may leave engineers lacking in interpersonal skills for effective participation in people-oriented tasks.

This deficiency in soft skills not only affects engineers' performance in collaborative environments but also impedes their primary goal of securing employment in a competitive job market.

Finding employment is the primary goal for many engineering graduates after years of dedicated effort. However, due to the competitive job market and limited opportunities, realizing this dream is not always feasible. The majority of the literature review acknowledges the importance of soft skills and the meaningful necessity of working on them. Munir states that Engineering education institutions must acknowledge this need and incorporate soft skills training in their curricula (2022). To sum up, soft skills must be taught or developed by engineers, not only because that is what today's job market is asking for but to successfully have a well-rounded job experience and CV, in which engineers will blend their technical and their soft skills.

2.2. English for specific purposes – teaching soft skills

According to Tikhonova et al. (2018) English for Specific Purposes (ESP) courses typically concentrate on developing communication skills relevant to prospective professional environments. Therefore, these courses specifically aim to enhance communication skills in the context of future professional settings, tailoring the language instruction to the specific needs and demands of the learners' intended fields. The emphasis of this project's training is on the linguistic and soft skills that are necessary to put them into practice. The English-language format of these programs helps participants achieve the dual objectives of improving their soft skills and speaking talents.

Due to Globalization processes and new educational trends, as presented by Rodriguez (2021), an increasing number of people are learning this language for its importance. English is

the primary foreign language used in the engineering field and speaking it has evolved from being a privilege to a must.

2.3 Collaborative Learning (CL)

In order to have a meaningful teaching and learning experience in the *soft skills* ' workshop, collaborative learning, which is an educational approach, will be used as a foundation. This approach has its focus in group work and self-conscious learning; as pointed by Laal and Mohammad (2011), it requires students to collaborate in groups to finish a goal, solve an issue, or produce a product. It also makes people accountable for their activities, which includes understanding and appreciating the skills and contributions of their peers. Following this train of thought, collaborative learning has also proven to be an effective method in the educational field. This is supported in the previous research mentioned, in which they found that CL, in comparison with more self-absorbed endeavors, has provided better results in different areas. For instance, it “has numerous benefits and typically results in higher achievement and greater productivity, more caring, supportive, and committed relationships; and greater psychological health, social competence, and self-esteem” (Laal & Mohammad, 2021, p. 489).

This same idea is posed by Gokhale (1995), who defines CL as “an instructional method in which students at various performance levels work in small groups towards a common goal. The students are responsible for one another’s learning as well as their own” (para.1). Nonetheless, not only has it proven to be an effective method in normal classrooms but also in ESP settings. An investigation carried out by Saba Ayon (2010) studied the benefits of developing collaborative skills in the classroom as it gives students tools to succeed in the workplace. These include “team working, managing conflicts, decision making, and communication skills” (Musa et al., 2011,

p.94). In this way, helping students to become more independent and being able to express their points of view.

To sum up, CL offers students a new approach to learning that will help them develop soft skills in a more dynamic way and that are not only useful in the classroom but also in professional environments. While gaining these skills, participants in the workshops have more opportunities for language practice. A final study is that of Febrie's (2019), who evaluate how twelve ESP students engaged in collaborative learning during their speaking lesson. Thanks to her research, she found that "the learners positively perceived the implementation of speaking collaborative activities effective in helping them learn English" (Febrie, 2019, p. 318).

2.4. Active Methodology

This strategy to approach the learning and teaching supports the structuring and planning of the lessons during the project. According to research by Freeman et al. (2014), active learning improves students' performance in the subjects of science, engineering, and mathematics. The study's conclusions, which were published in the Proceedings of the National Academy of Sciences of the United States of America, show that using active learning techniques improves academic performance. Active teaching approaches include students in the learning process by adding debates and/or activities in the classroom, as opposed to a passive approach where students only listen to the teacher. Higher-order thinking is given priority in these approaches, which also usually involve cooperative work.

According to Labrador and Andreu (2008), active techniques are effective in creating a lively and captivating learning environment. In line with their research, active pedagogies have a

range of approaches, plans, and tactics used by teachers to change the classroom into an interactive learning environment that promotes student engagement and, in turn, a more effective learning process. There are several benefits to using active approaches in soft skill training beyond the immediate academic gains (Freeman et al., 2014).

The acquisition of essential interpersonal and communication skills is one important advantage. Students learn how to express their ideas clearly, listen intently, and participate in productive discussions in addition to being exposed to course material through activities and debates. These abilities are essential in professional contexts where success frequently depends on successful communication and teamwork.

Active approaches can encourage a deeper comprehension and memory of the material. Engaging students in debates and practical exercises increases their chances of internalizing and applying the knowledge they have learned. This kind of active participation helps students get a deeper and more comprehensive understanding of the material, which is essential for long-term retention and practical application.

Furthermore, the collaborative aspect of active methods fosters interpersonal interactions and teamwork among students. Students gain experience sharing different points of view, cooperating to achieve common objectives, and appreciating the contributions that each team member makes to the group through group activities. These experiences prepare students for future professional efforts where teamwork is often essential by simulating real-world collaborative dynamics.

In conclusion, the multifaceted benefits of active methodologies extend beyond the immediate academic realm, encompassing the development of critical soft skills essential for success in different life domains. The integration of active methodologies in teaching, as emphasized by both Freeman et al. (2014) and Labrador and Andreu (2008), favors a holistic and impactful approach to education.

2.5 Constructivism Learning Theory

Fundamentally, constructivism emphasizes the significance of making connections between new ideas and prior knowledge, arguing that students learn by integrating new material into their preexisting cognitive frameworks. This idea contends that learning is a dynamic process of creating meaning rather than a passive intake of information, which puts traditional, didactic teaching approaches to the test.

Constructivists emphasize the importance of the learning context and argue that the setting in which a concept is introduced has a significant impact on the learning process. This contextual factor emphasizes how crucial interactive, hands-on learning settings are for encouraging participation and teamwork. Constructivism also promotes a customized approach that takes into account the various viewpoints and backgrounds of students, acknowledging the impact of students' beliefs and attitudes on the learning process. Constructivism, at its essence, emphasizes the learner's position as an active agent in their own education, allowing new information to be connected to pre-existing mental structures in order to promote a deeper comprehension and retention of knowledge.

This student-centered approach fosters critical thinking, problem-solving, and a comprehensive understanding of the subject matter, all of which are in line with modern

educational values. Constructivism, which emphasizes the active creation of knowledge within a relevant and contextually rich educational environment, ultimately represents a paradigm change in teaching and learning.

2.6 Project-based learning

According to the paper *Transforming Pedagogy: Changing Perspectives from Teacher-Centered to Learner-Centered* (2015) which explores the development of educational paradigms, Project-Based Learning (PBL) emerges as a transformational pedagogical method. PBL essentially moves the emphasis from traditional teacher-centered methods to a learner-centered setting where students actively engage in real-world projects that are realistic. The paper highlights that this instructional technique prioritizes the skills and subject knowledge that are acquired during the instructional process.

The starting quote highlights how important it is to have these learned abilities and information in order to successfully complete the PBL final product. PBL not only helps students gain a deeper comprehension of academic material but also promotes the development of important skills like problem-solving and teamwork by immersing them in the dynamic creation of tangible outcomes. Essentially, this method is in line with the current trend in education, which gives students more agency over how they learn.

3. Activities Implemented

3.1 Phase 1: Initial Meetings

The initial meeting with Professor Juan Felipe Reyes Rodriguez, on October 12, 2023, was a crucial point in the program's planning. Even though it was short, key aspects for the pedagogical intervention, such as contents and teaching strategies, were dealt with. During this session, Professor Rodriguez shared the good experience they had with the last graduation project students. He specifically highlighted their suggestions, initiative and creative and practical teaching approach, and the faculty's good response to the workshops. In addition, the professor acknowledged the program's important achievements and underlined the need for its continuation. General ideas and general objectives were discussed at this first meeting, laying the groundwork for an investigation in the second meeting held on October 18. This methodical approach made it possible for plans of action to be developed and worked upon to ensure a plan of action in the classroom that encompassed our vision for the meetings and the expectations of the team, to have a well-considered plan for the program's execution.

