MSID ACADEMIC YEAR INTERNSHIP

MSID 4004: Case Studies in International Development
MSID 4005: International Development Internship
MSID 4006: Applied Field Methods
MSID 4007: Directed Research
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ACADEMIC PROGRAM

DIRECTOR AND CURRICULUM DESIGN: Dolores López BA, MSC, Ph.D. (c) José Suárez Torres MD, MPH, Ph.D.
DURATION OF PROGRAM: 16 weeks
ACADEMIC SUPPORT: Academic Coordinator and Local Organizations

COMMUNITY INTERNSHIP COURSE/RESEARCH PROJECT

DESCRIPTION
During the spring semester, students will develop a research project, in accordance with the course’s methodological guidelines, make observations, and obtain the necessary information to create a final project report which is a required element of the course.

METHODOLOGY
In addition to the methodology and research techniques that students have learned during the fall semester, and which should be implemented in their research projects according to each student’s respective track, they will have the following resources for methodology support for their projects:

Local support: The local organization and/or community will assign a supervisor who will be in charge of supporting the student in their field research activities, supervising them, and evaluating their work. All students are expected to put forth their best effort to achieve their proposed goals, both academically and service to the community.

Supervisor visits in the field: A member of Academic Coordination will visit students in their internships with the goal of offering the academic and logistical support they require. During the visit, they will delve into the following: Support in the process of cultural insertion, interpretation of the local reality, analysis of the limitations of the internship and problems that may arise, analysis of the student’s contributions in the running draft of their personal observations report, and support for the process of systematizing the research project.

Tutor: Each student will be assigned a tutor who will offer academic support during the research process, through the creation of the final report. It is the students’ responsibility to define the dates and places they will meet with the tutor, according to the progress made on their projects. If necessary, students can also meet with other professors for support. In this case, students should ask the Academic Coordination to organize the meetings.
The tutor should, in concise manner, record their observations and recommendations based on the student’s preliminary results in the tutor form. It is recommended that students meet with their tutor before each seminar to make the necessary adjustments to their drafts.

Students will have a maximum of 8 hours with their tutor.

**Academic advisor:** The advisor provides orientation, support during the entire academic process, and systematic support of the research project in accordance with the needs of each student. They also address the expectations and concerns of students in a timely and adequate manner.

**Support seminars:** The seminars are designed to support and systematize the research process and the internship experience, integrating them with the theoretical components of the fall semester and the bibliographical review of the spring semester. There will be three academic seminars during spring semester. In each seminar, the following activities will take place:

- Review of research methodology.
- Oral and written research progress reports.
- Analysis of the limitations of the research and problems relating to the research projects.
- Administrative and logistical housekeeping required by research projects.
- Individual advisory meeting with tutors and the professor of research methodology.

**Seminar I**
- The primary objective is to provide methodological support and assist the students in defining their research protocols (topic, objectives, research question, theoretical framework, methodological strategy, research techniques, population with which the student will work, previous studies, strategies for support during the course of the research, timeline of activities, etc.).
- The student will receive orientation regarding their field journal which they should create over the course of the semester and in which they should write down relevant information, describing and analyzing important events in the local reality. This information will serve as the foundation for the final research report. A good field journal will incorporate elements of interpretation and critical analysis of different processes: social, educational, family, organizational, community, etc. These should be carefully recorded, making note of dates, places, and people, describing and analyzing both the learning process and the experiences acquired during the internship.
- Turn in the final research protocol, incorporating the suggestions of the professor of methodology.

**Seminar II**
The objectives of this seminar are:
- Present a draft of the research project to be reviewed and make necessary adjustments.
- Go in depth on information analysis techniques and the creation of the final report.
Seminar III

The objectives of this seminar are:

- Provide methodological support for the systematization of the research project and the creation of the final report.
- Create an oral and written final research report.
- Reflect on their experience in the internship and the process of returning to the United States.

