

Annex A
Observation journal

Date: October 12th			
Class Objective	Activity	Observation	Reflection
To let students know the activities to develop throughout the course and the project.	Presentation of the program and the project.	During the first session, students seemed a little bit confused so I realized their listening comprehension was not well developed. However, they seemed more confident during the icebreaker activity where Ss had to ask and answer questions about their lives. Ss did not show disagreement about the percentage given to the project but they did not ask any questions about it. It made me feel that the proposal was not clear enough for them. During this session I had flu, so my tone of voice was not the best and I tried to speak as little as possible so my voice did not get damaged. However, I tried as much as possible to create an environment where Ss feel comfortable and that they can participate a lot in the class. When I introduce the project which has the 20% of the final grade I tried to look very confident and motivated so I could transmit that the project would be a very exciting experience. Unfortunately, I could not give them too much detail due to my voice.	From the first session, I could realize that students are not familiar with projects in the EFL classroom neither create content related to their educational community.
Date: October 19th			
Class Objective	Activity	Observation	Reflection

Recognize the human and cultural resources available at UIS.	Mapping exercise	In the second session teacher and students carried out the mapping exercise around the university, to do so, T divided the class into groups of four. Before the mapping, T provided students with some examples of the aspect they should pay more attention to when walking around the university such as parks, monuments, graffitists, people, and animals, among others. Before going out, T asked students an idea of the type of places they would like to go or the type of assets they would like to know more about, however, 1 out of 16 students just told me about the new skateboard park opened at the university. I gave them one hour to walk around the university and took pictures. I walked with a group and I took advantage of the time to know more about their experiences in activities like that, I realized that they hadn't done an exercise like that one before and even in the fifth semester they did not know much about different places or people around the University. During the exercise, I listened to some good comments about the University that let me know students felt engaged and motivated to know more about their educational community.	Ss are not aware of the people who are part of the University, they just focused on the places and objects they saw in the mapping but they do not really know who are the people who help to build our identity.
Date: Octubre 26th			
Objective	Activity	Observation	Reflection
Write short multimodal descriptive paragraphs on a collaborative board.	Short descriptive multimodal paragraphs.	In this lesson, students talked about their experiences walking around the university and doing the paragraphs. Some of them found knowing more about different places at UIS very interesting. I realized that students are more interested in knowing about the history behind places or sculptures such as the Perla, la Gallera, el Monumento al óxido, los lápices. This was evidenced in the paragraphs and in the conversation.	From this section, I realized that I need to give them more input and ideas to help them to look for different topics.

Skate Park



On October 19, we walked through the university, Paola Paula Yani and Edwin, and we saw two places that were very nice, the skate park and the botanical garden. The skate park had many colors and was very interesting, there people could practice their sports, we saw several kids with skateboards and roller skates. It is a beautiful place which I would like to know more.

Maria Paula Ortiz

"Universidad" Sculpture.



On October 19th, I went for a walk around the university campus with my classmates Yurani, Yulitza and Tatiana. During the tour, we observed a sculpture in front of the library, which consists of a variety of tall pencils of different colors standing on a stone platform. This sculpture catches my attention since I don't know its history and I want to know if its location has a special meaning.




María Alejandra Orozco.




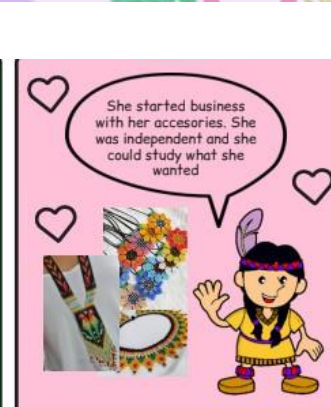
Date: Noviembre 2nd			
Objective	Activity	Observation	Reflection
Recognize the human and cultural resources available at UIS.	Check students topics	<p>During this lesson, the teacher asked students what topic they would like to work on. Some of the topics were related to sports, the history behind different products, and places such as La Perla. Some groups have two or three options or even more topics. A group of students was confused, they said “pensabamos entrevistar a los estudiantes de primeros semestres para conocer qué tanto saben sobre los lugares de la universidad”; therefore, I tried to help them with other options such as interview people from other communities. A group was interested in working with a skateboard teacher, S8 said: “profe pues me gusta mucho el skatepark de la UIS, de hecho yo voy a patinar allá y es un lugar que construyeron hace poco y que pocas personas lo conocen” but they wanted to do it with a teacher that is not from the university, so I persuaded them to do it using people from UIS. Another group was interested in interviewing people from the Bienestar Universitario or from the cafeteria. A group who wanted to investigate about el Jardín Botánico: “Me llamó mucho la atención cuando pasamos por el jardín botánico de la UIS, pues nos dimos cuenta que es un lugar que pocos conocen y al que no se le hace mucha publicidad”. A girl who decided to work alone had different options: La perla, a friend from the Tuna UIS, and she bared in mind a suggestion that I had made, the only woman teacher from mechanic school. She said: “Me parece interesante este tema, porque no sabia que apenas una mujer se había integrado a la escuela de mecánica como profesora” I encouraged her to choose that topic, however, she was afraid to speak to her. Another group was interested to work with the Colectivo de animales UIS, they said: “Me causa curiosidad saber quién cuidan estos animales, porque hay mucho en la UIS, y estas personas los alimentan incluso en vacaciones, quisiéramos saber a cuántos animales ayudan y si reciben ayuda de otras personas, a parte, conocemos una chica que trabaja</p>	<p>From this activity, I realized students feel motivated about the project since they were able to choose the topic of their preferences. They also mentioned a lot about being curious about some topics or wanting to learn more about things they didn't know much about the university.</p>