The second meeting was held virtually, where, in agreement with Professor Felipe, the dates for cinema forums were set. These forums would feature two movies focused on soft skills in the context of engineering, leadership, and organizational structure within tech/market-related companies. The first forum, scheduled for November 15, 2023, included a screening of the movie *Jobs* in Galea Lab, attended by several students. After the screening, group discussions were held to assess the students' English proficiency and gather their opinions on the film. The forums were designed to introduce students to the upcoming soft skills program planned for next semester.

Planned for November 22, 2023, the second cinema forum carried on the program's purposeful sharing of soft skills in engineering, leadership, and organizational dynamics in tech/market-related enterprises with diverse formats such as the analysis of a movie. This occasion called for the movie "The Founder." With greedy capitalism and its effects on small enterprises as a backdrop, this film presents an engaging story. The program's goal was to increase students' comprehension of real-world situations and raise their knowledge of the complexity of business and leadership by exploring these cinematic tales.

After doing the two cinema forums, the following meetings or communications had the focus of collecting information and data in the form of a needs analysis in order to evaluate the necessities of the faculty and the body of students.

3.1.1 Needs Analysis

After studying and analyzing the theoretical framework behind soft skills and their importance in the lives of industrial engineers, we conducted a needs analysis. This was essential for assessing the students and determining which soft skills would be most beneficial to implement and develop through the workshops. Not only will the need analysis understand the population that we will work, but to properly design the eight soft skills workshops. The survey was designed in 4 main sections. The first asks about students' demographic information, second about English experience and influence; third, soft skills knowledge, finally time availability for taking an extra course is asked. Google forms helped us create the questionnaire and with the guidance of professor Rodríguez, it was administered at established schedules.

3.1.2 Analysis of the survey

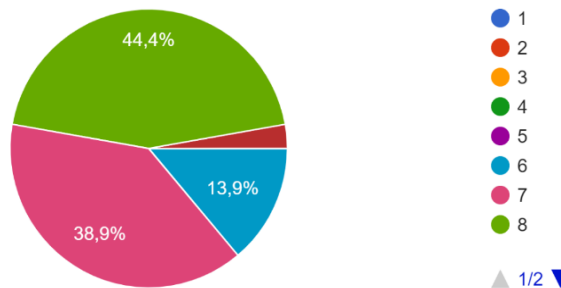
36 participants responded to the questionnaire. The information was analyzed in four main categories: demographic information, time availability for students, English experience and soft skills personal development.

3.1.2.1 Demographic Information. Information obtained from 36 students, 50% identified as women and 50%, as men, and aged between 18 and 24 years old, shows the following data. As shown in Figure 1, 44,4% are in their 4th semester, 38,9% of students are in fifth semester and 13,9% are in seventh semester.

Figure 1

Needs Analysis Survey

¿En qué semestre de su plan de estudios se encuentra?
36 respuestas



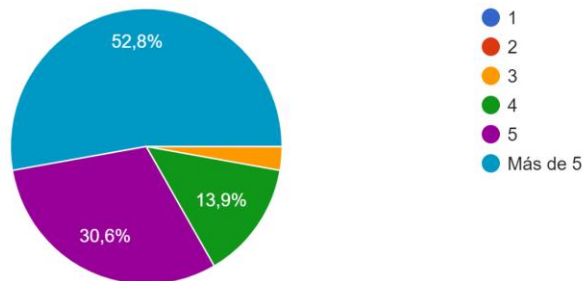
Note. The figure shows information on participants' level education.

Considering participants' academic load during the semester, data shows that the 52,8 % are with +5 subjects, and therefore 58,3% of students think that the time that they would spend in an extracurricular activity might vary to only 1 hr. maximum.

Figure 2

Needs analysis survey: subjects

¿Cuántas materias está viendo este semestre?
36 respuestas

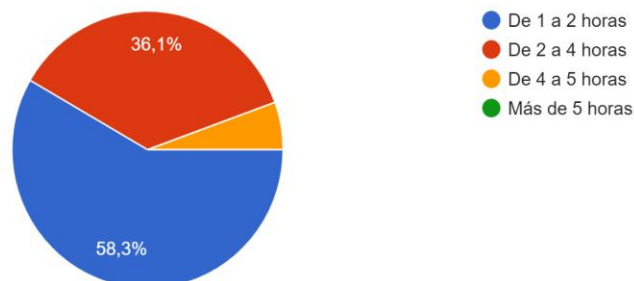


Note. The figure shows the different subjects viewed by participants.

Figure 3

Schedule on Needs Analysis Survey

¿Cuántas horas semanales podría dedicarle a un taller extracurricular?
36 respuestas



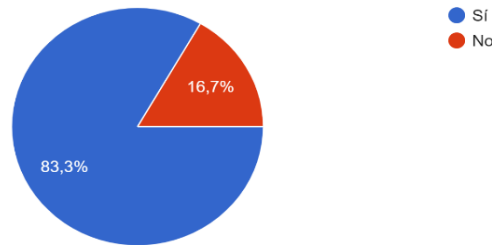
Note. The figure shows the availability of the participants for the Workshop.

3.1.2.2 Previous English Knowledge. Regarding English knowledge and experience, and the use of English in the industrial engineer program 83.3% of students consider it has been part of their university program during their university program.

Figure 2

Usefulness of English in engineering fields

¿Ha tenido la oportunidad de utilizar el idioma inglés en las materias de carrera de la Ingeniería Industrial?
36 respuestas

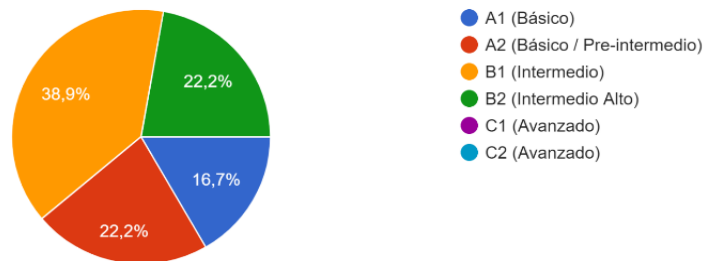


Note. The figure shows the answer of the participants in the Needs Analysis Survey about how much they need the English in their career.

This information was valuable for the proper workshop creation, in the way that students have used English before in their program. With the intention of making the whole syllabus of the course in English, we inquire about students' past experiences related to English.

Figure 3*English level of the participants*

¿Cuál considera usted que es su nivel de inglés con respecto a la siguiente escala?
36 respuestas



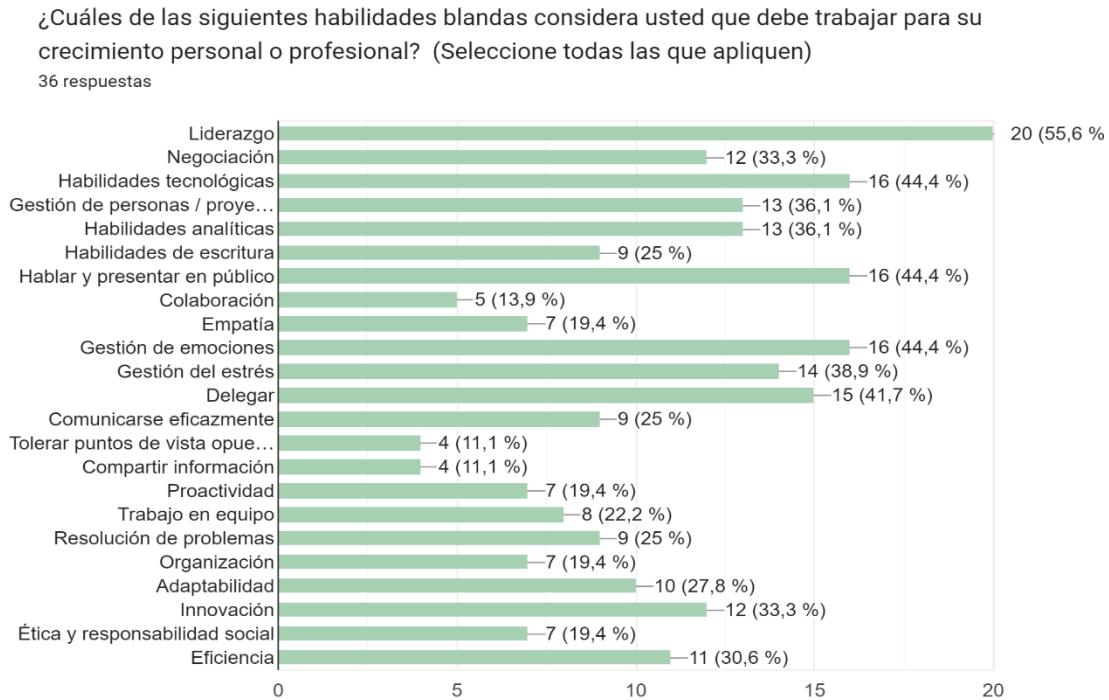
Note. The figure shows the level of English language of the participants.

