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CAMPUS DE EXCELENCIA INTERNACIONAL



PROGRAMA DE MEJORA DE LA CALIDAD - PLAN ESTRATEGICO GENERAL 2013-2018

Planes de formación e innovación

MEMORIA FINAL DE RESULTADOS DE PROYECTO

Proyecto de innovación y mejora docente

2016/2017

IDENTIFICACIÓN DEL PROYECTO: ID2016/059

DENOMINACIÓN DEL PROYECTO:

Inglés específico y desarrollo de destrezas orales en el Grado de Medicina

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En Salamanca, a 5 de julio de 2017

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La acción a la que se adhería este proyecto de innovación docente fomentaba, de acuerdo a la convocatoria, la “innovación en metodologías docentes para clases teóricas y prácticas. Proyectos dirigidos a la innovación en: las clases magistrales, estudios de casos prácticos, resolución de ejercicios y problemas, aprendizaje basado en problemas, aprendizaje por proyectos, aprendizaje cooperativo y clases prácticas”. De acuerdo a los puntos de partida del Espacio Europeo de Educación Superior (EEES) se han fomentado las asignaturas de inglés específico aplicadas a un grado concreto (“Inglés técnico para Medicina”, “Inglés B1- Criminología”, por ejemplo) como materias troncales, de formación básica u optativa.

El punto de partida de innovación de este proyecto se dibujaba desde el objetivo de “no enseñar” contenidos de la lengua extranjera como ejemplos aislados y simulados sino como parte de una situación comunicativa real de correspondencia no sólo con la realidad profesional que espera al alumno sino también con el resto de asignaturas del grado estudiado. La propuesta del proyecto enfocaba la enseñanza de inglés en el Grado en Medicina a situaciones reales y el intercambio con expertos de distintas parcelas de la medicina a la vez que se potenciaban destrezas orales en los estudiantes dentro de contextos reales. Partiendo del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras, conocido popularmente como CLIL por sus siglas en inglés (Content and Language Integrated Learning) se pretendía unir enseñanza de una lengua con un contenido real, promoviendo así el estudio de lenguas extranjeras dentro de situaciones reales para dar prominencia a la adquisición y evolución de destrezas dentro de un contenido real y no basado en simulaciones y situaciones ficticias (Ball and Kelly, 2015; Coyle, Hood and Marsh, 2012; Fortanet-Gómez, 2013; Marsh, 1994, 2000; Marsh, Pérez Canado y Raez Padilla, 2015).

De esta manera, el proyecto aglutinó miembros del ámbito filológico de diversas disciplinas (evaluación por competencias, análisis de estructuras de atribución y artículos de difusión científica en periódicos de habla inglesa, el lenguaje de la literatura o la enseñanza de inglés con fines específicos) y cuatro expertas científicas trabajando en entidades de referencia a nivel nacional e internacional trabajando sobre dermatología, geología médica, oncología y reumatología.

Este Proyecto se ha centrado en cómo mejorar la docencia de las dos asignaturas de docencia de una lengua extranjera con fines específicos que se incluyen en el Grado de Medicina (103510 “Inglés” asignatura troncal de cuarto curso y 103566 “Inglés técnico aplicado a la medicina”) aplicando propuestas de CLIL, implementando las destrezas orales de los estudiantes y ponderando necesidades reales que los estudiantes encontrarán en su carrera profesional (como doctores o investigadores) con la realidad de la docencia en las aulas: elevado número de estudiantes matriculados (215, 50 respectivamente), distintos niveles (de A2 a C2 según el Common European Framework of Reference for Languages), escaso *hábito de hablar en público en el contexto científico y académico* y una carga lectiva y de prácticas bastante elevadas. Ante este panorama, el grupo interdisciplinar aglutinó esfuerzos de cara a la asignatura optativa “Inglés técnico aplicado a la medicina” para promover un plan de docencia piloto que combinara las competencias de área aplicadas a estas asignaturas (CB1, CB 2, CB3, CB4, CG1, CG2, CG3, CE1, CE2, CE3, CT1, CT2, CT3, CT4) dentro de un planteamiento de solución de un problema real al ser un grupo reducido 50, de cara a implementar este planteamiento en la asignatura troncal de 250 alumnos.