COMPONENTS

The academic program is composed of four courses described below:

**1.1 MSID 4004: Case Studies in International Development**

<table>
<thead>
<tr>
<th>COURSE DESIGNATOR:</th>
<th>MSID 4004</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF CREDITS:</td>
<td>4</td>
</tr>
<tr>
<td>LANGUAGE OF INSTRUCTION:</td>
<td>Spanish</td>
</tr>
<tr>
<td>CONTACT HOURS:</td>
<td>60</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION**

This course is an opportunity to explore the characteristics of development at a local level, according to the case study selected by the student in their track.

**COURSE OBJECTIVES**

- Create a theoretical base: Students should consult course bibliographies (including those from the fall semester) for their research project.
- Make observations about the local reality: Students will make observations and obtain information from different sources and information for the specific case study chosen for their final research report.
- Document the geographic, cultural, economic, and political context of the place where they conduct their research.
- Create a description of the nature of the organization in which they perform their internship activities.

**1.2 MSID 4005: International Development Internship**

<table>
<thead>
<tr>
<th>COURSE DESIGNATOR:</th>
<th>MSID 4005</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF CREDITS:</td>
<td>4</td>
</tr>
<tr>
<td>LANGUAGE OF INSTRUCTION:</td>
<td>Spanish</td>
</tr>
<tr>
<td>CONTACT HOURS:</td>
<td>60</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION**
This course is an opportunity for the student to participate in an internship in a social organization during spring semester with the goal of obtaining practical experience in a base community.

The students will have the opportunity to integrate theory with reality. Through participation in research projects, they will have the possibility of contacting and interacting with social actors, community organizations, and local and national authorities in various regions of rural Ecuador.

They will gain direct knowledge of the various contradictions within models of development in their economic, social, environmental, and cultural dimensions, and above all explore alternative development strategies that respond to the needs of marginal populations is an important challenge.

**COURSE OBJECTIVES**

- Strengthen the students’ experiential learning about the local reality through participation in institutions, government and private organizations, local government, etc.
- Integrate theoretical components with the local reality during the course of the students’ internships and reflect this integration in the final research report.

### 1.3 MSID 4006: Applied Field Methods

<table>
<thead>
<tr>
<th>COURSE DESIGNATOR:</th>
<th>MSID 4006</th>
<th>LANGUAGE OF INSTRUCTION:</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF CREDITS:</td>
<td>4</td>
<td>CONTACT HOURS:</td>
<td>60</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION**

The focus of this course is the study of field research methods and techniques, as well as analysis of the practical, ethical, and theoretical issues that arise in field research in general and in the students’ own individual research projects.

The students will establish their research protocols during the spring semester with the help of their instructor and create an oral and written presentation of the final version of these protocols. The methodological discussions will continue throughout the semester during the different academic seminars and visit by the supervisor of Academic Coordination.

The topic of the research project should have continuity with the topic chosen during the fall semester so that in the spring, the student can increase the depth and scale of the original proposal.

**COURSE OBJECTIVES**

- Perfect their knowledge of research techniques and methodologies necessary for the research project.
- Consider practical and ethical issues regarding field research, especially in the context of another culture.
1.4 MSID 4007: Directed Research

COURSE DESIGNATOR:  MSID 4007  
NUMBER OF CREDITS: 4  
LANGUAGE OF INSTRUCTION:  Spanish  
CONTACT HOURS: 60

COURSE DESCRIPTION

This course is oriented toward developing a research project with the support of the organization where the student will perform their internship, the professor of methodology, and the tutor. The project will permit the student to go in-depth on a particular case study.

Participation in the creation of the research project is meant to be a theoretical and investigative task. Students will receive training in the suppositions, techniques, and analysis of social research.

During the first seminar of the spring semester, the student will present their research protocols which will be carried out in the spring research project in accordance with the guidance of the professor of methodology and with the support of the tutor.

COURSE OBJECTIVES

- Develop a research project in accordance with the program guidelines.

PRODUCTS OF RESEARCH PROJECT

Seminar I

- Final research protocol: Topic, objectives, research question, references for the theoretical framework (bibliography), methodological strategies, research techniques to be used, population with which the student will work, previous studies, and strategies for support throughout the course of the projects, as well as an activities timeline. Bibliographical summary of the theoretical framework.