Hopefully the majority of students already have b1 or b2 English levels which will help us develop the workshops in an ideal way dealing with complex ideas and thoughts in English and making sure the majority of the information given is understood.

31.2.3 Soft Skills Importance. Therefore, the discussion about soft skills will be wide open to encourage different points of view. Regarding the choice of which soft skills will be appropriate to select, we will ask the students which ones they believe are important to emphasize in these workshops.

Figure 4

Importance of the soft skills for the participants



Note. The picture shows the soft skills considered relevant for the participants.

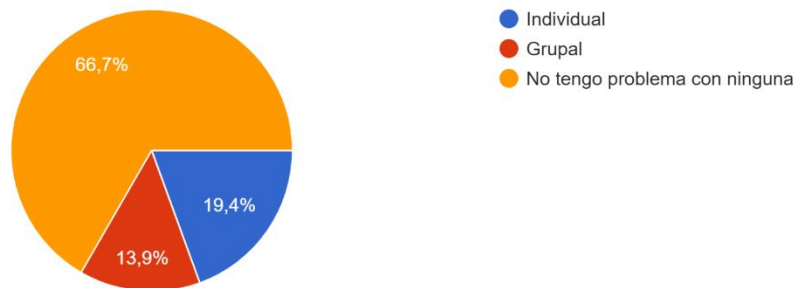
As it is shown in the chart leadership, communication, empathy and teamwork were the soft skills highlighted by the students. As illustrated in figure, 6, 55.6% of participants view leadership as the most important soft skill to develop. Second, it comes to communication and empathy and finally analytics skills and project development. As stated in the survey, the idea is to find the way to relate as much as soft skills as we can in the course. That is why after discussing the data, we decided the four skills taken into account for the course are communication, empathy, adaptability and teamwork.

3.1.3.4 Time Availability. Finally, the inquiry about availability helped us find the most convenient time for the workshops; thus, the allotted time was Wednesdays from 10 to 12. Besides, we decided to add in the survey, the question about students' learning styles. As shown in figure 7 and 8, students perform better working individually or in groups.

Figure 5

Participants' working methods

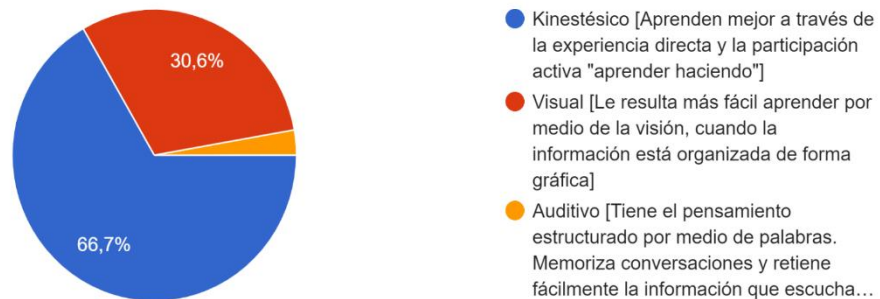
Le gusta trabajar de manera:
36 respuestas



Note. The figure shows the results in the Needs Analysis Survey about the participants' working methods.

Figure 6

Participants' learning style



Note. The figure shows the learning styles found in the Needs Analysis Survey.

In designing the course content, it was important to incorporate group activities encouraging students to interact and collaboratively learn the soft skills in each session. Since most students prefer a kinesthetic learning style, the classes should be interactive, dynamic, and practical. This approach will create a safe and productive environment where most students can fully engage and benefit from the lessons.

In the upcoming section, each workshop session will be thoroughly analyzed, with a focus on outlining the fundamental changes, highlighting key activities, and emphasizing any noteworthy developments that occurred in each session. Through comprehensive summaries and careful examination, this segment aims to provide an account of the proceedings, offering insights into the pivotal moments and innovative initiatives that emerged throughout the sessions.

4. Implementation of the workshops

4.1. First Meet Up

At around 10:10 a.m., we began the meeting with six students in attendance. To start, we played some role-play games to help everyone get to know each other. The students shared their reasons for studying Industrial Engineering and explained how they believe they can impact society through their knowledge.

First, we discussed the importance of having goals related to societal impact within their professions. Then, we introduced the topic of soft skills and their relevance in today's job market. We highlighted how being adaptable, empathetic, an assertive communicator, and a strong team player can make a significant difference in the job market. We briefly explained each of these four soft skills and outlined our plan to develop them over the eight sessions of the workshop.

As the goal of the session was to get to know the students better, we also talked about their personal lives, desires, and future plans. It was a successful activity because it encouraged student-to-student interaction. As they shared their experiences with soft skills in different job environments, we took notes to address these challenges in future sessions. After about an hour of discussion, we wrapped up the session and invited them to attend all eight sessions to learn more about how soft skills can help them be more competitive in today's job market and successful in the workplace.

The first session's exchanges set the stage for meaningful participation throughout the program. The distinct viewpoints and goals of every student provide insightful information on the varied field of industrial engineering. We saw the emergence of cooperative dialogues and shared experiences by cultivating an atmosphere of transparency and friendship. Through these

exchanges, we were able to better grasp the needs of the kids and develop specialized solutions to allay their worries. A sense of common purpose permeated the air as we said goodbye to the first session, building excitement for the ones to come. We want to create a supportive environment where students can develop the soft skills that are just as important for success as their technical ones with each contact.

4.2. Session 1

At the beginning, we played the game "Two Truths and a Lie," which was an entertaining and engaging warm-up activity for the students. Through the use of persuasive language, students tried to convince others of something that wasn't true. We then explained that communication skills are a key factor in leading a company to success (appendix A) —both individual and collective communication in the workplace are just as important as the theoretical knowledge employees possess.

An open discussion followed about assertive and non-assertive communication, focusing on how we can reinforce these skills in daily life. We explored how effective communication can be an asset in workplace relationships. Afterward, we watched some videos and reflected on several key questions: How can non-assertive communication be effective? How can you shift from non-assertive to assertive communication? What workplace situations might arise where communication is the problem?

Finally, we concluded with the drawing game, where students had to draw based on instructions given by a teacher who was blindfolded. The purpose of the game was to demonstrate the importance of assertive communication. Students found the activity enjoyable and gained a clearer understanding of effective communication skills.

4.3 Session 2

We began the session with a discussion about problems or situations where students had experienced miscommunication. The students were engaged, entertained by the stories, and could relate to the same issues. Afterward, we introduced other potential communication problems that can occur in the workplace. We then watched a video on communication through the centuries (appendix B). Following this, there was an open discussion where students responded to the following questions:

1. How do you think language influences the way we perceive the world around us?
2. Can you share an example of how language barriers have impacted a situation in your personal or professional life?
3. In what ways do you believe language can be a tool for both inclusion and exclusion in society?
4. How can understanding the diversity of languages contribute to better cross-cultural communication?
5. Why is it important for individuals and organizations to prioritize effective communication skills, and how can this be achieved in diverse linguistic environments?

These questions sparked meaningful discussions that deepened students' understanding of how language and communication shape both personal and professional interactions. By reflecting on real-life experiences and exploring the broader impact of language, students were able to connect the importance of effective communication to the workplace. This helped reinforce the course's

core objectives of developing essential soft skills like assertiveness, adaptability, and cross-cultural awareness, making the sessions more relevant and impactful.

4.4 Session 3

The movie *Space Man*, featuring Adam Sandler, offers students a compelling illustration of various power dynamics in action, particularly in the context of personal relationships and leadership. Through the story of a man grappling with his identity and place in the universe, viewers can observe how influence, negotiation, and control can shift in interpersonal interactions (appendix C). Sandler's character embodies ambition and vulnerability, demonstrating how personal power often arises from self-awareness, resilience, and the ability to seize opportunities. This serves as a practical example for students to analyze how power can be wielded in both constructive and detrimental ways.