El ámbito propuesto fue el crear un congreso ficticio titulado *International Conference for Young Researchers of Medicine: New Trends and Challenges* para

satisfacer las necesidades de alta especialización en el uso de la lengua inglesa planteadas en los objetivos de la asignatura. Desde esta plataforma se requerían cuatro tareas para la superación de la asignatura: Elaboración escrita de un abstract/resumen; presentación oral de un work-in-progress; redacción de un artículo científico; y exposición oral de comunicación científica (relacionada con el artículo científico). Los ámbitos científicos (de los que se elegía uno) que se cubrirían hipotéticamente en esta reunión científica simulada eran dermatología, geología médica, oncología y reumatología. Existía una persona experta miembro del proyecto que se dedica profesionalmente a cada una de estas temáticas.

Así, la Dra Mónica Roncero Riesco (Hospital Universitario de Salamanca, profesora honorífica de la Universidad de Salamanca) era la figura de referencia de dermatología; la Dra Elena Giménez Forcada (IGME y Directora de la Asociación de Geología Médica de España) la Geología Médica; Dra Irene Rodríguez (King's College School) la oncología y Dña Ana de las Heras (Sociedad Española de Reumatología) la reumatología. Cada estudiante, que trabaja n grupo, por lo tanto, manejaba bibliografía específica, real y de máxima recurrencia escogida por la persona experta en cada campo. Las expertas asesoraban y respondían a las preguntas asegurando el rigor científico y la recurrencia de la investigación propuesta por cada grupo.

Con este método de trabajo se promovía pretende unir necesidades y objetivos para potenciar la *Acción 1* que la convocatoria impulsaba bajo la proclama de búsqueda de “innovación en metodologías docentes para clases teóricas y prácticas Proyectos dirigidos a la innovación en: las clases magistrales, estudios de casos prácticos, resolución de ejercicios y problemas, aprendizaje basado en problemas, aprendizaje por proyectos, aprendizaje cooperativo y clases prácticas” (2). Teniendo en cuenta los principios teóricos del CLIL, la realidad de las aulas en la Facultad de Medicina (estructura física, nivel de carga de trabajo, número de matriculados) el proyecto ha proporcionado una educación interactiva, real y de calidad del inglés con fines específicos en el Grado de Medicina para mantener los estándares de calidad y educación que la Facultad de Medicina promueve no solo con el planteamiento de la asignatura sino también con el material reunido y creado después de los encuentros con el equipo interdisciplinar que incluía expertas en materia de ciencia (arriba citadas) y las de materia lingüística (Dra. Izaskun Elorza Amorós, experta en evaluación; Dra. Miriam Pérez Veneros, experta en artículos de difusión de ciencia en periódicos ingleses; y Elisa Pérez García, experta en lenguaje y emociones en el aula). Los datos más particulares serán descritos en el siguiente apartado.

Evidencias aportadas de los objetivos y resultados alcanzados

De cara a una mejor explicación de los objetivos planteados en la solicitud y las acciones emprendidas en el desarrollo del proyecto de cara al plan de trabajo de su ejecución, a continuación se adjuntan los objetivos enumerados junto a las acciones y evidencias producidas por el Proyecto. Las asignaturas implicadas son 103566 “Inglés Técnico Aplicado a la Medicina” (asignatura optativa de 4º, 5º y 6º curso del Grado en Medicina) e 103510 “Inglés” (asignatura troncal 4º curso del Grado en Medicina)