- Oral and written presentation of research protocols.

Seminar II

- Research project report draft for analysis and discussion with the tutor and professor of methodology. The draft should have a detailed table of contents of the final research project report, as well as a preliminary draft of at least 30% of the sections to be included in the final report. It should include the field observations, in detail and with analysis.

- Oral and written presentation of project draft.

Seminar III

- Final research project report: 30 to 40 pages with 1.5 spacing, printed with Calibri font, size 12.
• Personal observation report: reflections on the impact of the experience on the student’s values, emotions, and holistic personal development.

• Descriptive summary of the internship: descriptive summary (in English) of the student’s internship and the organization or community in which the internship was carried out.

• Oral presentation of final research report.

• Research director’s evaluation: Written report that the student’s advisor will turn in.

• Field journal

• Field supervisor’s evaluation: Students are responsible for bringing this form, filled out by their field supervisor, to the Academic Coordinator. This document constitutes an important part of the final grade. Failure to obtain this document or failure to produce any of the above research products could impede the delivery of transcripts to the Learning Abroad Center.

DUE DATES

<table>
<thead>
<tr>
<th>ITEM TO BE TURNED IN</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seminar I:</strong> January 2–12</td>
<td>January 12, 2018</td>
</tr>
<tr>
<td>Research protocols (complete).</td>
<td></td>
</tr>
<tr>
<td>Bibliographic summary of theoretical framework.</td>
<td></td>
</tr>
<tr>
<td>Oral and written presentation or research protocols.</td>
<td></td>
</tr>
<tr>
<td><strong>Seminar II:</strong> February 19–23</td>
<td>February 21, 2018</td>
</tr>
<tr>
<td>Draft of final research report, adjustments to the project’s timeline and oral presentation of drafts.</td>
<td></td>
</tr>
<tr>
<td><strong>Seminar III:</strong> April 16–20</td>
<td>April 20, 2018</td>
</tr>
<tr>
<td>Final research project report and oral presentation.</td>
<td></td>
</tr>
<tr>
<td>Descriptive summary of internship, field journal, personal observations report, tutor evaluation, supervisor evaluation, and funding solicitation letter.</td>
<td></td>
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</tbody>
</table>

GRADING

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
</tbody>
</table>
Achievement that is worthy of credit even though it fails to meet fully the course requirements.

Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

General Grade Information

The internships will be evaluated based on the assignments, each one with a specific grade weight indicated in the final grade for each of the 4 MSID courses:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>MSID 4004</th>
<th>MSID 4005</th>
<th>MSID 4006</th>
<th>MSID 4007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research protocols in accordance with the specification of this syllabus</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1 draft of final research report</td>
<td>20</td>
<td>5</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>1 seminar II oral presentation. Draft of final research report.</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>1 final research report</td>
<td>35</td>
<td>30</td>
<td>35</td>
<td>45</td>
</tr>
<tr>
<td>Final oral presentation</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>1 personal observations report</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Field diary</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Descriptive summary of internship</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor evaluation</td>
<td>5</td>
<td>25</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

ATTENDANCE POLICY

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:
SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT:

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.

CALENDAR OF ACTIVITIES

<table>
<thead>
<tr>
<th>UNIT 1</th>
</tr>
</thead>
</table>

Week 1: January 2-5

Students will review their bibliography and create a research project proposal

<table>
<thead>
<tr>
<th>UNIT 2: January 8-12 ACADEMIC SEMINAR I</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DATE/TIME</th>
<th>ACTIVITY</th>
<th>RESPONSIBLE PARTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09h00-12h00</td>
<td>Students create research project proposals</td>
<td>Students</td>
</tr>
<tr>
<td>12h00-13h00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>14h00-15h00</td>
<td>Workshop: Logical research process</td>
<td>Gino Grondona</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Instructor(s)</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>15h00-15h15</td>
<td>Break</td>
<td>Gino Grondona</td>
</tr>
<tr>
<td>15h15-16h15</td>
<td>Research methodology workshop: Analysis of the research protocols: individual review and adjustments to research methodology, summary of bibliography for project’s theoretical framework</td>
<td>Gino Grondona</td>
</tr>
</tbody>
</table>