Additionally, the film highlights the crucial role of communication in navigating power dynamics. Students can see how Sandler's character employs humor and authentic expression to connect with others and confront challenges. In contrast, other characters who struggle to communicate effectively often find themselves isolated or misunderstood. This contrast provides students with a clearer understanding of how communication skills, empathy, and adaptability can significantly impact the balance of power in personal and professional environments.

4.5 Session 4

This was the session with more people in it - around 11 students attended - after the holy week break, students come with some insight about the Spaceman movie and how the empathy dynamics works in it - some students recommend other movies in which empathy is seen - we did some warm activities that activate students into thinking in English. which really immerse students

into the class (appendix D). Then, we did a round of questions about empathy and if they had ever had an episode with someone who lacks empathy - different stories and perspectives were told and then we wrap up all with the introduction of empathy meaning in the workplace. The importance of empathy in a company and how important it is to include it on a daily basis - putting yourself in other people's shoes and understanding everything from different perspectives.

With eleven people in attendance after the holiday week break, the session generated a lot of discussion about empathy. Students' suggestions for comparable cinematic experiences and their observations from the Spaceman movie served as inspiration. English-language warm-up exercises helped students become more fully engaged in the lesson and primed their minds. A series of probing questions on individual experiences with empathy and its lack resulted in a rich tapestry of perspectives and anecdotes. Finally, we had a conversation about the importance of empathy in the workplace. We emphasized how important it is for promoting inclusivity and understanding, and we argued that integrating empathy into daily operations is essential for productive teamwork and a positive organizational culture.

4.6 Session 5

In this session at first there was a brainstorming activity about pet peeves, there was a lot of student-student interaction during this part, the majority of them share the same pet peeves and after categorizing them on the board there was the connection with the topic of adaptability in the workplace, students get the idea quick and then there was a brainstorm of ideas of how to overcome these problems in the workplace (appendix E). Then, we do some role plays related to adapt to change fast, and students noticed the difficulty of some basic things in our lives, the example was to cross the arms out and then do it backwards; consequently, students found themselves in a really

difficult position, something that was new for them, as in the workplace some changes may happen day to day, they as Industrial engineers have to be aware of them and adapt to change and move forward with the job. Afterwards, we discussed the definition of adaptability in the workplace and students told stories in which they have to adapt to different changes in their work. Finally, we presented a video about the awareness in the workplace related to change, and how professionals can improve their adaptability skills.

The session commenced with a lively brainstorming activity centered on pet peeves, fostering robust student interaction and identification of common grievances. This segued seamlessly into a discussion on adaptability in the workplace, with students quickly grasping the connection. Brainstorming solutions ensued, followed by role plays highlighting the challenges of adapting to change swiftly, resonating with students' experiences. Definition elucidation and personal anecdotes on workplace adaptability punctuated the session, culminating in a video presentation underscoring the importance of awareness and skill enhancement in navigating workplace changes effectively.

4.7 Session 6

At the beginning of this section, we first start with the review of main topics regarding adaptability. We played a stop game to activate students regarding the English language, around 6 rounds. Then, we went to the pdf of adaptability real life activities in which we did the following activity (appendix F). We discuss the implication of adaptability and how employers can overcome the different challenges that a job can have, how to adapt step by step and finally reaching the goal.

We started this session by going over some of the most important adaptability-related subjects. We engaged the pupils in a six-round stop game to get them talking in English. After

that, we moved on to the next activity by consulting the PDF on real-life adaptation tasks. Watching "The Intern" also provided a great example of adaptation in action, as it showed how the characters dealt with and overcame a variety of obstacles in a fast-paced work environment.

4.8 Session 7

In this joint session of Teamwork, we did two main activities - at first, we did a writing creative activity in which students had to write random words according to some rules the teacher gave, played for around 15 min. Then we talked about the main teamwork definitions and how they affect the daily basis in the workplace, the reaction that teamwork ability has with empathy and how collaborative teamwork can be successful in the workplace (appendix G). We based our definitions by introducing a video and then, we discuss the different implications and stories students have to share regarding teamwork in the workplace and at the university.

We concentrated on cooperation and teamwork in this session. We started out with the card tower challenge, in which groups of kids had to use a deck of cards to build the highest structure they could. All team members had to cooperate and participate in this exercise, which promoted teamwork and cooperative problem-solving. To accomplish their objective, each team needed to plan ahead, communicate clearly, and provide support for one another. Through this activity, students refined their technical skills as well as their ability to collaborate well in a group, highlighting the need for cooperation in accomplishing challenging goals.

4.9 Session 8

In this last session only two students connected via zoom and then we did an overview of the course, stating the main ideas of each soft skills and how together they can build a successful industrial engineering in a company. Our goal for this session was to improve team trust and

communication (appendix H). We focus on the development of different soft skills throughout the course and finally gather important feedback regarding the session we have had during the semester. There was a harmonious closure of the course, review of the main bullet points of soft skills and challenges to overcome in the workplace for today's industrial engineers.

5. Assessment and Conclusions of the Practice

From the beginning, when the project was explained to us, it was clear that it would be challenging, yet we were excited with plenty of ideas for implementing the workshops. The challenges lay not only in teaching soft skills but also in determining which specific skills to focus on, how to develop them effectively, and the best direction to take for the participants' growth. This is why, after conducting research, we explored different types of activities, which made the process engaging and allowed us to refine our approach. We identified the main points and focus of the lessons. Gathering information from the students was initially difficult, but we developed strategies to collect it with the help of professors and social media. We then applied the survey, which focused on soft skills and getting more information of the possible participants (English knowledge, interpersonal skills).

Although there were not many students, we embarked on the adventure with around eight participants. There was no hesitation in selecting the soft skills to teach; based on the students' preferences, we identified leadership and teamwork as essential. Following this trend, we chose to focus on Teamwork, Empathy, Communication, and Adaptability. Each workshop was designed to be communicative and open, in a way that students relate to each other and share meaningful experiences that can be relevant when developing the skills in purpose. The bond that developed within the group was a valuable aspect of the process and contributed to the workshops' success.

An important observation was how the students improved their communicative abilities from Workshop #1 throughout the entire course. At the beginning of the sessions, the students demonstrated a solid understanding of the topics and a good level of vocabulary. However, they were initially reluctant to participate or develop complex ideas. By the end of the sessions, they were actively engaged, applying the vocabulary learned in class and communicating assertively, thanks to the extensive discussions, conversations, and the use of communicative tools such as debates, role-plays, presentations, and group activities throughout the course.

A key aspect of the process was the students' steady improvement and growing disposition to learn. Through the constant use of English and frequent discussions about soft skills, they not only enhanced their language abilities but also developed competencies valuable beyond the classroom. Skills such as communication, empathy, and adaptability are essential for professional and personal growth, and the workshops gave students the opportunity to practice them in meaningful ways. As their confidence grew, so did their willingness to participate actively and invite others to join, fostering a collaborative environment that enriched both their language learning and interpersonal development.

It was rewarding to witness the improvement in each student, with clear evidence of progress in every class. The most important part of the process was promoting an atmosphere centered on soft skills development, not only to enhance their English proficiency but also to prepare them for professional growth. Focusing on teamwork, communication, and adaptability ensured that the students improved holistically, gaining confidence in their abilities. Cooperative learning was crucial to the course's success, as it encouraged students to collaborate, exchange

ideas, and apply what they learned in practical scenarios. This interactive approach fostered meaningful connections and enriched both their language learning and personal development.

In terms of our personal insights, we reflected on the practices and workshops we have engaged in over the past semesters and are struck by how profoundly transformative these experiences have been. These sessions served as a bridge between theory and practice by providing real-world context. By participating in these activities, we were able to apply our knowledge in practical situations, which enhanced our skills and deepened our understanding.

The focus on developing soft skills was one of the most important elements of these courses for our learning experience in teaching other skills besides language. While technical proficiency is essential, we quickly discovered that communication, flexibility, and teamwork are equally critical for success in the workplace. Through participatory activities like role-playing games and team challenges, we were encouraged to step outside our comfort zones and develop these crucial skills. We learned how to effectively communicate ideas among engineers, adapt to changing conditions, and collaborate with others—skills that are essential for any technical professional.

Overall, our development as student teachers and future professionals has been significantly enhanced by the activities and courses we have attended. They provided us with the opportunity to acquire a broad range of skills that extend beyond specialized knowledge. We are confident that the knowledge and abilities we have gained from these experiences will be valuable as we prepare to enter the workforce. We are grateful for the opportunity to have participated in such a comprehensive curriculum, which truly equips students for the opportunities and challenges that lie ahead.