		<p>en este colectivo y queremos entrevistarla”. Finally, I girl told me that she wanted to work alone since didn’t have time to meet with another person. She said: “Siempre he tenido curiosidad por saber sobre el monumento al óxido porque todos lo llamas así, pero en realidad tiene otro nombre, me llamó la atención porque sé que una vez un estudiante fue abuchado por querer limpiar la escultura pero no lo dejaron pues perdería el sentido del nombre, óxido”.</p> <p>Another group was interested in interviewing people from the Bienestar Universitario or from the cafeteria. ‘profe pues queremos entrevistar a las chicas de la cafetería de humanitas, ellas siempre son muy amables y serviciales con nosotros, entonces tenemos curiosidad por saber sobre ellas’</p> <p>S9 told me: ‘profe pues [S2] tiene una compañera que viene de Brasil, y pues me parece interesante saber sobre ella, cómo se ha sentido en la universidad, en otro país’</p> <p>Finally, another couple told me ‘profe pues resulta que en matemáticas hay un estudiante que ya se ve bastante mayorcito, no sé si sea un buen tema’ from this comment, other students said ‘uy si profe, ya es muy abuelito’</p>	
Date: November 9th			
Objective	Activity	Observation	Reflection
To identify the elements and structure of a biography.	Reading the biography about Fernando Montaña	<p>During this lesson, students did a reading activity with the purpose of analyzing the type of texts students are going to create, therefore, during the reading activity, students not only learn new vocabulary and analyzed some grammar structures, the activity also helped them to identify the elements of a biography that should be included in the final texts. Before the activity, I asked them if they know who Fernando Montaña is, but nobody knows him; therefore, before the reading activity I showed them a short video about him in order to put them in context. I asked them the question: “Do you find this guy interesting?” but most of them say no, I did not see them too much</p>	<p>In this activity students do not feel too much interesting to know about Fernando Bolaño; however, by highlighting his</p>

		<p>interested in knowing about him. After that, we started reading the text, the activity consisted in identifying the main idea or purpose of each paragraph.</p> <p>While we were reading dreams achieved by Fernando Montaña, I started identifying some different attitudes from the students, they were surprised about Fernando's story and how far he has come, they said some comments like:</p> <p>"bonito que no se haya olvidado de su tierra" since despite he is succeeding in another country he has done a lot of charitable causes.</p>	<p>contributions to the country they started getting engaged. From this activity I realized the importance of making students feel empathy about this topics.</p>
Date: November 16th			
Objective	Activity	Observation	Reflection
<p>To identify the structure and feature of how to conduct a semistructure interview.</p> <p>To approach to a member of the Inga Community.</p>	<p>Interview to an indigenous person.</p>	<p>In this lesson, I invited Liliana to the class, she is an indigenous girl who studies at UIS. The purpose of this activity was mainly to give students an example of how to conduct a semistructured interview and also started approaching them to uis community and other cultures. Before she arrived, I showed students the questions for the interview and ask them what was their opinion, and what other things they would like to add to the interview. In the beginning, they thought that the questions were good, but they would like to know how the university supports those students. When she arrived at the classroom, she started to speak in their native indigenous language, I could observe students were curious about the way she spoke. There was not need to ask the first question, because Liliana introduced herself in their native language and in Spanish, she started to talk about their indigenous community. The students were surprised to learn that, although there is special admission for indigenous people, very few can be admitted to the university. Ss were</p>	<p>This experience was significant for students since they started getting close to the community and practice how to conduct an interview before they have to do it for their project. In addition,</p>

		<p>curious to know if the university supports those indigenous students once they enter the university, but they do not, one of them said: “mejor dicho, entre y defiéndose como puedan” Liliana also recognized that indigenous people did not have the same primary and secondary education as other students, so their prior knowledge is not very high; therefore, many students prefer to drop out.</p> <p>When Liliana finished the interview, S5 said, “veo que utilizan mucho el colibrí en sus prendas y accesorios” Liliana replied, “sí, es que vemos que a las personas les gusta mucho, y los compran bastante”. When she left the classroom, I asked students if they learnt something, S11 said: “sí, ella habló bastante, casi que no tuvimos que hacerle las preguntas de la entrevista, la verdad no sabía acerca de las admisiones especiales”</p>	<p>students felt curious about Liliana’s story and I could observe they started feeling empathy about her and other indigenous people’s situation.</p>
Date: November 23rd			
Objective	Activity	Observation	Reflection
<p>To represent in a comic a story based on Liliana’s life using past simple and past continuous.</p>	<p>Multimodal texts - comic.</p>	<p>In this class, I asked students to create a comic in couples based on the interview done to Liliana, I recommended them to use one of the stories she told and based on that create a comic following a rubric. I could observe that it was hard for students to think of a topic because Liliana talk about many things. When I walked around the classroom, I asked them what they decided to do MA said “me llamó la atención como aprendió el arte de hacer collares en su resguardo y que con eso ella pueda cubrir sus gastos acá”, JT said “profe pues me gustó mucho lo del colibrí, y los accesorios que ella utiliza en sus trajes” S11 said “pues profe ella habló sobre una bebida de yagé, entonces pues nos causó curiosidad averiguar sobre eso” S2 said “profe, queremos hablar de cuando ella se salió de la carrera porque no le gustaba y luego volvió a ingresar a industrial”</p> <p>At the end of the class, just few couples finished the comic, so I asked them to show it to the group, S16 said “pues profe, intentamos buscar una muñequita</p>	<p>From this section I could observe students go to different resources such as images in Canva, or in Pinteres to create the comic, some groups were very creative to context each</p>