**Tuesday 9: Presentation of Research Project**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09h30-10h30</td>
<td>Individual analysis of protocol proposal</td>
<td>Gino Grondona</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>11h00</td>
<td>Inclusion of recommendations</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>Students will continue consulting bibliography</td>
<td></td>
</tr>
</tbody>
</table>

**Wednesday 10**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09h30-10h00</td>
<td>Research methodology workshop: Final revision of research project proposal Oral presentation of proposal</td>
<td>Gino Grondona</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>10h00-10h30</td>
<td><strong>Oral presentation and turn in of RESEARCH REPORT PRELIMINARY DRAFT and adjustments to work timelines</strong></td>
<td>Gino Grondona</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Coordination</td>
</tr>
</tbody>
</table>

**TO BE TURNED IN BY EACH STUDENT**

**Wednesday 10 until 17h00.**

- Topic: table of contents, justification of topic, objectives, contexts, theoretical framework
- Adjustments to timeline for second half of internship

**Tuesday 11**

- Students return to their internships

**Friday 12**

- **Internships**

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**UNIT 3-7: INTERNSHIPS**
Week 3: January 15-19
Week 4: January 22-26
Week 5: January 29-31—February 1-2
Week 6: February 5-9 VISITS FROM ACADEMIC COORDINATION TO INTERNSHIPS
Week 7: February 12-13 CARNIVAL VACATION
February 14, 15, y 16 INTERNSHIPS

<table>
<thead>
<tr>
<th>UNIT 8: February 13-23 ACADEMIC SEMINAR II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday 19</strong></td>
</tr>
<tr>
<td>09h00-10h00 Reflection on experience in internship</td>
</tr>
<tr>
<td>10h00-11h00 Research methodology workshop: Adjust research report</td>
</tr>
<tr>
<td>11h00-12h00 Academic support for theoretical integration in the research process; individual meetings</td>
</tr>
<tr>
<td>12h00-16h00 Prepare presentation that includes: detailed table of contents and draft of report (printed and digital format)</td>
</tr>
<tr>
<td><strong>Tuesday 20</strong></td>
</tr>
<tr>
<td>9h00-16h30 Work on draft of research project report, incorporate suggestions</td>
</tr>
<tr>
<td><strong>Wednesday 21</strong></td>
</tr>
<tr>
<td>09h00-10h30 Research methodology workshop: <strong>Oral presentation and turn in report draft and adjustment to the timeline</strong></td>
</tr>
</tbody>
</table>

**TO BE TURNED IN BY STUDENTS**

**Wednesday 21 until 17h00**
### Topic: table of contents, justification of topic, objectives, contexts, theoretical framework, adjustments to the timeline for second half of semester

<table>
<thead>
<tr>
<th>Thursday 22</th>
<th>Students return in internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 23</td>
<td>INTERNSHIPS</td>
</tr>
</tbody>
</table>

#### UNIT 9: February 26-March 4

**VACATION**

#### UNIT 10-15: INTERNSHIPS

- **Week 10:** March 5-9
- **Week 11:** March 12-16
- **Week 12:** March 19-23
- **Week 13:** March 26-30
- **Week 14:** April 2-6
- **Week 15:** April 9-13

**Friday 13:** Last day of internship

**Saturday 14:** Students will travel to Quito to write their final research report. THEY SHOULD BRING THEIR INTERNSHIP EVALUATION FORM, SIGNED BY THEIR SUPERVISOR, THE SOLICITATION OF FUNDING, AND THE FORMS FROM THEIR MEETING WITH THEIR TUTOR