OBJETIVO DEFINIDO EN MEMORIA de SOLICITUD	Evidencias y resultados alcanzados en Asignatura optava durante el curso 2016/2017 (y de cara a siguientes)	Evidencias y resultados alcanzados en Asignatura troncal durante el curso 2016/2017 (y de cara a siguientes)
1-Fomentar el uso de metodologías CLIL en las asignaturas de lengua inglesa con fines específica en el Grado de Medicina.	Se han utilizado textos reales facilitados por las expertas en el tema, se ha creado un marco comunicativo real (un congreso internacional ficticio) con tareas concretas y reales de utilización de lenguaje (redacción de abstract y ensayo científico, presentación de proyecto, hipótesis, debate y comunicación de datos de datos)	Búsqueda de textos reales con expertas para limitar el uso de libro de texto y promover actividades de contextualización real (trasladar el hipotético congreso de la asignatura optativa a la troncal por su desaparición). Organización y experiencia para reformular los contenidos, competencias y evaluación de acuerdo a (redacción de abstract y ensayo científico, presentación de proyecto, hipótesis, debate y comunicación de datos de datos)
2-Promover actividades reales que incluyan la mejora general de las distintas destrezas (escritura, escucha, comprensión escrita y comunicación oral), haciendo especial hincapié en la mejora de las destrezas orales.	Asistencia de dos de las cuatro expertas a las presentaciones de estudiantes para el debate real de las propuestas trabajadas. Trabajo con las cuatro expertas en materia de consulta, contraste de datos y feedback. Trabajo sobre textos y vídeos de actualidad proporcionados por las expertas.	Colaboración con la Asociación de Geología Médica de España (IGMA, por sus siglas en inglés) para la realización de un encuentro seminario con los estudiantes de esta asignatura en el curso 2017-2018 por uno de los pioneros en la materia (Dr. Centeno) con un cuestionario y sesión de debate enfocado a practicar el desarrollo de competencias lingüísticas y comunicativas orales practicadas en clase.
3- Optimizar el uso de los recursos académicos disponibles en la docencia de lenguas extranjeras (libros de texto de inglés específico, vídeos científicos de contenido abierto, ...) con la verdadera aplicación que se da a esas propuestas situaciones reales a las que se enfrenta el estudiante en las asignaturas del grado y en el futuro.	Recopilación de un corpus textos por materias técnicas dentro de la Medicina y comunicaciones orales sobre temas específicos para elaborar ejercicios de errores comunes y una librería/videoteca actualizada y de temas de investigación actuales	Creación de un libro de texto para el curso 2017-2018 basado en las actividades y trabajos elaborados durante el curso 2016-2017 mejorando el vocabulario en el planteamiento de las actividades para dotarlas de una contextualización real. Proyección para redacción de un libro de texto "English for Medicine" para publicación durante el curso 2017-2018
4-Desarrollar material alternativo en base al enfoque y conocimiento del equipo interdisciplinar del Proyecto de Innovación destacando el enfoque del CLIL y el ámbito de la medicina en el que cada uno de los miembros es especialista.	Clasificación de las cuatro materias planteadas en el Congreso hipotético y su conexión en las sesiones de presentación de Work in Progress destacando la interrelación y la importancia del Team Research en Medicina.	Revisión de actividades de evaluación escrita planteadas en el curso 2016-2017 por parte de la Dra. Elorza Amorós para la mejora en el planteamiento y su aplicación práctica a un contexto de necesidad comunicativa real. Reelaboración de dichas actividades para el curso 2017-2018 enfocándolas a la comunicación oral directa.

	<p>Elaboración de matrices de evaluación de comunicación oral por parte del equipo de lingüística con la revisión de las expertas científicas para la formulación de contenidos y competencias reales y útiles para el mundo de la Medicina. Énfasis para que la disciplina oral la que vertebrara cualquier tipo de actividad evaluadora por parte del profesor (los resultados del uso de la Matriz de Evaluación se adjuntan en Anexo 1 y se detallan en apartados siguientes)</p> <p>Participación directa en la Asociación de Geología Médica de España para la elaboración de un paquete de actividades para la difusión de la disciplina utilizando el inglés para fines específicos</p>	<p>Habilitación de matrices de evaluación de la asignatura optativa 2016-2017 a las actividades de la asignatura en 2017-2018 (renovando las realizadas para la asignatura troncal en el 2016-2018 antes del Proyecto de Innovación y adjuntas en Anexo 1) con la reelaboración de las actividades para su ajuste a contexto CLIL</p>
<p>5-Fomentar actividades de evaluación oral para que el estudiante pueda resolver situaciones reales.</p>	<p>Las actividades orales vertebraban el curso (presentación de Work in Progress y Presentación en Congreso, con un 70% de la nota asignada en evaluación continua).</p>	<p>Reajuste de actividades para que sea la ejecución de comunicación oral la que priorice sobre la composición escrita (cambiando el paradigma tradicionalmente dado en las asignaturas en cursos pasados)</p>
<p>6-Implementar la comunicación intercultural estudiando las variables que van vinculadas a una cultura específica (Reino Unido, Estados Unidos, Canadá, India, distintos países de la Unión Europea... y sus particularidades culturales a la hora del ejercicio y la comunicación de la práctica médica en inglés).</p>	<p>Trabajo con investigaciones y temáticas en regiones distintas dentro de cada materia</p>	<p>Preparación de actividades sobre vídeos y material de propaganda real de los sistemas británicos y estadounidenses (público y privado) para trabajar elementos de comunicación oral (recomendaciones, obligaciones, estimaciones de datos)</p>
<p>7-Evaluar el rigor científico y lingüístico de las situaciones y actividades propuestas.</p>	<p>Supervisión constante del comité de expertas científicas y lingüísticas.</p> <p>Comunicación fluida y continua con el Vicedecanato de Docencia (Dra. Consuelo Sancho) para la relevancia de actividades dentro del Programa de Estudios.</p>	<p>Supervisión constante del comité de expertas científicas y lingüísticas.</p> <p>Comunicación fluida y continua con el Vicedecanato de Docencia (Dra. Consuelo Sancho) para la relevancia de actividades dentro del Programa de Estudios.</p>