		<p>indígena para poner en cada cuadrito, pero no encontramos una con diferentes posiciones, entonces lo que hicimos fue poner un fondo diferente en cada cuadrito” I asked their classmates to give comments to their comics but they just said phrases like “que bonito”. I could observe some students are familiar with Canva, they use images browser to include different pictures about indigenous people. The other couple could not finish the comic, so I gave them more time to finish at home and upload it to the folder. It seems than for some of them it was a lit of bit more complicated to choose a topic and to create the comic.</p>	<p>panel in the comic and portrait the indigenous cultures using colors, pictures regarding their cultures (colibries), or images that represent their “resguardo”.</p>
Date: November 25th			
Objective	Activity	Observation	Reflection
<p>To analyze the multimodal and cultural resources presented in the comic.</p>	<p>Analyzing the multimodal comics.</p>	<p>When students finished uploading the comics, I started checking them one by one, I used the rubric to assess each of the comics.</p> <p>The topics used by students were: Liliana’s business, Liliana’s life in the university, Liliana’s changing the program, Liliana’s decision to enter the University, the houses in her community, Yagué drink.</p> <div>  <p>She prepared to enter the university</p> </div> <div>  <p>She and other people from different communities were accepted into the university</p> </div> <div>  <p>She began studying at the vis</p> </div>	<p>From this analysis I could observe students took advantage of the resources available in Canva to contextualize their comic, they went to colors, images,</p>

		
		
<p>I observed that the majority of the topics were about Liliana's story of how she could enter to the UIS thanks to a special admission program, and how she started her business here at UIS. Only two couples talked about her community.</p>		

words, and details such as clothes. Using these resources really helps them to convey their meanings and portray Liliana's culture. Also, the interview really provided them with more information regarding the culture and from the words of the people.

YAGÉ

I was drinking "Yagé"
when she asked me:

What drink
was that?



It was a sacred
medicine to heal the
soul and body

How did you
get that?



I had to bring it
from Nariño. It was
a vine that grew on
a tree

Who did it?



The Houses of my community

Julieth Tatiana Niño García

One day, Liliana was studying with her classmates...



Suddenly a girl asked her:



Liliana says that many years ago, her community lives in shacks...



Years later, when the drug trade was running...



Many people in her community built their own houses...



Currently, her community lives in houses and some people still live in shacks



It was interesting because they tried to talk more about interesting stories about some cultural features Liliana mentioned about her community such as their beliefs and their houses.

In some of the comics, I could observe students were very careful in choosing the images to put in the comic.



In this comic, I could see that students changed the background of each picture in order to represent each situation and tell the story. When she talked about her business she put images in the background of objects that represent the accessories she sells.



In this comic, students were very careful choosing the images for each of the situations, in the first picture I could see that **Liliana is talking about the admission program at UIS so she put a picture of a letter that says ADMITTED and other objects that represent knowledge.** In the second picture, she put accessories with animals, especially the hummingbird, that Liliana uses a lot.


I could also observe that students did use the structure of past simple and past

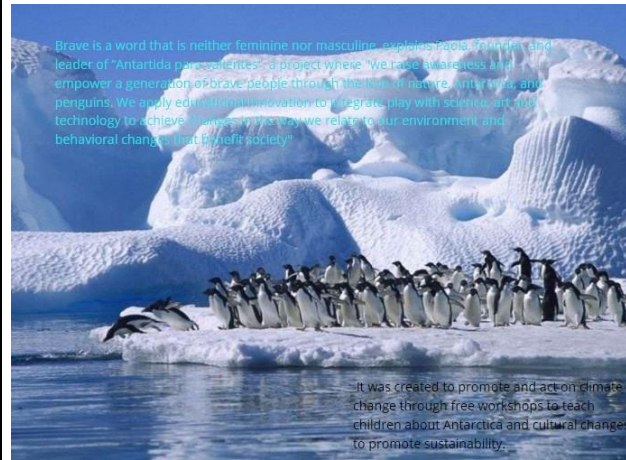
		continuous to tell the story.	
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Date: December 3rd			
Objective	Activity	Observation	Reflection
To analyze and edit the questions to hold the interview.	Creating interviews.	<p>This session was taken virtually since students do not have class on Fridays. For this session, T and Ss are going to look at the question to hold the interview, each couple had a 30-40 minute. In the first session, the students who wanted to talk about Oscar and skateboarding at UIS had already carried out the interview with Oscar. They were in the skatepark with him so they told me that they took some videos of Oscar. S8 said “profe la verdad fue muy interesante, subimos al skatepark y aprovechamos que él estaba acá, fue muy amable y accedió darnos la entrevista” “igual dijo que él siempre estaba acá, entonces si nos hizo falta alguna pregunta podemos regresar en cualquier momento”. Some of the questions were more related to the skate por la vida, and this humanitarian work, I recommended them ask more about his life. I could observe that students were really engaged with the interview and that they could gather a lot of important information about Oscar’s work and his passion.</p> <p>Another couple who was engaged with the project of Colectivo por lo animales, create some other good questions: ¿Cómo surgió la idea de iniciar con el colectivo por los animales? ¿De dónde provienen los animales que son beneficiados con este proyecto? ¿Qué actividades realizan para recolectar fondos? ¿Reciben algún apoyo por parte de la universidad? However, they struggled in asking questions about her life, we came up with other interesting questions during the meeting and ¿Qué te motivo a unirte al colectivo? ¿Qué rol cumples dentro del colectivo animal? Podrías contarnos alguna historia en particular que te haya marcado sobre el caso de algún animalito.</p>	<p>During this session I could observe that giving students the opportunity to do an interview in the classroom before doing themselves was useful for the development of this activity. Students are really engaged with the project since they came up with good questions. Still some of them feel nervous to approach to the community.</p>