#### UNIT 16: April 16-20 ACADEMIC SEMINAR III

<table>
<thead>
<tr>
<th>Monday 16</th>
<th>09h00-10h30</th>
<th>Personal reflections about their experience</th>
<th>D. López, J. Suárez</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10h30-11h00</td>
<td>Internship evaluation forms: MSID y CIMAS-CEDUCONT</td>
<td>Students, Academic Coordination Homestay Coordination</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Person</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>11h00-12h30</td>
<td>Work on final report&lt;br&gt;Prepare oral presentation</td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>14h00-15h00</td>
<td>Workshop: Academic support for the final research integration&lt;br&gt;Individual meetings, according to alphabetical order</td>
<td>Gino Grondona</td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday 17 to Thursday 19</strong></td>
<td>Work on final report&lt;br&gt;Prepare oral presentation</td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td><strong>Friday 20</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09h30-10h30</td>
<td>Oral presentations: Analytical presentation of the experience&lt;br&gt;Each student will have 20 minutes: 15 to present their argument, 5 for observations and to answer questions</td>
<td>D. López, J. Suárez&lt;br&gt;Academic Coordination&lt;br&gt;Gino Grondona&lt;br&gt;Students</td>
<td></td>
</tr>
<tr>
<td>11h00-2h00</td>
<td>END OF PROGRAM AND EVALUATIONS</td>
<td>J. Suárez, D. López</td>
<td></td>
</tr>
</tbody>
</table>

**Final turn-in from 09h00-16h00**

Final research report in print and digital format.<br>Personal observations report.<br>Descriptive summary of internship (digital).<br>Supervisor evaluation.<br>Tutor forms.<br>Letter requesting funds.<br>* The final research report (bound) should include form FP.1 and the CIMAS-CEDUCONT ACADEMIC EVALUATION, personal observations report, and descriptive summary.<br>* The digital file should include: Final research report, summary, personal observations report, and final PowerPoint presentation.
APPENDIX 1
RESEARCH GUIDE

What is applied research?
It is research directed toward finding creative solutions to problems in popular sectors. That is not to say, necessarily, that it deals with “technical” or “practical” issues; history, religiosity, identity, cosmovision, organizational processes, and the issue of gender, although they may not appear to have an immediate application, are current and fundamental topics of applied investigation.

There should always be a space within the organizational or educational project where members of these popular sectors have complete control and initiative regarding the establishment of the topic and the collection and processing of information.

A process of applied research is characterized by researchers who both study and form part of the community being studied. The researcher is no longer the specialist that “will discover” what the popular sectors are like, what they do, or how they think. When possible, the researcher will be a member of the community and when not possible, they should be only a support in the research process.

Applied research should always be a process of SELF-EXAMINATION.

RESEARCH PROJECT: STEPS TO FOLLOW
The most important thing is to establish a research topic that responds to the need of the community. Many times, the initiative can come “from outside,” that is to say, from the interest of the anthropologist, sociologist, doctor, etc. But if it is not accepted by the group, we cannot speak of a true applied research project. Once the topic is established, a RESEARCH PROJECT should be created. Its primary elements are:

Proposal of problem to be studied
• Where will the research will take place?
• What is the group to be studied like?
• Will it be a historical research project, or will it deal with current events?
• What is the problematic situation to be studied?
• What previous studies have been performed to address this problem?
• What is/are the research question/s?

Justification
• What is the importance of studying this topic from an organizational, educational, economic, social perspective, etc.?
• What is the contribution that the researchers hope to make from a perspective of reflection and theoretical analysis of the situation?

Objectives:
• are work plans to be followed.
• are derived from the research question.
• are the order and sequence of discovery of the elements of the problem.
• should not be confused with the motivations for, the expectation about, of the possible achievement that will be derived from the research.

The theoretical framework
• The theoretical framework is the research team’s conceptual understanding of the topic that they propose to study.
• The contribution of other authors are supports for the researchers' own proposal, never the foundation of the research project.
• The steps to be followed are: first, define concepts according to the team’s understanding; second, look for authors who support or argue in favor of this proposal; third, see which authors contradict the proposal; fourth, find a balance and establish the “definitive” concept; fifth, establish the relationship between concepts in such a way that a coherent conceptual “structure” is achieved and sustained.