<p>8-Iniciar colaboración con profesores de otras asignaturas del Grado para que la transversalidad de contenidos promovida por el EEES sea real.</p>	<p>Primeros contactos de cara a la presentación de datos y materiales propuestos (dinámicas, matrices de valoración, trabajos y pósteres realizados por estudiantes...) de cara a la implementación de una evaluación transversal y común con asignaturas del mismo curso y trimestre del Grado de Medicina. Presentación de propuestas a Vicedecanato de Docencia (Dra. Consuelo Sancho) para la relevancia de actividades dentro del Programa de Estudios.</p>	<p>Primeros contactos de cara a la presentación de datos y materiales propuestos (dinámicas, matrices de valoración, trabajos y pósteres realizados por estudiantes...) de cara a la implementación de una evaluación transversal y común con asignaturas del mismo curso y trimestre del Grado de Medicina. Presentación de propuestas a Vicedecanato de Docencia (Dra. Consuelo Sancho) para la relevancia de actividades dentro del Programa de Estudios.</p>
<p>9-Proponer un diálogo entre los miembros del equipo con su red profesional cercana para conocer las necesidades comunicativas en inglés más acuciantes en los distintos ámbitos y plantear esas cuestiones en el aula de inglés.</p>	<p>Creación de grupo de trabajo con reuniones y comunicaciones mensuales entre el comité científico y el lingüístico del proyecto para la evaluación conjunta de propuestas realizadas. Realización de encuesta de contenidos expertas del ámbito de la Medicina sobre ítems relacionados con la docencia del inglés para fines específicos</p>	<p>Creación de grupo de trabajo con reuniones y comunicaciones mensuales entre el comité científico y el lingüístico del proyecto para la evaluación conjunta de propuestas realizadas.</p>
<p>10-Ponderar el avance de los estudiantes mediante el cambio de planteamiento en la docencia de la asignatura “Inglés” en el curso 2016/2017 (impartida en el primer trimestre) respecto a cursos anteriores y promover estos progresos a la asignatura práctica (con docencia en el tercer trimestre).</p>	<p>Primera vez que se oferta la optativa en los recientes cursos académicos. Recogida de feedback mediante cuestionario para poder revertir los datos en la docencia de la asignatura troncal en futuros cursos al haber realizado todos los estudiantes dicha asignatura al cursar la asignatura optativa todos alumnos que ya habían realizado la troncal (la optativa quedaba enmarcada en el tercer trimestre del cuarto, quinto y sexto curso-impartiéndose la troncal en el primer trimestre del cuarto curso)</p>	<p>Recogida de datos en evaluaciones escritas y orales para ser comparado en futuros cursos académicos.</p>
<p>11-Relaborar los contenidos de la asignatura de acuerdo a las necesidades comunicativas más</p>	<p>Planteamiento de congreso hipotético</p>	<p>Ver objetivos 4 y 8.</p>