		<p>With those questions, students can gather more information about Maria Paula but also take to account her role and experiences in the Colectivo.</p> <p>Another couple who wanted to talk about the story of an indigenous student used the interview conducted with Liliana as a guide; however, I told them to wonder what other information did they consider important to know about them. It was interesting because they could organize the question in a better way as we did with Liliana, I asked them to think of questions regarding her culture and they come out with ideas to add ¿Cuál es lo más representativo de su cultura? ¿lo símbolos, lo espiritual, la vida, la muerte, las celebraciones?¿Qué significado tiene para su cultura los símbolos _____?</p> <p>Then, I had a session with a student who is going to interview the first female faculty member of the mechanic school. We guided the interview using a newspaper interview done with Paola Tello, I recommended her to ask question in order get. S5 said “de pronto preguntar como fue su relación con los estudiantes y docentes, si en algún momento se sintió discriminada... de pronto también preguntar si ha notado avances en la participación de mujeres en esa carrera desde que estudió. S5 also say, “profe yo he intendado buscarla en el edificio de macánica pero siento que siempre está ocupada, me da mucha pena, no sé como saludarla, o como decirle lo de la entrevista”</p> <p>S9 said: Profe, pues nosotras tenemos una compañera que es de Brazil, nos llama la atención conocer como se ha sentido en un país como Colombia, y pues que tan diferente es su cultura con la nuestra.</p>	
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Date: Dec 12th			
Objective	Activity	Observation	
To demonstrate reading understanding by transforming a written text in a multimodal eBook	Reading activity- Paola Tello	For this activity I show students a reading activity about Paola Tello, a graduated student from UIS who participated in a important expedition to Antartica. Students had to read the text and transform it into a multimodal eBook. At the beginning, students were reading the story, I started thinking how to portray the pictures, at the beginning they were struggling with the cover and with the	

		design of the pages. During this class they didn't have too much time for the developing of the eBook since they were reading and understanding the concepts.	
Date: Dec 14th			
Objective	Activity	Observation	
To demonstrate reading understanding by transforming a written text in a multimodal eBook	Reading activity- Paola Tello	<p>During this session students had to continue with the eBook, I walked around the classroom and started looking their job. S15 had already finished the book, she said "profe yo puse ese fondo porque me pareció bonito" I told her "está muy lindo pero las hojas no representan mucho la antartica. Something interesting was that she tried to portray Paola Tello identity with the photos.</p>  <p>"I am a Colombian woman, daughter, physicist, athlete, reader, and Antarctic expeditionary, my story is the story of anyone, with the luck that hard work took me in 2018 to the most fascinating place on the planet, Antarctica. A privilege that could not be mine alone, that's why 'Antarctica for brave' was born, it combines my dreams as a child and as a grown-up and my passion for education and childhood. I like to say that I have two jobs, one during the day as a physicist in England in a rock laboratory for the oil industry, and at night with an incredible team of volunteers from different countries, we work in the educational program of Antarctica for Brave."</p> <p>In this case, students were not careful with the font and the color of the letter, I asked them to be careful since the letter was no clear do to the color, some of them struggling with the division of the paragraphs, and most of them put a lot of writing in each page.</p>	<p>From this exercise I could observe that for some students it is difficult to design things that requires creativity. For some of them, it was the first time they did something similar to this. Some of them did not use a lot of picture in the eBook, but they tried to put pictures according to the story. They still use a lot of text in each page, and did</p>



Other students really caught the meaning of the reading, and use a layout according to the story, S9 said: "profe, escogimos ese color porque es como tiene copos de nieve, y ella ha hecho expediciones a la Antartica entonces va acorde"



not select the proper font or color of the letter.

It was interesting how some students really looked for pictures according to the text that help them to remember some words.

S8 said “ay profe yo no soy muy buena para esto, para que se vea bonito, pero pues puse como las palabras más importantes de ahí y pues puse una imagen acorde a eso.. también resalté las palabras nuevas para que no se me olvidara”



Brave is a word that is neither feminine nor masculine, explains Paola, founder, and leader of “*Antartida para valientes*”, a project where “we raise awareness and **empower** a generation of **brave** people through the **love of nature**, Antarctica, and penguins. We apply educational innovation to integrate play with science, art and technology to achieve changes in the way we relate to our environment and behavioral changes that benefit **society**”. It was created to promote and act on climate change through free workshops to teach children about Antarctica and cultural changes to promote sustainability.