Methods and techniques
Determine the data collection techniques and instruments: bibliographic and from the field. Determine the techniques of information analysis: the logical, mathematical, and informational procedures for processing data and verifying the hypothesis.
• The path that the team will follow to gain knowledge of the situation.
• Obligatorily derived from the Theoretical Framework proposed by the researcher
• Thus, an “original” method will be used in each research project.
• The technique will correspond to this method and can be traditional or created especially for the method.
• For each objective, researchers will decide on the best technique to reach said objective

The operationalization of the research project can be summarized in the following matrix:

<table>
<thead>
<tr>
<th>HYPOTHESIS</th>
<th>VARIABLES</th>
<th>INDICATORS</th>
<th>TECHNIQUES</th>
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BIBLIOGRAPHY
What bibliographical material can be included in the research project?
Make a list of available bibliographical sources or the information that has been found about the topic: books, journals, websites, etc. The bibliographical material must be sufficient, pertinent with regards to the theoretical environment, current, and of quality. Write the bibliography in alphabetical order and according to accepted norms.

CHRONOGRAM
How long will the research project take?
Organize the research activities in a Gantt chart. In the column, list activities and in the row, the time, in months, in accordance with the predicted duration of the research activities.

<table>
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<tr>
<th>TIME ACTIVITIES</th>
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PRESENTATION OF PROJECT
1. COVER PAGE
2. ABSTRACT
3. TABLE OF CONTENTS
4. INTRODUCTION
   a. Explanation of reasons motivating study
   b. Concise explanation of the problem
   c. Objectives
   d. Hypothesis
   e. Explanation of technical procedures
   f. Concise summary of the contents of each chapter.
5. BODY OF REPORT (depends on table of contents)
   a. Developed theoretical presentation of the contents and primary focuses of the problem, in accordance with each topic and subtopic of the table of contents.
   b. Sequential unfolding of the issues for demonstration, extension, or detailing of the topic.
   c. Presentation of the references used.
   d. Presentation of information, tests, arguments.
   e. Relationship of theoretical framework with empirical data.
   f. Descriptive presentation of real and concrete case studies or events.
   g. Analysis of the case studies or events.
h. Theoretical explanation

6. CONCLUSIONS
   a. Return to the introduction: To state the conclusions it is necessary to establish a connection with the problem, the objectives, and the hypothesis presented in the introduction.
   b. Synthesis or summary of the relevant arguments regarding the topic of study.
   c. Projections or implications that can be derived from the study.

7. RECOMMENDATIONS (Optional)

8. BIBLIOGRAPHY
   a. Create a bibliography in alphabetical order according to accepted norms.
   b. Optional: List of used or reference bibliography

9. APPENDICES (if present)
APPENDIX 2

SUGGESTIONS FOR THE FINAL ORAL PRESENTATION

Each student will create a presentation regarding the contents of their research project report in which they will discuss theoretical and analytical elements, personal reflections, and general conclusions. Each student will have 20 minutes: 15 for the presentation and 5 for questions and answers. It is recommended that the students make use of audiovisual materials and PowerPoint software freely and at their discretion. These resources will help the student to better present the major ideas of their research.

The oral presentation should also include a brief description of the community or organization, an analysis of the primary elements of the internship situation, and a proposal of possible alternatives to improve the work of the community or organization.

The oral presentation should include:

- Introduction, explanation, and justification of the project’s objectives.
- Brief description of the geographic, economic, political, and cultural context of the community.
- Brief description of the organization.
- Conceptual focus that serves as the basis for the explanation of the project’s topic or the thesis analyzed in the research project (theoretical framework)
- Contextualized analysis of the primary elements of the reality of the student’s internship.
- Limitations and achievement of objectives.
- Suggested possible alternatives to improve the work of the community or organization.
- Analysis of the implication of the experience on the student’s personal growth.
APPENDIX 3

PARAMETERS OF EVALUATION

Evaluation of the research report

The evaluation of the final research report will take into account the following three aspects:

Depth of content (80%)

Title, appropriate introduction that informs the reader of the topic, its importance, the objectives, the structure of the document, and the report’s possible contribution to our knowledge of the world.