acuciantes con el desarrollo real de la profesión médica.		
12-Facilitar el encuentro con otros profesionales de la docencia de lenguas extranjeras con fines específicos.	<p>Presentación de datos de evaluación por parte de estudiantes de los contenidos novedosos en el 41° Congreso de la Asociación de Estudios Anglo-americanos (AEDEAN) a celebrar en la Universidad de la Laguna durante los días 8, 9 y 10 de 2017. Abstract aceptado dentro de la línea temática <i>Docencia del Inglés para fines específicos</i>.</p> <p>Propuesta de comunicación para el Congreso internacional “Convergence of ESP with Other Disciplines” a celebrar en la Universidad de Liverpool el 27 y 20 de octubre de 2017 por la Asociación Internacional de Profesores de Inglés para fines específicos.</p>	Organizar un seminario de docentes de Inglés para fines específicos en el Grado en Medicina de distintas universidades españolas en febrero 2018 después de los contactos realizados en el 41° Congreso de AEDEAN en la Universidad de Salamanca para presentar los datos y métodos de la optativa en el curso 2016-2017 y los cambios efectuados en la troncal en el curso 2017-2018 en virtud a la innovación realizada en la optativa. Se busca crear una plataforma de recepción del futuro libro de texto elaborado con los datos y actividades recopilados.
13-Revisar las matrices de evaluación de las asignaturas acuerdo al contexto y necesidades reales de los futuros egresados.	Redacción de matrices de evaluación y recogida de datos estadísticos de aplicación, satisfacción y utilidad por parte de los estudiantes (Anexo 2) y comité científico (Anexo 3)	Modificación de matrices de elaboración del curso 2016-2017 para el curso 2017-2018 ajustando los cambios y mejoras efectuados en la materia optativa en el 2016-2017
14-Incrementar la importancia de las destrezas orales en la evaluación y diseño de currículos de las dos asignaturas.	Ver objetivos 4 y 8	Ver objetivos 4 y 8
15-Optimizar el uso y enfoque las dos situaciones comunicativas planteadas como instrumento de evaluación en la asignatura troncal de cuarto curso del Grado en Medicina (interacción paciente-doctor, presentación de datos ante una comunidad científica) en la optativa del grado.	Ver objetivos 1,2,3,5,13	Ver objetivos y proyección de futuro explicado en objetivos 4, 6, 7, 8, 9, 10 y 12.
16-Comparar los datos por destrezas para valorar qué	Realización de encuesta a estudiantes y comité científico	Aplicación de sugerencias y temas trabajados en la optativa en el curso 2016-

destreza necesita más atención y cómo mejorar su implementación teniendo en cuenta la primordialidad otorgada a las destrezas orales.	con resultados favorables para todos los temas propuestos (ver datos exactos Anexo 2 y Anexo 3). Recogida de sugerencias temáticas de cara a próximos cursos (ver datos exactos Anexo 2 y Anexo 3).	2017 de cara la organización de la asignatura en el curso 2017-2018, mejorando e incluyendo los de temas trabajados y sugeridos en las encuestas realizadas a estudiantes de la optativa y el comité científico (ver datos exactos Anexo 2 y Anexo 3) para ver necesidades, estado de la cuestión y relevancia científica y médica real.
17-Promocionar la asistencia a clase y la evaluación continua con la posibilidad de resolver estas situaciones comunicativas reales con unas competencias en lengua extranjera trabajadas dentro del aula.	De acuerdo a las encuestas realizadas, un 80% del alumnado ha seguido la evaluación continua, destacando los comentarios positivos realizados en la sección “Comentarios” de las encuestas para estudiantes (Ver Anexo 2). Es importante destacar este alto porcentaje porque así se asegura la práctica oral semanal de los estudiantes.	De cara al curso 2017-2018, se intentará aumentar ese tanto por ciento de alumnos que siguieron evaluación continua para evaluar su participación y uso oral de la lengua inglesa en un contexto específico al haber un mayor número de sesiones lectivas (2 sesiones teóricas y dos prácticas semanales). Además, se intentará destacar la importancia del inglés dentro del ámbito de la Medicina para que los estudiantes siguen trabajando sobre textos reales en inglés durante los siguientes cursos.
18-Mejorar las diversas pruebas de evaluación continua en contraposición a un único examen escrito tipo test que se planteaba en cursos anteriores.	Ver objetivos 4 y 8	Ver objetivos 3, 4 y 8
19-Fomentar el aprendizaje basado en problemas reales del quehacer diario médico	Ver objetivos 1, 4, 6, 7, 8, 9, 10 y 12.	Ver objetivos 1, 4, 6, 7, 8, 9, 10 y 12.

Utilidad y calidad de los resultados elaborados

La utilidad del Proyecto de Innovación ha quedado enmarcada en una línea quíntuple:

a- Mejora en el diseño curricular de las asignaturas: se han cambiado los contenidos de las dos asignaturas para acercarlas más al CLIL y a la experiencia real profesional que los/las estudiantes van a encontrar en el mundo de la práctica e investigación médica. Se han marcado nuevos contenidos mínimos y se han reformulado los requerimientos para la nota de corte mínima de aprobado (*passmark* en inglés).