Society



Empowerment

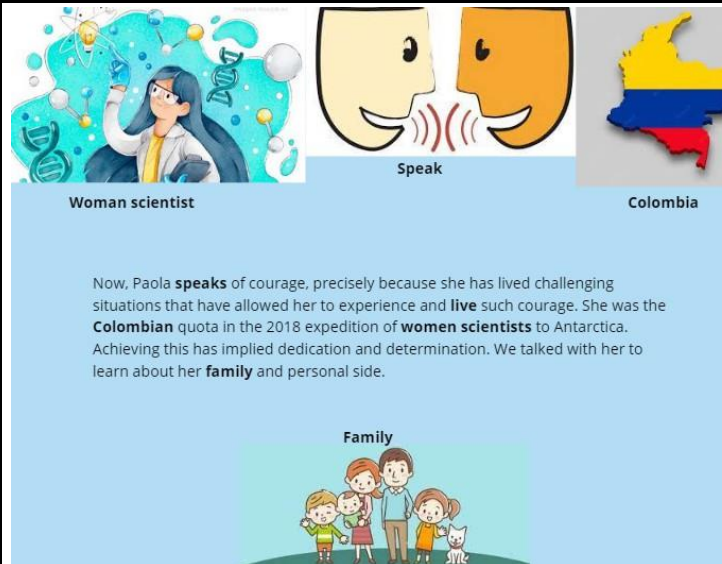


Courage



Love of nature





Now, Paola **speaks** of courage, precisely because she has lived challenging situations that have allowed her to experience and **live** such courage. She was the **Colombian** quota in the 2018 expedition of **women scientists** to Antarctica. Achieving this has implied dedication and determination. We talked with her to learn about her **family** and personal side.



S10 said “profe, acá puse esta imagen porque pues Paola habla de que ella superó muchos obstáculos al ser mujer, que no le ha tocado fácil, entonces quería algo que demostrara el empoderamiento de la mujer”

			
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Date: January 18th			
Objective	Activity	Observation	Reflection
	Planning stage- Outline	<p>In this lesson, students would start working on the outline, however, they also had to take the speaking exam, I had planned to devote only one hour to the speaking test, but it took 2 hours. Therefore, students had few minutes to start with the planning part. I showed them the rubric for the Outline, I made emphasis of the importance of having the ideas organized before starting to write. I gave them some examples and let them know the importance of writing the ideas using full sentences and bear in mind each paragraph develops a clear idea.</p> <p>Since they did not have too much time, they started to write random ideas in spanish. A student who is working the story of the indigenous S11 said, “profe, no sabemos si en la introducción empezar a hablar de una vez de Leidy o hablar</p>	

		mejor del resguardo” I said “recuerden que deben incluir una pequeña descripción del personaje, y una frase llamativa que haya dicho” unfortunately, in this session I could not help all the students due to the limit time; however, it was interesting that they started to think more carefully in the ideas they want to convey in the text, most of them were watching again the interview.	
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Date: January 23rd			
Objective	Activity	Observation	Reflection
	Planning stage - Outline, multimodal. .	<p>During this lesson, students had to finish the outline. I started walking around the computer lab to talk to each student. I observed that the majority of the students have not progress at home, one student said “profe, es que no sabemos qué decir en la introducción,” many of them only wrote random words in spanish, while other students started writing the whole paragraph. I had to stop the class a minute and clarify them “chicos, recuerden que la idea del outline es que uds tengan claro como van a organizar el texto y qué ideas quieren desarrollar en cada párrafo, de esta manera será más fácil conectar las oraciones cuando empiecen a escribir, no escriban solo palabras ni los párrafos completos, por favor revisen la rúbrica”.</p> <p>I walked around each of the groups, I started reading the outline of the students who are writing about el colectivo de los animales, they had already written the introduction, S16 said “profe, en la introducción queríamos mencionar que pues los animales son los mejores amigos del hombre, pero que a pesar de eso muchos los abandonan o están en mal estado, y ahí empezamos a hablar del colectivo, lo que no sabemos bien es como empezar a hablar de Maria Paula” In that case, I suggested them to organize the text in subtopics, one dedicated to the Colectivo por los animales, and other section focus on Maria Paula, but being careful with the sequence.</p> <p>Other students who are writing about Oscar, have already written their paragraphs but in Spanish, S8 said “profe, nosotras ya escribimos lo que</p>	<p>During this session I could identify students did not have experiences in writing, it was difficult for them to organize the ideas in the outline, some of them just write random words. I made them realize of the importance of organize the information before start writing, but for</p>