It is impossible to overstate the significance of soft skills for our professional growth. While technical knowledge forms the foundation of our expertise, our ability to apply that knowledge in practical settings largely depends on our soft skills, such as teamwork, communication, and flexibility. These qualities ensure that our technical proficiency translates into real outcomes by enabling us to communicate effectively with stakeholders, clients, and colleagues. Even the most technically skilled individuals may struggle to face workplace challenges without strong soft skills.

5.1 Importance of soft skills

Soft skills are also essential for fostering a team-oriented workplace. The ability to collaborate effectively with others, adapt to new challenges, and understand and appreciate diverse perspectives is crucial in today's fast-paced and interconnected world. Soft skills enable us to build strong relationships, resolve conflicts, and enhance team dynamics. As we prepare to enter varied and dynamic professional environments, these skills will be vital to our success, allowing us to work well with individuals from different professions and backgrounds.

Lastly, soft skills are essential for career advancement and leadership. As our careers progress, we will increasingly find ourselves in roles that require not only technical proficiency but also the ability to guide, uplift, and inspire others. Effective interpersonal, problem-solving, and communication skills will be crucial as we take on more responsibility and strive to make an impact in our chosen industries. By developing these soft skills now, we are laying the foundation for long-term success and ensuring that we are prepared to tackle the challenges of the future.

5.2 Recommendations

We encourage future instructors to place a strong emphasis on soft skill development alongside technical instruction. While technical competency is essential, incorporating activities

that enhance cooperation, empathy, communication, and adaptability will better prepare students for real-world professional settings. By including interactive workshops and hands-on exercises, students are given the opportunity to practice these skills in scenarios that replicate the complexities of the industry.

The learning process can be greatly enhanced by integrating the development of soft skills throughout the curriculum. Providing students with opportunities to work on group projects, solve problems, and participate in role-playing activities will enable them to apply their technical knowledge in dynamic situations. This approach will ensure that graduates not only possess the technical proficiency needed for their fields but also have the interpersonal skills required to succeed in a variety of dynamic job roles.

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Appendices

Appendix A. Lesson Plan 1



Industrial

 Escuela de Idiomas
 Licenciatura en Inglés
 Práctica Pedagógica-25143

LESSON PLAN FORM

Student-teachers names: Sebastian Salazar, Andrés Duque		Institution: Universidad Industrial de Santander		City: Bucaramanga			
Date: 6/03/2023	Grade: All semesters	Age: 18-25	Lesson #: 1	Level: B1+			
Specific standards: Communication Introduction and speaking abilities							
Objective(s): <ul style="list-style-type: none"> To help the students familiarise with the contents of the lessons. To present the importance of Communication in our daily and work life. 			Achievement Indicator (s): Communications discussions and full personal presentation with exchangeable questions				
Language Content: Functions: How important is COMMUNICATION in the work place Vocabulary: development of communicative skills, socializations and participation in the classroom			Skills:	L	R	S	W
						X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS (Write down the kind of materials required in every stage)		TIME (Allot estimated time in each stage)		



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<p>Warm up</p> <p>To facilitate the communication between students and create a participative environment</p> <p>T ↔ S</p> <p>S ↔ S</p>	<p>Development of lead in activity:</p> <ol style="list-style-type: none"> 1. SS talk among each other for 5 minutes. 2. SS write on a piece of paper two truths and one lie about themselves. 3. SS read their sentences and the rest of the group try to guess the true and the false ones. 	<p>Notebooks, Pieces of paper</p>	<p>10min</p>
<p>Video Presentation</p> <p>To introduce a more detailed picture of assertive communication and evoke memories related to the topic.</p> <p>T ↔ S</p> <p>SS ↔ SS</p>	<p>Video: Assertive Communication.</p> <ol style="list-style-type: none"> 1. Students will start by saying their definitions of assertive communication and when they used it. (Pre video) 2. Ts project a video about assertive communication. 3. Students will share their opinions about the content of the video (importance of communication, and communication mistakes) and will tell an experience related to an awkward situation in their lives related to mistakes in the communication. (post video) 	<p>Video Beam, notebooks Video (10min)</p>	<p>30 min</p>



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<p>Follow-up</p> <p>To create a space to share opinions about themselves and different points of view taking into account communication exercises.</p> <p>T ↔ S</p> <p>SS ↔ SS</p>	<p>SS participate in an open discussion led by Ts about the following questions:</p> <ul style="list-style-type: none"> - Are you a social person? - What do you find most interesting in listening to a person? - What problems can a team have when there isn't assertive communication? 		<p>50 min</p>
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Potential problems and possible solutions:

We need to carefully manage our time to ensure the activity is completed on schedule. Also, since there's no wifi, it's essential to have the necessary resources downloaded beforehand.

Rationale: The rationale for the lesson plan revolves around introducing the concept of assertive communication, both in everyday interactions and professional contexts. Initially, there will be an open discussion where participants share communication challenges they encounter. This will be followed by an explanation of assertive communication techniques and how they apply in various professional settings. The discussion will delve into the importance of clear and confident expression, addressing topics such as active listening, expressing needs and boundaries, and handling conflicts diplomatically. The session will be guided by multimedia resources illustrating effective communication strategies. Students will then engage in reflective exercises to assess their own communication styles and areas for improvement. Finally, participants will collaboratively explore real-life scenarios to practise assertive communication skills and develop strategies for handling communication challenges effectively. This lesson plan is tailored for an introductory class on communication skills and assertive communication.

Appendix B. Lesson Plan 2



Industrial Escuela de Idiomas
Licenciatura en Inglés
Práctica Pedagógica-25143

LESSON PLAN FORM

Student-teachers names: Sebastian Salazar, Andrés Duque		Institution: Universidad Industrial de Santander		City: Bucaramanga	
Grade: All semesters	Age: 18-25	Lesson #: 2	Grade: All semesters	Level: B1+	
Specific standards: Communication Introduction and speaking abilities					
Objective(s): To aid students in becoming acquainted with the lesson material and to underscore the significance of communication in both our everyday lives and professional endeavors			Achievement Indicator (s): Conversations on communication and comprehensive personal presentations with opportunities for exchanging questions.		
Language Content: Functions: Evaluating the paramount role of COMMUNICATION within the professional sphere Vocabulary: Cultivating the refinement of communicative aptitudes, facilitating social interactions, and fostering active engagement in classroom discourse			Skills:	L	R
				X	X
				X	
Stages and Interaction patterns	ACTIVITY	MATERIALS (Write down the kind of materials required in every stage)		TIME (Allot estimated time in each stage)	
CLASS SETTING S → S T → S SS → SS Objective: To encourage SS to become aware of the importance of assertive communication	Greet the group, take attendance and introduction of instructors and continue the topic of communication.	with translators.			
Lead In S → S Objective: To practise speaking. To encourage SS to get to know them better. To raise awareness of bad or good communication in everyday life.	1- Students will work in pairs to tell personal anecdotes in which a lack of communication caused a mistake or in which good communication solved problems or made things easier. 2- Ts monitor the activity and create a bit of discussion within each story. 3- Give conclusions regarding each story students discussed. I heard different anecdotes and we can conclude that bad communication... whereas good communication....	N/A		10min	

RATIONALE: The lesson plan is focused on remembering the topic seen in the class before, communication. In the start of the class a conversational input will be given in the form of anecdotal experiences given by the teachers on the consequences of miscommunications and then students will participate one by one telling their own stories, or the students who are willing to participate. After that students will be assigned groups and a task, to investigate different terms that will be used in the video to be seen. The terms are strategically selected for students to familiarise themselves with terminology related to the topic of communication through history, and it will allow them to expand their ideas and generalisations about the different uses of language and communications depending on the setting, culture and meaning. This expands the importance of communication as the basis for healthy relationships in every aspect of their lives. After that the students will look at the video and participate in an open discussion with some guided questions to facilitate people's participation. Finally students will be engaged in a game of Mafia* which is explained in detail in the document. The idea is for students to continue expressing their ideas about communication, past experiences and that they can be able to see different perspectives of communication with the video and how they are important. the game at the end is to solidify in a practical manner the importance of honest and vast communication.