b- Creación de material específico para las asignaturas: Se han creado materiales específicos para las dos asignaturas siguiendo la metodología CLIL con la ayuda de las cuatro expertas del ámbito científico y las tres expertas de la rama de lingüística. El

material referido es de máxima recurrencia, índice de impacto y novedad en el panorama científico internacional versando sobre las cuatro disciplinas científicas que han marcado los contenidos de la asignatura optativa (dermatología, geología médica, oncología y reumatología).

c- Mejora en las actividades de evaluación, trabajos entregados y utilidad de los mismos: se han creado matrices de evaluación específicas dentro del mundo de la medicina referidas al nuevo material y la ejecución real profesional dentro de las líneas a y b de este mismo apartado (incluidos en Anexo 1). El uso, innovación, relevancia, aplicación y satisfacción de los estudiantes y el comité experto con dichos documentos, básicos en el nuevo Espacio Europeo de Enseñanza Superior, han quedado demostrados en la encuesta a estudiantes y expertas (datos incluido en Anexo 2). De la misma manera, los trabajos presentados por los estudiantes han sido de total relevancia y carácter pionero. Las presentaciones en el hipotético congreso, los artículos de investigación, los posters y las discusiones con expertos de máximo nivel han sido un éxito a juzgar por los datos ofrecidos por el comité de expertas.

d- Colaboración con entidades externas a la Universidad de Salamanca: Además de las instituciones a las que pertenecen los miembros del proyecto (Hospital Universitario de Salamanca, King's College School, Instituto Geológico y Minero de España, Sociedad Española de Reumatología) se han establecido convenios con el capítulo español de la Asociación Internacional de Geología Médica con la participación del investigador responsable de este proyecto de Innovación como Secretario de la misma en su futura transición a Asociación Española de Geología Médica para dar más peso a la disciplina en España fomentando actividades de difusión e investigación en un tema de tanta importancia e índice de impacto. Actualmente se está colaborando en la propuesta y creación de una unidad didáctica en inglés para la difusión de la disciplina y la promoción de la enseñanza del inglés para fines específicos.

e- Presentación de datos en reuniones de investigación: Se ha aceptado la comunicación (después de un proceso de revisión por pares) "Evaluating Course Implementation in Task-based Teaching: Students' Satisfaction of Oral Presentation Rubrics in an ESP Course" en el 41º Congreso de la Asociación de Estudios Anglo-americanos (AEDEAN) a celebrar en la Universidad de la Laguna durante los días 8, 9 y 10 de 2017; propuesta de comunicación para el Congreso internacional "Convergence of ESP with Other Disciplines" a celebrar en la Universidad de Liverpool el 27 y 20 de octubre de 2017 por la Asociación Internacional de Profesores de Inglés para fines específicos. se ha trazado una línea de trabajo común con la Asociación Internacional de Geología Médica y se propone la creación del Primer Seminario para Profesores de Inglés con Fines Específicos en Medicina para el curso 2017/2018.

Calidad del proyecto ejecutado

Las encuestas realizadas a estudiantes y miembros del proyecto, la aceptación de comunicación en el 41º Congreso de la Asociación de Estudios Anglo-Americanos (AEDEAN) a celebrar en la Universidad de la Laguna durante los días 8, 9 y 10 de 2017, la invitación y acogida a desempeñar roles de importancia dentro de la Asociación Internacional de Geología Médica y la acogida dentro de la Facultad de Medicina destacan la recepción de la ejecución del proyecto. Además, el material desarrollado (matrices, proyecto curricular...) ha sido valorado muy positivamente por el comité científico y lingüístico del equipo.

Se considera que la organización del Primer Seminario para Profesores de Inglés con Fines Específicos en Medicina para el curso 2017/2018, el apoyo de otros profesores de la Facultad de Medicina y la solicitud de una segunda fase del Proyecto para trabajar sobre otras destrezas de cara al próximo curso y para mejorar la calidad y difusión del proyecto. Para ello, se necesitaría movilizar a profesores de asignaturas en el cuarto curso (donde se imparte la asignatura troncal de inglés), la ayuda económica para promocionar la difusión e innovación del proyecto en congresos internacionales y una futura organización de un MOOC destinado a la enseñanza de inglés para fines específicos en el ámbito científico.

Repercusión acreditada del proyecto en el aprovechamiento y rendimiento de los estudiantes

Las encuestas realizadas a estudiantes y miembros del proyecto, la aceptación de comunicación en el 41º Congreso de la Asociación de Estudios Anglo-Americanos (AEDEAN) a celebrar en la Universidad de la Laguna durante los días 8, 9 y 10 de 2017, la invitación y la participación de Jorge Diego Sánchez como Secretario del capítulo en España de la Asociación Internacional de Geología Médica y la acogida dentro de la Facultad de Medicina.