		<p>queremos decir en español para luego traducirlo a inglés” I read what they wrote, I observed that they put a lot of effort writing the paragraphs, and at the same time they were really commitment with the project because they have already done the ideas in the outline in English. We started reading together what they wrote and I helped them to organize better the ideas “profe acá queremos hablar del skateboarding, de como surgió en Bucaramanga.. en esta parte quisimos hablar como contar que Oscar decidió iniciar Skate por la vida porque perdió a su mejor amigo, pero no sabemos bien si acá en este párrafo, o mejor lo ponemos al principio” I observed that they have searched a lot on the internet “profe, sobre él se encuentra mucho sobre él, entonces de ahí sacamos varias cosas también que no nos dijo de la entrevista...queremos también hablar sobre el skate de San Martín, en internet encontramos varias fotos, y encontramos desde cuando surgió, dice que existe desde hace 25 años y fue el primer skate park de Bucaramanga” I asked them to start thinking on the images that they would like to add to the text “profe, será que podemos poner un vídeo para mostrar lo que es el skateboarding”.</p> <p>The students who wanted to talk about Danovis used the question from the interview to organize the outline; however, they continue having only isolated words on the outline, they said “no profe, pero ya con esto nos guiamos mejor para poder escribir el texto”</p> <p>Other students who wanted to talk about Don Alvaro started to write the introduction and the paragraphs without having a previous plan, we started reading together I said “ves que en este párrafo dicen varias ideas al tiempo, por eso es importante primero tener el outline”, they listened to my advice and started organize each paragraph. I could observe that they tried to translate a lot from Spanish to English, therefore, I provide them with some websites and strategies to avoid them from the use of google translator, some of them were: wordreference dictionary, synonyms dictionary, Oxford collocation’s dictionary, and deepl. Using this dictionaries, we started organize the ideas,</p>	<p>them it was difficult, also, they continue using translator in the writing process, they prefer writing in Spanish and them translating it to English.</p>
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		one for each paragraph.	
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Date: January 25th			
Class Objective	Activity	Observation	
To	Drafting stage	<p>During this session, students starting working on the writing paragraphs, they have already organized the ideas in an online and based on them, they started writing the whole text. Since there were not computer lab available, students had to bring their own computers to the class.</p> <p>I could observe that having organized the ideas before writing were very useful for the students, I listened to them discussing the ideas they want to include in each paragraph.</p> <p>I could observe that they were using the dictionaries that they were using the dictionaries that I had recommended last class. I walked around each group and helping them with the writing part, and making sure that they are using the websites I gave them. In addition, I when they do not know how to convey their ideas I said “recuerdas cuando vimos presente perfecto... crees que acá funcionaría.. excelente, ves?, qué estructura estamos usando acá? presente perfecto o pasado?” It was interesting because students started connecting their previous knowledge with the writing process.</p> <p>During this session, students progress a lot in the writing part, however, I asked them to write as much as possible at home so we can meet again in a virtual and individual session on Friday. So agreed to have this session, I could observe that they were really into the project and wanted to dedicate time to finish it.</p>	<p>During this stage I realized students have improved in the writing process thanks to the outline and having the idea organized before writing. They started using some different dictionaries to look for meaning and synonyms instead of going for the translator.</p>
Date: January 27th			
Objective	Activity	Observation	

		<p>Since students do not have classes on Fridays, this session was held virtually by zoom with each group from 1 pm to 6 pm with a one-hour session each one. The first group was the story Oscar, the skateboarding coach who has done significant social labor in the city. Both of the students were in the meeting, we shared the document and started reading together the written paragraphs, a could observe students were really engaged with the project, one of them said: “la verdad cuando supimos del proyecto, de una vez pensé en el skate park de la UIS que se abrió el año pasado y a mi me encanta el patinaje, pero no conocía sobre Oscar y no sabía casi este deporte” I also observed that the students have become really knowledgeable about Oscar’s story. I made students continue thinking on how to represent what they want to communicate, so one student said: “no sé como hacer, pero la idea no es poner tanto texto en una sola página, sino ver la forma de como poner los párrafos bien chiquitos, las ideas bien claras e ir poniendo las imágenes o vídeos” she also mentioned “me gustaría hacer lo mismo que hicimos con lo de Paola Tello, hay muchas palabras que yo no conocía, entonces me gustaría como subrayarlas, o ponerla en negrilla y colocar la imagen...lo del glosario con imágenes me parece muy bonito” and she added “siento que no me sirve el poner la palabra en español porque o sino lo mecanismo, entonces coloco la imagen y ya sé a qué hace referencia”</p> <p>In the text, there was a part in which the word community appears referring to the people who has been benefit of his social work, one of the students said “si, en esta parte podemos ir al skatepark para tomar mejores fotos de los estudiante, yo voy a veces allá a montar patines” and, for another word she said “para la palabra bombardear se me ocurre imágenes de problemas callejeros”</p> <p>The second group was the one about Danovis, for this meeting, both of the member of the group participated, we started reading the paragraphs, after reading the first paragraph I said “muy bien, me encanta como suena” and one of</p>	
	Drafting		

		<p>them said “menos mal, la verdad me costó mucho ese párrafo”, it was interesting because I felt that they are put a lot of effort on the writing part, and I in that paragraph I could see how they have improved conveying their thoughts.</p> <p>I asked them to start thinking about the final product, and how they would like to illustrate each of the ideas, it was interesting, because throughout the text, students write some interesting quotes that Danovis mentioned in the interview, so they say “la clase pasada pensamos en hacer un avatar de Danovis, con su sombrero y chaqueta característica, entonces pensamos poner el avatar diciendo estas frases” the other partner said “ya tengo un avance del avatar, pero aún falta terminar”</p> <p>Other group was the one who interviewed Leidy, an indigenous girl from the Misak community. Only one member of the group could attend the meeting, however, I could see him really engaged with the project, it was interesting because they searched a lot besides the interview, therefore, they are becoming really knowledgeable about this community.</p> <p>Finally, I gathered with a member of the group in charge of a 64-year-old student. He was aware because he thought he did not get enough information about the character, however, we rewatched together the interview and started giving more ideas to put in the text. I could observe that the way they develop their idea in writing have improved a lot, I saw that he could organize the ideas better in the text.</p>	
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Date: January 30th			
Objective	Activity	Observation	
	Editing stage	<p>During this lesson, students started working on the multimodal texts in Canva, some students have already chosen the pictures from the planning exercise, they felt more confident having the pictures organized before starting working in Canva. Other group already finished the eBook in Canva with pictures, so they started</p>	