***Mafia:** Mafia is a social deduction game for 8 players. Players are secretly assigned roles: 1 killer, 1 doctor, and 6 citizens. During the night phase, the killer chooses a victim, and the doctor can save one person from being killed. During the day phase, players discuss and vote on who they believe is the killer. The goal of the citizens is to identify and eliminate the killer, while the killer tries to remain undetected and eliminate citizens. The game continues until either the killer is eliminated or the killer outnumbers the citizens.

<p>Main Activity</p> <p>S ↔ S T ↔ S</p> <p>Objective: Ss actively participate in the main discussion</p>	<p>- Ts will lead the discussion and Students will participate in a conversation about uses of communication throughout history and communication to express emotions, thoughts or normal expressions. These will be the questions around the discussion</p> <ol style="list-style-type: none"> 1. How do you think language influences the way we perceive the world around us? 2. Can you share an example of how language barriers have impacted a situation in your personal or professional life? 3. In what ways do you believe language can be a tool for both inclusion and exclusion in society? 4. How can understanding the diversity of languages contribute to better cross-cultural communication? 5. Why is it important for individuals and organisations to prioritise effective communication skills, and how can this be achieved in diverse linguistic environments? 	<p>Board, markers, notebooks and pen.</p>	<p>50min</p>
<p>Final Activity</p> <p>S ↔ S</p> <p>Objective: Ss participate in role play activity.</p>	<p>Ss will listen and participate in some rounds of the game "mafia*" adapted for 8 people in which communication and communicative assertiveness are fundamental for the development of said exercises.</p> <p>After that students will play 3 or 4 rounds of Mafia and at the end, Ss give their opinions of the strategy, game overall and their experiences.</p>	<p>Mafia marked cards, Paper, Board</p>	<p>30min</p>

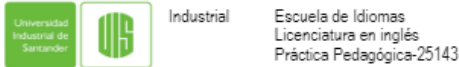
Appendix C. Lesson Plan 3

LESSON PLAN FORM

Student-teachers names: Sebastian Salazar, Andrés Duque		Institution: Universidad Industrial de Santander		City: Bucaramanga	
Grade: All semesters	Age: 18-25	Lesson #: 3	Grade: All semesters	Level: B1+	<input type="text"/>
Specific standards: Communication Introduction and speaking abilities					
Objective(s): To aid students in becoming acquainted with the lesson material and to underscore the significance of communication in both our everyday lives and professional endeavours			Achievement Indicator (s): Conversations on communication and comprehensive personal presentations with opportunities for exchanging questions.		
Language Content: Functions: Evaluating the paramount role of COMMUNICATION within the professional sphere Vocabulary: Cultivating the refinement of communicative aptitudes, facilitating social interactions, and fostering active engagement in classroom discourse			Skills:	L	R
				S	W
			X	X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS (Write down the kind of materials required in every stage)	TIME (Allot estimated time in each stage)	

RATIONALE: The lesson plan is centred on the theme of empathy, emphasising a review of the previously discussed topic. At the beginning of the class, instructors will share personal anecdotes illustrating the importance of empathy, encouraging students to also share their own experiences if they wish. Following this, students will be grouped and assigned a task to explore various terms related to empathy, in preparation for watching the movie "SPACEMAN." These terms are carefully chosen to help students familiarise themselves with empathy-related vocabulary and its significance across different contexts. This approach aims to deepen their understanding of empathy's role in fostering meaningful relationships in various aspects of life. After watching the movie, students will engage in an open discussion guided by specific questions to encourage active participation.

Appendix D. Lesson Plan 4

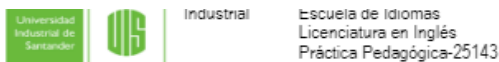


LESSON PLAN FORM

Student-teachers names: Sebastian Salazar Rueda – Andres Felipe Duque Aristizabal		Institution: Universidad Industrial de Santander		City: Bucaramanga									
Date: APRIL 17TH	Grade: Soft Skills workshop	Age: from 19 to 24	Lesson #: 4	Level: A2 – B1									
Specific standards: Empathy wraps up while watching a section of a movie – further discussion													
Objective(s): Improve students' knowledge about empathy as a soft skill.			Achievement Indicator (s): Movie discussion and further presentation about it										
Language Content: Functions: How important is empathy in the workplace Vocabulary: development of empathy, sympathy				Skills:	<table border="1"> <tr> <td>L</td> <td>R</td> <td>S</td> <td>W</td> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> </table>	L	R	S	W	X	X	X	
L	R	S	W										
X	X	X											
Stages and Interaction patterns	ACTIVITY		MATERIALS (Write down the kind of materials required in every stage)	TIME (Allot estimated time in each stage)									

<p>Procedure</p> <p>To understand the meaning of empathy and how challenging it can be sometimes to develop</p> <p>T ↔ S SS ↔ SS</p>	<p>After answering the questions students will read the following article:</p> <p>https://www.ccl.org/articles/leading-effectively-articles/empathy-in-the-workplace-a-tool-for-effective-leadership/</p> <p>And give their opinion of the article's perspective of empathy in the workplace and society.</p>	<p>Article printed, markers, notebooks and pencils</p>	<p>30min</p>
<p>Follow-up Objective:</p>	<p>Discussion Points</p> <p>What insights did you gain from listening to others' stories and perspectives, particularly in terms of understanding empathy? Reflect on any difficulties you encountered in relating to different experiences. How did these challenges shape your understanding of empathy? Consider the role of adaptability in fostering positive relationships and meaningful interactions. How does being adaptable contribute to empathetic connections with others? Explore practical approaches for nurturing adaptability in your day-to-day life. How can developing adaptability skills enhance your ability to empathize with others and navigate diverse situations effectively? Through this activity, participants will engage in thoughtful analysis and discussion to deepen their grasp of empathy, while also honing their adaptability skills within a supportive group</p>		<p>10min</p>

Appendix E. Lesson Plan 5



LESSON PLAN FORM

Student-teachers names: Sebastian Salazar Rueda – Andres Felipe Duque Aristizabal		Institution: Universidad Industrial de Santander		City: Bucaramanga	
Date: APRIL 10TH	Grade: Soft Skills workshop	Age: from 19 to 24	Lesson #: 5	Level: A2-B1	
Specific standards: Ss will talk about pet peeves and problems to overcome in the workplace - adaptability as key in the workplace explicacion de adaptability guia y ejercicios de adaptability video de adaptability recomendaciones					
Objective(s): To introduce adaptability as a soft skill			Achievement Indicator (s): Discussion and perceptions about adaptability for industrial engineers and future professionals		
Language Content: Functions: The role of adaptability in the workplace Vocabulary: Active listening – judgements - adapt to change - adaptability - pet peeves			Skills:	L	R
				S	W
			X	X	X

<p>Procedure Objective:</p> <p>To introduce real life examples of adapt to change in different setting (professional and on a daily basis)</p> <p>T ↔ S SS ↔ SS</p>	<p>Activity: Adaptability Journal Setup: Gather 2-5 participants and provide each person with a notebook or journal. Explain the purpose of the activity: to explore adaptability by reflecting on personal experiences and sharing them with others. Journaling Phase: Set a timer for 15-20 minutes. Encourage participants to reflect on a personal experience where they felt a strong emotion or encountered a challenging situation that involved another person. Ask them to write about the experience in their journal, focusing on their thoughts, feelings, and the perspective of others involved. Sharing Phase: After the journaling time is up, gather the group together. Invite each participant to take turns sharing their written reflections with the group. Emphasize active listening during each sharing session, encouraging participants to empathize with the storyteller's perspective. Discussion: After each person has shared their story, facilitate a group discussion.</p>	<p>Notebooks or journals (one for each participant) Writing utensils Timer (optional)</p> <p>based on some activities https://upskillsforwork.ca/wp-content/uploads/ABC-U-P-Adaptability.pdf</p>	40min
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	<p>Encourage participants to reflect on how hearing others' experiences made them feel and what insights they gained about empathy and perspective-taking. Discuss any common themes or patterns that emerged from the stories shared.</p> <p>Reflection: Encourage participants to write a brief reflection in their journal about what they learned from the activity and how they can apply empathy in their daily lives.</p>		
Follow-up Objective:	<p>Discussion Points</p> <p>What was it like to hear others' stories and perspectives? Did you find it challenging to adapt with certain experiences? Why or why not? How can adaptability enhance our relationships and interactions with others? What strategies can we use to cultivate adaptability in our daily lives?</p> <p>Through this activity, participants will have the opportunity to deepen their understanding of adaptability, practice perspective-taking, and strengthen their interpersonal skills in a supportive group setting.</p>		10min

RATIONALE: The lesson plan is focused on introducing the topic of adaptability in both, on a daily basis and in the professional setting. At first there will be an open discussion in which some adaptability problems will be shared - then, the meaning of "pet peeves" will be explained and how in a professional setting all of these pet peeves are regular in these setting and how talking about things that bothers them, they have to adapt to all of these minimum problems, now speaking professionally there will be more problems regarding structural changes, task variability and others. This open discussion will be guided to start with the video that specifies what adaptability is and how relevant are for professionals nowadays. Afterwards, there will be an explanation of the activity of the adaptability journal reflection in which students will listen and then reflect about some of their experiences regarding how to adapt to some changes in the workplace. Finally, they will share their perspectives and collectively give some solutions incertain cases.