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ANEXOS

- ANEXO 1: Elaboración de rúbricas de evaluación para la autoevaluación anterior y posterior a la entrega/presentación de tareas.
 - 1.1 Rúbrica para la evaluación de actividad de presentación oral de Work-in Progress (asignatura “Inglés técnico aplicado a la medicina”)
 - 1.2 Rúbrica para la evaluación de actividad de presentación oral de un artículo de investigación completo en un congreso internacional (asignatura “Inglés técnico aplicado a la medicina”)
 - 1.3 Rúbrica para la evaluación de actividad de interacción presentación oral (asignatura “Inglés”)

- ANEXO 2: Resultados de encuestas
 - 2.1 Encuesta a estudiantes
 - 2.2 Encuesta a comité científico

- ANEXO 1: Elaboración de rúbricas de evaluación para la autoevaluación anterior y posterior a la entrega/presentación de tareas.
 - 1.1 Rúbrica para la evaluación de actividad de presentación oral de Work-in Progress (asignatura “Inglés técnico aplicado a la medicina”)

Timing:	0	1	2	3	4	5
Introductory Statement (25%)	Absence of a gradable sample of oral communication. The thesis statement is missing and there is no introduction.	The student performs a limited oral production that does not comply with the minimum communicative attempt neither in standard nor in professional use of English language. Thesis statement is unclear and weak.	The student performs an oral production that uses standard English language but that does not comply with the minimum expected in a professional context. There is a thesis statement but it is not introduced professionally.	The student performs an oral production that uses standard English language and that complies with the minimum expected in a professional context. The thesis statement is clear although it is neither connected with the rest of the introduction nor with previous literature of the field.	The student performs an oral production with a command of professional and general use of English language. The thesis statement is clear and engaging and it describes and connects the topic to literature and purpose of work. Nevertheless, there are minor mistakes.	The student performs an oral production with a command of professional and general use of English language. The thesis statement is clear and engaging and it describes and connects the topic to literature and purpose of work. There are no mistakes.
Methodology: Procedure and Tools (25%)	There is not a discussion of the methods used in the research.	There is a small reference to the method used in the research, but lacks specific details.	Mentions the methods used in the research, but lacks specific details or is overly wordy.	Points out the methods and processes used in the research using general English and a few professional details only. Speech is somewhat disorganized and wordy. Mistakes in standard and professional English can be found (sometimes they compromise the technical arrays of the communication).	Describes the methods used in the research in an organised, specific and concise manner, mentioning medical processes using medical English. A few minor mistakes can be found although the professional message is not compromised.	Explains the methods used in the research in an organised, specific and concise manner using specific Medical English procedures throughout. The speech is professional and flawless

<p>Attempted Results (25%)</p>	<p>Provides no attempted results.</p>	<p>Does not complete attempted results and lacks specific details.</p>	<p>Mentions only a superficial explanation of results and future data.</p>	<p>Describes good explanation of future results. Mistakes in standard and professional English can be found (sometimes they compromise the technical arrays of the communication).</p>	<p>Provides an organised and good explanation of future results, including quantitative and qualitative data. A few minor mistakes can be found although the professional message is not compromised.</p>	<p>Provides an organised and good explanation of future results, including clear examples of quantitative and qualitative data. The speech is professional and flawless</p>
<p>Discussion: Interaction & Audience Awareness (visual contact, addressing audience) (25%)</p>	<p>Absence of a gradable sample of oral communication although an attempt to communicate is made by the student using standard language.</p>	<p>The student attempts to communicate ideas and interact with the audience but he/she cannot answer/pose questions due to communicative mistakes (verbal and non-verbal). No attempts are made to incorporate professional English in the discussion.</p>	<p>The student communicates some ideas and he/she attempts to interact with the audience but he/she cannot answer/pose questions due to communicative mistakes (verbal and non-verbal). There are attempts to incorporate professional English language in the discussion but the terms and descriptions are difficult to be understood.</p>	<p>Can interact in the specific setting using some professional terms of the communicative task to hold the target audience. there is an interaction with the audience asking and answering questions although there are some verbal and non-verbal mistakes. Professional English is used although the message is simple, not specific enough and with some mistakes in pronunciation of professional elements.</p>	<p>Can interact in the specific setting using professional terms of the communicative task to hold the target audience. there is an interaction with the audience asking and answering questions although there are some verbal and non-verbal mistakes. Professional English is used to convey a complex message and specific message. There are a few mistakes in pronunciation of professional elements.</p>	<p>Can interact in the specific setting using professional terms of the communicative task to hold the target audience. there is an interaction with the audience asking and answering questions with a total professional performance with a perfect pronunciation of professional elements.</p>