		<p>deciding the soundtrack and how to put the audio in the book. It was interesting because the girls in charge of “Colectivo por los animales” were looking for a soundtrack related to nature sounds. Other groups were working on the cover of the eBook, it was fantastic, because some of the groups are doing very well with the colors, a group of students were trying to highlight a photo of Oscar, and use colors that match with the logo “el amarillo se ve bien, combina con el color del logo y con la foto de Oscar”. Other students struggled with the cover, I realized some of my students haven’t using canva before, so those digital skill were not well achieved yet.</p> <p>Other groups were still working on the texts, it was interesting to see them looking for more information on the internet to improve the information given in the eBook as well as broaden their knowledge. A girl who is working with the first female faculty member of the Mechanical School, found that she had already written a book and participated in the creation of a pancreas prothesis. She said “profe, ella escribió un libro, y fue a estudiar a México para la creación de una prótesis de pancreas para la diabétes, y mencionó nada de eso en la entrevista, tan humilde”</p> <p>Other girl who is working with a member of an indigenous group said “profe estoy leyendo más sobre el fogón, que es algo muy importante para ellos”</p>	
Date: February 1st			
Objective	Description of the activity.	Observation	Reflection

To	Editing eBook stage	<p>During this session students continued working on the eBooks, this time, all of them have already finished the written text and chosen the pictures. I observed students were really engaged and concentrated on the activity. I walked around the classroom observing their work, listening to their comments and giving them some pieces of advice. I identified some students really struggle with the design of the cover, so, I devoted some time of the class helping them and teaching them how to use canva, I heard them said that this is the first time using apps such as canva and pinterest, and any other photo editing app. It was interesting because at the end of the class this couple worked alone and could handle with a design activities, and complete a page with images, and a good layout, even one of them said “profe puse esta imagen porque indica deserción en la UIS, quisiera cambiar esta que es sobre problemas económicos, pero no combina con el fondo”</p> <p>It was quite interesting because I could realized that all of the students were looking for images, photos, symbols and even videos that represent what they want to say in each page.</p> <p>Students who are describing Leidy’s community decided to use indigenous symbols to decorate the page; however, I tried to help them to look for the exactly symbols from that Misak community.</p> <p>Other students who are writing about Barbara, an exchange students from Brazil decided to use colors related to the country (yellow and green and other carnival colors) It was interesting because they said: “acá pusimos un dibujo que ella hizo porque ella comenta que sus hobbies son pintar, pero acá no sabemos qué imagen poner porque ella también dice que vino a Colombia porque quiere aprender español”</p> <p>Students who are describing the story of Oscar, were really careful when choosing the appropriate pictures that describe Oscar’s life, the sport, the young people who belong to skate por la vida, and some other topics such as drugs and crime. One of them said “En esta parte vamos a poner un vídeo del</p>	
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		<p>skateboarding, y queremos que esta parte se vea así cuando lo pongamos en modo libro, MP se está guiando de un estilo que vio en una revista”</p> <p>I could observe participant S7 and S8 were really engaged in the project, they had have done the activity before their classmates, and they have already looked for the images and layout they wanted to put on their ebook, this couple demonstrated high commitment on the design of the project to make the ebook looks well-looking at the eye of the reader.</p> <p>Other student who is describing the artist and the monument of “Lección de geometría de la UIS” said: “profe así lo llevo, puse esta mancha acá porque siento que representa el oxido de la escultura” I also highlighted the layout use, she said “intenté escoger imágenes que fuera geométricas para decorar la página” It was quite interesting because she even put a video that she record of the monument. Also, in the pages dedicated to the artist, she put an abstract drawing made by her girlfriend, I said “deberías poner el nombre de tu novio ahí, para destacar que él lo hizo, y en esta foto del artista poner como la fecha de nacimiento y fallecimiento para enfatizar que él ya murió” she said “ay! puedo poner una cinta negra”.</p> <p>Other students were still working on the cover and layout of the eBook, I realized some of them were really “detallista” with some details and changed many elements from the cover.</p>	
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Date: February 6th			
Objective	Description of the activity.	Observation	Reflection