Central thesis presented in a clear and logical way (depth of critical analysis of the thesis that includes comprehension of the community’s reality, the development of logical and integrated arguments, the incorporation of citations, and the development of conclusions). Methodological strategies are used and bibliographical references used in support of the different components of the project.

Format (20%)

Compliance with the format requirements (cover page, topic, table of contents, introduction, well defined thesis, objectives, research justification, methodology, body of the report, theoretical framework, argument, conclusions, references and bibliography).

Grammatical structure and syntax.

Hierarchy of titles and subtitles

Citations on footer on at the end of the document and correctly formatted bibliography.

Evaluation of oral projects:

Depth of content 80%

Format 20%

Motivating presentation that emphasizes the main ideas.

Appropriate use of language.

Utilization of audio-visual material to support presentation (PowerPoint, written diagrams, uses of other resources associated with field work, photographs, etc.).

Report evaluation criteria:

Quality of analysis: In depth reflections, questions, personal perspectives and analysis of thoughts, feelings, and observations.

Reflections on the impact of the experience on the student’s values, emotions, and personal holistic development.

The use of theoretical-experiential dialogue: Relate experiences or observations with studied academic knowledge. Student tries to understand what was observed by comparing it with theories and concepts learned in class when relevant. Use of these observations to support or challenge these theories or concepts.

Evidence of growth. The report should reflect growth in understanding of the host culture, of development, and of one’s own reality.

The quality of the writing. The report should be organized, clear, and coherent.
GENERAL RECOMMENDATIONS

Prepare a project guide that keeps track of planned activities within the internship research plan. This helps the student to systematize the observations to be made during their field work. In this guide, unlike in the field journal, the student plans the observations and activities to be carried out ahead of time. This guide should be shared and discussed with the advisors during the seminars.

Always keep a notebook on hand to register observations.
APPENDIX 4

MODEL OF A DESCRIPTIVE SUMMARY OF THE INTERSHIP (SHOULD BE WRITTEN IN ENGLISH)

Student’s name: Example: Colleen Harvey

ORGANIZATION: Proyecto “Jugando con el Abuelo” (JCEA), as part of the Fundación Mirarte in Otavalo, province of Imbabura, Ecuador.

NATURE OF THE ORGANIZATION: “Jugando con el Abuelo” is a cultural and educational project within the Fundación Mirarte, an organization that works toward cultural diversity and respect for the arts. The project “JCEA” has the goal of preserving the oral tradition here the in the county of Otavalo, and does so by going out into the surrounding communities, and then documenting traditional stories, legends, and games of the community elders. After these stories have been retold, they are then adapted to be included in children’s books, which are utilized in schools throughout the area. These materials have been distributed throughout three phases of the project -Phase I, in the first year, the project distributed these materials to four different schools; Phase II, the second year, went around to 17 different schools; and in Phase III, of the academic year 2005-06, the project will be distributing these materials to all the schools of the county of Otavalo, approximately 110 schools.

PRIMARY INTERNSHIP OBJECTIVES: My primary objectives with working on the project “Jugando con el Abuelo” have been learning about the project’s goals for intercultural education in Otavalo, working with the students and teachers with the implementation of the project’s materials, and evaluating the efficiency and usefulness of a rural project for educational development such as “Jugando con el Abuelo.”

PROJECT’S MAIN ACTIVITIES: The schedule of this internship is quite varied, but generally it can be summarized that the mornings were spent at the municipal building, our office, working on data compilation and organization of materials for the project. Additionally, to prepare for workshops for the teachers of the schools in the county, several mornings were spent touring these schools and delivering invitations personally to the directors of the schools. In the afternoons and evenings were planning meetings with the other members of the project, focused on delegation of tasks and communication of the progress of the project. Personally, I chose to evaluate this third year of the project, which then also incorporated individual visits to the schools that have already been using the project’s materials to conduct surveys, interviews, and observations in the school setting.