Appendix F. Lesson Plan

LESSON PLAN FORM

Student-teachers names: Sebastian Salazar Rueda – Andres Felipe Duque Aristizabal		Institution: Universidad Industrial de Santander		City: Bucaramanga	
Date: APRIL 18th	Grade: Soft Skills workshop	Age: from 19 to 24	Lesson #: 6	Level: A2 – B1	
Specific standards: Review some key features of adaptability in the professional environment and review the main ideas of the previous class about adaptability for being a better professional.					
Objective(s): Improve students' knowledge about adaptability as a soft skill.			Achievement Indicator (s): Movie discussion and further presentation about it		
Language Content: Functions: How important is adaptability in the work place Vocabulary: Constructive criticism, resourcefulness, resilience, unexpected changes, and problem-solving solutions.			Skills:	L	R
				S	W
			X	X	X
Stages and Interaction patterns	ACTIVITY	MATERIALS (Write down the kind of materials required in every stage)		TIME (Allot estimated time in each stage)	

Procedure Objective: To identify real life citations in which adaptability is a must	Ts and Ss will watch the movie "the intern" in which Ts will stop in some particular part of the movie to discuss the problems in which adaptability is necessary for the main character. After finishing the movie, there will be an open discussion about adaptability implications in the movie: How is Adaptability shown in the movie? Does Ben deal with adaptability problems in his new job? Which ones? How does Ben overcome the difficult adaptation problems at the beginning of his new job? Does Jules deal with an adaptability development as well?	Video BEAM Movie in a streaming platform Slides with information about the movie	50min
Follow-up Objective: To speak and to analyse the different problems that happened in the movie	Assign a presentation review of the movie in parts for the next workshop. In groups of 2 Ss are going to present the problematics discussed in the class	Explanation of presentation (min <u>2min</u> per pair)	15min

Potential problems and possible solutions:

<ul style="list-style-type: none"> - If there's no internet connection the solution would be to have the movie downloaded. - Have a backup plan for the warm up –

RATIONALE: The lesson plan is focused on introducing the topic of adaptability in both, on a daily basis and in the professional setting. At first there will be an open discussion in which some adaptability problems will be shared - then, some role play activities will be held by the teacher, to make students understand easily the transition and adaptation to change at its basis. After, continuously role playing students will be explained some behaviors that will let them adapt easily to change in a professional world that changes every time and there is no way but to adapt. Then, Ts will present the movie The Intern, in which there are some adaptability issues throughout the movie. Finally an open discussion will take place to reflect and analyze the different situations presented in the movie. For homework students will pair up and work in a little presentation about adaptability in the movie and how the main character overcomes it.

Activa

Appendix G. Lesson Plan 7

LESSON PLAN FORM

Student-teachers names: Sebastian Salazar Rueda – Andres Felipe Duque Aristizabal		Institution: Universidad Industrial de Santander		City: Bucaramanga			
Date: APRIL 24th	Grade: Soft Skills workshop	Age: from 19 to 24	Lesson #: 7	Level: A2 – B1			
Specific standards: Teamwork as key in the workplace – combination of empathy, communication and adaptability							
Objective(s): Improve students' teamwork skills and ways of proper communication when working in groups			Achievement Indicator (s): Ss learn the importance of teamwork through didactic activities				
Language Content: Functions: How important is teamwork in the industrial engineer field. Vocabulary: resilience – competences – collective work – collaboration – corporate goals			Skills:	L	R	S	W
				X	X	X	
Stages and	ACTIVITY		MATERIALS (Write down the kind of materials required in		TIME (Allot estimated time in each		
Follow-up Objectives: To discuss the bullet points of the previous activity - To reflect about some teamwork features important in the workplace	Discussion Points: The importance of communication and collaboration in achieving a common goal. How teams delegated tasks and utilized each member's strengths. Strategies for problem-solving and adapting to unexpected challenges. How the experience of working together in this activity can be applied to real-life teamwork situations. By engaging in the Marshmallow Tower Challenge, participants will experience firsthand the dynamics of teamwork, learn effective communication skills, and strengthen their ability to collaborate to achieve shared objectives.		Discussion		10min		

Potential problems and possible solutions:

- If there's no resources – create a contingency plan
- Have a backup plan for the warm up –

RATIONALE: First of all, Ss will present their short presentation about movie "The Intern", follow by this Ts and Ss will start an open discussion about teamwork in the university and also in the workplace (the majority of students are currently working) some experiences will be shared, important to the following activity which is put teamwork into practice by the blindfolds drawing activity. In this first activity they will understand the importance of roles in a group and how everyone has to be involved to have successful results. After the main activity will be introduced, the marshmallow macaron activity, in which among the small groups they have to create the highest marshmallow tower they can. To sum up, some questions will be discussed in general with the whole group.

Appendix H. Lesson Plan 8

LESSON PLAN FORM

Student-teachers names: Sebastian Salazar		Institution: UNIVERSIDAD INDUSTRIAL DE SANTANDER		City: Bucaramanga
Date: 1/05/2024	Grade: All semesters	Age: 18-25	Lesson #: 8	Level: B1+
<p>Specific standards:</p> <p>To aid students in grasping the lesson content and to underscore the significance of teamwork in both our daily lives and professional <u>endeavors</u>.</p>				
<p>Objective(s):</p> <p>Functions: Assessing the vital role of TEAMWORK in the workplace highlights its indispensable nature. The development of collaborative skills not only enhances individual proficiency but also fosters a cohesive and productive work environment. Additionally, active participation in classroom discussions further reinforces the importance of teamwork, preparing individuals for success in collaborative professional settings.</p>		<p>Achievement Indicator (s):</p> <p>Facilitating discussions on communication and delivering comprehensive personal presentations with opportunities for exchanging questions, all with a focus on teamwork.</p>		

RATIONALE: The lesson plan is focused on introducing the topic of teamwork, not only in the professional area but also in university - What is teamwork an important soft skill industrial engineers should have? In this class throughout different practical activities, teamwork and communication skills will be validated by the teachers, in activities in which students have to work although it is for a proper and successful outcome. At first there will be an activity in which they have to manage gast strategies to build the paper tower with more height, assertive communication among the groups and fast problem solving instant solutions. The main activity may require the design of a strategy in which they have to test and fail in different case scenarios, so it will improve their ability to work under pressure. Finally, there will be an open discussion to wrap up the topic of teamwork in the workplace and in the university as a key factor of collective success rather than only individual achievements.