<p>To give and receive feedback from their peers.</p>	<p>Editing eBook stage</p>	<p>During this class each couple showed their eBook to the class, no matter if it is not finished yet, the purpose of this activity was to take advantage of their classmates and receive some advise, comments or ideas to complete the notebook. I could observe that the activity was very useful for students since they received some good ideas in the addition on images or the layout. Students who are talking about Oscar have most of the paragraphs in capital letters, S4 said “siento que la letra en mayúscula es como si estuviera gritando, es muy agresiva, mejor tenerla en minúscula” S15 added “Y a parte desde lejos es difícil de leer”</p> <p>Other couple showed their eBook about a student from Brasil, S14 said “cuando hablas de Brasil me imagino mucho colores llamativos, pero siento que las páginas están con muy poco color, podrías agregar colores como amarillo y verde”</p> <p>Other students showed their eBook about Danovis, they felt a little out of ideas in some sections, S15 mentioned “en la parte que hablas de que él recibe amenazas podrías poner como una imagen de papel rasgado, como de revista, así como se ve en las películas, que mandas mensajes anónimos con papel recortado” she also added “y en la parte de que los jóvenes salen a marchar, puedes buscar una imágenes de las marchas que se hacen y que van muchos jóvenes y las pones”</p> <p>Another couple showed their eBook about some people who work in the cafeterias, S10 said “llega uno simplemente compra y ya pero no hay un interés por saber de su vida, entonces como quiere darles una voz, y reconocer el trabajo que ellas hacen, también hicimos una sección especial para cada una, pues queríamos que tuvieran un protagonismo y resaltar sus sueños”</p> <p>Another students who were writing about don Alvaro have presented a lot of problems in the elaboration of the eBook, S16 said “es que parece como si hubiera cogido un estilo para cada página, me parece mejor que cada página tenga algo diferente, no monótono”, S15 said “ tal ves que el estilo de las</p>	
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		páginas no sean las mismas que la portada”	
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Date: February 13th			
Objective	Description of the activity.	Observation	Reflection
To	Editing eBook stage	<p>During this session, students were finishing their eBook with the audio and the soundtrack included. It was interesting because all of them had done an excellent job, I could also see that they were very careful with the details. A student who was working with the first female faculty member of the Mechanic School said “profe, encontré el instrumental de Flowers para poner de fondo, me encanta porque la canción habla del empoderamiento femenino, y pues está acorde a la temática y a parte esta muy moda”, other couple show they eBook with the audio, one student said “me gusta porque el audio es como urbano” she said this because the story is about a skateboarding coach. Other couple who were working with don Álvaro said “estamos buscando una música instrumental, de guitarras, como bolero, algo antiguo para poner de fondo” other couple said “profe, buscamos una canción instrumental como de flautas, para mostrar la cultura indígena”</p> <p>In addition, we planned the coming activity of sharing the eBooks to the public in an auditorium. To do so, I gave them the agenda and asked them to create a short introduction in English before presenting the eBook and at the end to say their reflection in Spanish so the public could engage more. I checked some of the introductions and in the meantime, other students were selecting the music.</p>	

Date: February 15th			
Objective	Description of the activity.	Observation	Reflection

<p>To share with the UIS community the final products of the eBook</p>	<p>Presentation</p>	<p>This day, students had the opportunity to share their eBooks with the public in the auditorium Carmenza Landazabal at Language School. I asked students to arrive a little bit earlier to have the eBooks ready.</p> <p>The first group to start the presentations was the group that did the ebook about Danovis Lozano. It was fantastic because people such as Danivi Lozano and Oscar Piñeres and his friends of the skate park could come.</p> <p>E and Y said the introduction in English and then, shared the eBook. It was great because the illustrations put on each page were accurate for the meaning, and the way it was told and the music help a lot to follow the reading such it was a movie. I liked a lot the presentation because the audio was clear and Danovis could see all his life in a Book. At the end, students gave their reflection, Y said “bueno, escogimos a Danovis porque nos llamó mucho la atención como una persona tan joven ha hecho tanto en las causas sociales, siempre nos ha representado y no solo a nosotros los de la UIS sino también a todos los jóvenes de Bucaramanga. queríamos dar a conocer todas la cosas que él ha hecho y que como vimos no han sido fácil, también queremos dar gracias a la profesora por permitirnos este espacio de conocer otras vidas, y la verdad fue muy gratificante todo lo que aprendimos en las entrevistas y haciendo este eBook” then, Danovis gave a words of gratitud, I could see he was very happy to see this book dedicated to his life, and clarified that the youths are the people who can do all the changes, and also recognized the labor made by Oscar Piñeres. It was interesting because both of them have been working together on some projects so it was also room for interaction.</p> <p>Then, the girls who are going to talk about Oscar Piñeres started their presentation. I was stunned because they did an amazing job with the pictures, and with the layout of the eBook, however, I felt sorry because I asked them to change the audio because there was a strange noise, but this time the audio could not be well listened. It was a shame because due to the time, I could not check all the audios, and students didn’t have time to rerecord some of them.</p>	
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		<p>Nonetheless, It was amazing because the girls could also show a video of Oscar's work and the audience could observe better Oscar's contribution. At the end of the presentation of the eBook, P said "bueno, primeramente escogimos este tema porque nos gusta mucho el deporte, y cuando hicimos el recorrido por la Uis nos llamó mucho la atención el skate park de dla Uis, en ese lugar tuvimos la oportunidad de conocer la historia y nos pareció que hacía una labor muy bonita, y por eso escogimos hablar sobre él, como mis demás compañeros queremos dar gracias a la profe por darnos este espacio para acercarnos a estas personas y conocer historias tan bonitas" then, Oscar dedicated some words to the audiences, he said "cuando vi el vídeo me llené mucho de alegría, porque pues no pensábamos que íbamos a ganar habiendo tantas otras causas bonitas" He also mentioned that he felt so grateful with the students for creating this eBook about him.</p> <p>Then, it was the story about Bárbara, and exchanged student from Brazil. it was also a great job, and the students made emphasis during the presentation about the cultural different</p>	
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