EVALUATION: “Jugando con el Abuelo” is a project working towards the installation of a more intercultural education throughout the county, by method of preserving the oral tradition and promoting these traditional stories and games in school children in Otavalo. It’s a lot of planning meetings and organization of the schools and materials to be turned into said schools, and I learned a lot about the process of a small development project like this in the realm of education.
APPROPRIATENESS FOR FUTURE INTERNSHIPS: This internship is meant for anyone interested in organizational skills within a small development project, and there are many opportunities to work directly with the students in the classrooms with the project’s materials. It requires good communication skills, and a sense of self-motivation for certain tasks that need to be completed within the project. It includes office work, but there is also a lot of contact with Ecuadorians.

TERM PAPER TITLE: “Interculturality and the educational system: an evaluation of the project ‘Jugando con el Abuelo,’ in Otavalo, Ecuador.”

ABSTRACT: This paper investigates the educational system in Ecuador and evaluates the ways in which it can be considered intercultural. It first contextualizes the unique and intercultural situation of Otavalo, and then describes the project “Jugando con el Abuelo” in detail in regards to how it is considered intercultural, and how it contributes to the intercultural education in Otavalo. The study then proceeds to explain the methodology used in the evaluation of the project, and analyzes several components of the project itself. It attempts to reach conclusions and propose recommendations for the educational initiative “Jugando con el Abuelo.”

SUPERVISOR’S EVALUATION: My supervisor had very positive remarks on the internship and the work I was able to contribute to the project. I was evaluated as an excellent and very helpful addition to the project. He added that from his point of view, the most significant contributions I have made have been in the area of systematizing the project, as well as my dedication to the work that I did.
APPENDIX 5

GENERAL GUIDE FOR THE CREATION OF THE PERSONAL REPORT

This guide can be completely or partially applied, in accordance with the experience of each student.

Focus on your thoughts. What did you read, discuss, experience, and reflect on about development within the context of social changes in Ecuador?

Student’s personal situation: perception and feelings, frustrations, solutions, your level of adaptation to the work, to the family, to the conditions in which you lived. Freely describe you experience during these weeks.

Student’s understanding of reality: cultural, social, environmental. Limitation on you level of understanding. Alternatives to overcome the structural problems of the organization or community, hierarchies, modes of communication, attitudes, values, modes of production, institutional politics, levels of support, limitations, real problems, cultural differences, etc.

Possible Questions:

- Who were you when you arrived in the country? Who are you now? What caused with change? What have been the best moments from this period in your life? The most difficult moments? The most confusing?
- What were the most important activities you participated in during the internship?
- What was your role in carrying out these activities?
- Did the result of your internship align with your initial expectations?
- Did you accomplish a lot or a little in your internship in relation to your objectives? Explain.
- What type of things were difficult or frustrating?
- What was the most important experience you had during this period?
- Have your experiences throughout the course of the internship brought about personal growth? In what way?
- Did you have culture shock? What was the biggest shock?
- Did you in get involved in the community or organization in a way that allowed you to have a better understanding of the social, economic, political, and cultural context of the community?
- Comment on the most important positive or negative experience during your stay in Ecuador.
- Has the internship unfolded in a way that will serve you in the future?
- What was the most important piece of knowledge you gained from the readings, classes, and conferences?
- Was the time allotted for research and the work done during this time sufficient to tackle the socioeconomic, cultural, and political issues that you observed? Substantiate your response.
- How different is the style and rhythm of daily life in Ecuador compared to your country? What about your identity do you think could change? Why?
- What have you learned about yourself as a worker in the last few weeks? Can you identify abilities that you have which have been useful here? Are there other abilities which have been less useful?
- How did you achieve you goals in your field research?
• How has the host culture impacted you? What things do you think the people of your host country have learned from you?
• How have your relationships with Ecuadorians changed over time?
• Have you changed the way you think about social justice? The way you think about social responsibility? The way you want to live when you return to the United States?
• What will be your greatest challenge when you return to the United States? What is the most exciting thing about returning? How do you think your friends and family in the United States are going to view you?