<p>++ +</p>	<p>Warm Up Objective: To encourage teamwork, problem-solving, and creativity among industrial engineers.</p> <p>T ↔ S SS ↔ SS</p>	<p>Greet the class, teachers direct a reflection based on the last session's activity.</p> <p>The CARDS Tower Challenge</p> <p>Ts gather all participants and introduce the activity. Emphasise the importance of teamwork and effective communication in achieving the goal. Ts divide the students in pairs</p> <p>Ts explain the task: Each team's objective is to build the tallest free-standing tower using only the materials provided (cards, tape, and scissors).</p> <p>Encourage communication, collaboration, and creativity throughout the process. Remind them that the tower must be free-standing, and they can only use the provided materials. Once the time is up, stop the building phase. Measure each team's tower using a ruler or measuring tape. The tower should be measured from the base to the highest point. Record the height of each team's tower.</p> <p>Ts gather all participants together and discuss the experience: What strategies did each team use to build their tower? What challenges did they encounter during the activity? How did they overcome these challenges? What could they have done differently to improve their tower's height?</p>	<p>Several game cards Roll of tape Scissors Timer or stopwatch</p>	<p>10MIN</p>
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<p>Procedure Objective: To enhance teamwork, communication, and problem-solving skills among industrial engineers.</p> <p>SS ↔ SS</p>	<p>Ts gather all participants and introduce the activity.</p> <p>There is an explanation of the task: One team member in each pair will be blindfolded, and the other will guide them through the "minefield" using only verbal instructions. Ts set up the "minefield" in the open space using various obstacles. Ts set a time limit for the activity. Depending on the group's size and skill level, 15-20 minutes should be sufficient. Allow each pair 5 minutes to discuss and plan their strategy. The sighted partner should describe their intended strategy to their blindfolded partner. Blindfold one team member in each pair. Ts start the timer and have the sighted team member guide their blindfolded partner through the minefield using only verbal instructions. If a blindfolded person touches an obstacle, they must return to the starting point, and the pair can decide if they want to adjust their strategy. Continue until each pair successfully navigates the minefield.</p>	<p>Open space Blindfolds (bandanas or scarves) Various objects to create obstacles (e.g., cones, chairs, tables) Stopwatch or timer</p>	<p>80min</p>
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Appendix I. Reunion workshop





Appendix J. Digital workshop evidence



Appendix K. Workshop sessions evidence

WORKSHOP 1

Galea		LABORATORIO GALEA				Código:		
		CONTROL DE ASISTENCIA				Versión:		
Actividad:	Third Session: We speak					Modalidad: Presencial		
Objetivo:								
Contenido:								
Duración:	2h	Inicio:	10:00 AM	Fin:	12:00 AM	Horario:		
Dirigida por:						Unidad responsable:		
Los aquí firmantes conocemos el objetivo y contenido de esta actividad.								
Apellidos	Nombre	Doc. Identidad	Correo Electrónico	Código estudiantil	Programa Académico	Vinculo (*) E V O	Celular	Firma
Rincón Araya	Daniel Gerardo	1005150466	danielgerardon@gmail.com	9979353	Ing. Metalúrgica	X	3004668248	<i>[Signature]</i>
Guillen Gómez	Mirya Valentina	1128228999	m.valentina.99.12@gmail.com	2220317	Ing. Industrial	X	3234188394	<i>[Signature]</i>
Rodríguez Ochoa	Yenni Carolina	1005326035	yenni.carolin.01@gmail.com	2192178	Ing. Industrial	X	3105427122	<i>[Signature]</i>
Camacho Jaime	Maria Jossé	1005258601	mariajosecamacho@gmail.com	2192189	Ing. Industrial	X	3006110607	<i>[Signature]</i>
Duran Pérez	Miguel Ángel	1000730494	migueldurana@gmail.com	2200267	Ing. Industrial	X	3142871153	<i>[Signature]</i>

WORKSHOP 2

Galea		LABORATORIO GALEA				Código:		
		CONTROL DE ASISTENCIA				Versión:		
Actividad:	Second Session We Speak					Modalidad: Presencial		
Objetivo:								
Contenido:								
Duración:	2h	Inicio:	10:00 am	Fin:	12:00 am	Horario:		
Dirigida por:						Unidad responsable:		
Los aquí firmantes conocemos el objetivo y contenido de esta actividad.								
Apellidos	Nombre	Doc. Identidad	Correo Electrónico	Código estudiantil	Programa Académico	Vinculo (*) E V O	Celular	Firma
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WORKSHOP 3

Galea		LABORATORIO GALEA				Código:		Versión:		
Actividad:	Fourth session Via Slack				CONTROL DE ASISTENCIA		Modalidad: Presencial			
Objetivo:										
Contenido:										
Duración:	2h	Inicio:	10:00 am	Fin:	12:00 pm	Horario:				
Dirigida por:	Dirigido a:				Unidad responsable:		Fecha:			
Los aquí firmantes conocemos el objetivo y contenido de esta actividad.										
Apellidos	Nombre	Doc. Identidad	Correo Electrónico	Código estudiantil	Programa Académico	Vinculo (*)			Celular	Firma
						E	V	O		
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Flores Domínguez	Silvia Natalia	1005152908	silvia2200413@correoweb.edu.co	2200413	Ing Industrial	X			3153855223	Silvia Flores
Rueda Pinedón	Nicole Rueda	1005280648	nicolevrueda11@gmail.com	2202246	Ing Industrial	X			3162852522	Nicole Rueda

WORKSHOP 4

Actividad:	Workshop Primeru Sesión / 11/19/ CONTACT				LABORATORIO GALEA		Código:		Versión:	
Objetivo:										
Contenido:										
Duración:		Inicio:		Fin:		Horario:		10:00am - 12:00 pm		
Dirigida por:	Laboratorio Galea				Dirigido a:		Unidad Responsable:		Fecha: 28/10/2024	
Los aquí firmantes conocemos el objetivo y contenido de esta actividad.										
Apellidos	Nombre	Doc. Identidad	Correo Electrónico	Código estudiantil	Programa Académico	Vinculo (*)			Celular	Firma
						E	V	O		
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Pineda Ameyri	Daniel Giovanni	1005150466	danielgopinero@gmail.com	2212353	Ing Metalúrgica	X			30446249	Daniel Pineda
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WORKSHOP 5

Galea		LABORATORIO GALEA				Código:				
		CONTROL DE ASISTENCIA				Versión:				
Actividad:	Fifth session - We speak					Modalidad: Presencial				
Objetivo:										
Contenido:	Adaptability									
Duración:	Inicio: 10:00 am	Fin: 12:00 pm			Horario: 10-12 am					
Dirigida por:	Dirigido a:				Unidad responsable:					
Los aquí firmantes conocemos el objetivo y contenido de esta actividad.							Fecha:			
Apellidos	Nombre	Doc. Identidad	Correo Electrónico	Código estudiantil	Programa Académico	Vínculo (*)			Celular	Firma
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Bernal Biza	Marily Yareth	1115721747	marilybernal00@gmail.com	2211633	Ing. Industrial	X			3222744275	Marily B.
Rivera Salamanca	Silvia Alejandra	1095788764	silvia2004saris@gmail.com	2210316	Ing. Industrial	X			3185841011	Silvia
Rincón Araya	Daniel Geovani	1005150466	danielgeovani@gmail.com	2212353	Ing. Metalúrgica	X			300468248	Daniel
Juan López Gil	Juan	109490777	pdjuanly.2002@gmail.com	2205520	Ing. Industrial	X			3218153491	Juan López
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WORKSHOP 6

Galea		LABORATORIO GALEA				Código:				
		CONTROL DE ASISTENCIA				Versión:				
Actividad:	Sixth Session - We speak					Modalidad: Presencial				
Objetivo:										
Contenido:										
Duración:	2 hr	Inicio: 10:00 am	Fin: 12:00			Horario:				
Dirigida por:	Dirigido a:				Unidad responsable:					
Los aquí firmantes conocemos el objetivo y contenido de esta actividad.							Fecha:			
Apellidos	Nombre	Doc. Identidad	Correo Electrónico	Código estudiantil	Programa Académico	Vínculo (*)			Celular	Firma
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Rodríguez Ochoa	Yenni Carolina	1005326035	yennicovalina1@gmail.com	2192178	Ing. Industrial	X			3205427117	Yenni
Rivera Salamanca	Silvia Alejandra	1095788764	silvia2004saris@gmail.com	2210316	Ing. Industrial	X			3185841011	Silvia

WORKSHOP 7

alea		LABORATORIO GALEA				Código:		Versión:		
Actividad:		Seventh Session: We Speak				Modalidad: Presencial				
Objetivo:										
Contenido:										
Duración:		Inicia: 10:00 AM		Fin: 12:00 AM		Horario:				
Dirigido por:		Dirigido a:				Unidad responsable:				
Los aquí firmantes conocemos el objetivo y contenido de esta actividad.						Fecha: 24/04/24				
Apellidos	Nombre	Doc. Identidad	Correo Electrónico	Código estudiantil	Programa Académico	Vinculo (*) E V O			Celular	Firma
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Sanchez Orzale	Clarini Pissel	1002995808	Clarini2201126@correo.uis.edu.co	2201126	Ing. Civil	X			324517644	[Firma]
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