- 1.2 Rúbrica para la evaluación de actividad de presentación oral de un artículo de investigación completo en un congreso internacional (asignatura “Inglés técnico aplicado a la medicina”)

Timing:	0	1	2	3	4	5
Range & Accuracy (25%)	Has a very basic repertoire of words and simple phrases that are not connected to Medical English. There is not a performance of technical vocab related with the topic.	Uses basic sentence patterns with memorised phrases and limited groups of words that would be used to describe daily situations. No professional English words are used so neither the scientific target nor the background could not be conveyed in a real conference.	Can convey his/her message using some words and structures from Medical English together with standard English although there is repetition and a lot of hesitation when choosing one term or a specific grammatical structure. The scientific background of the communication is conveyed but the specific core of the paper is not clearly explained due to absence of technical words.	Uses sufficient professional vocabulary associated with the topic. He/she shows a good management of simple grammatical forms with some complex structures, trying to avoid repetition when possible. There are some cases of hesitation and circumlocutions from standard English. The student would manage to communicate the overall message in a real conference. Lack of accuracy might involve some misunderstandings that would not affect the scientific goals of the research.	Uses professional and standard vocabulary to communicate an accurate message in the scientific context showing a conscious searching of Medical English words. There are limited repetitions or circumlocutions from standard English. The student would manage to communicate the whole message in a real conference with some minor vocab/grammar mistakes	Has an excellent command of professional English and grammatical constructions. There is not repetition of structures when alternatives are possible and the student shows confidence in his/her language. The student would manage to communicate the whole message in a real conference completely professionally (flawless).
Fluency & Pronunciation (15%)	Cannot give a basic presentation or produce a straightforward message in a standard or Medical context.	Can perform a rehearsed presentation on the topic but there are problems associated with pronunciation, fluency and word stress that compromise the basic message of communication. Individual sounds are not articulated. Fluency and pronunciation do not allow to communicate a professional message.	Can communicate on a general topic and introduce elements from the specific field of Medicine but the fluency is low and does not allow to follow the professional message. There are few errors in the pronunciation of specific terms, stress of words and grammatical structures and sounds.	Can produce a clear, prepared presentation. The communicative process is overall understood although there are some minor mistakes in fluency while describing specific purposes. Intonation is generally appropriate and sentence and word stress is generally placed although with some hesitation and mistakes. Some individual sounds are not articulated clearly.	Can give a clear, systematically developed presentation without mistakes in fluency while describing scientific processes. There are few limited mistakes in intonation and word stress that do not compromise meaning.	Can give a professional presentation and the communicative process sounds natural and is effortlessly shared with the audience. Intonation and sentence/word stress are appropriate and individual sounds are articulated clearly.

Topic Development & Content (15%)	There is not a significant performance of the proposed task (neither organisation nor development of ideas; there is no relevant content).	The topic is hardly explained (neither organisation nor development of ideas). This is not a real scientific presentation.	There is a progress in the description of the chosen topic but there is not a scientific development of the topic. Some sections of a research paper are not sketched. The content is not relevant.	Ideas are presented in a basic manner using the structure of a research paper. Although the structure follows the scientific pattern, two or three sections are not developed as efficiently as they could have been. The content is relevant to the chosen topic although there is a lack of scientific rigour and feasibility.	There is an efficient development of ideas and a clear attempt to follow scientific rigour although it is still not completely professional due to lack of development of a specific part. Feasibility and the obtained results may be the subject of a real research.	There is an efficient and professional development of the topic following scientific rigour and feasibility. The presentation has scientific relevance.
Structure: Transitions & Signposting (15%)	Cannot perform a coherent and cohesive sample of discourse.	Can link groups of words with simple connectors with a lot of hesitation and repetition and without coherence or cohesive elements. The structure is barely drafted and there is no reasoning.	Can produce a connected sequence of points with a limited coherence and use of specific cohesive devices. An attempt to structure the information is made but it is not completely efficient.	Can perform a coherent and cohesive discourse despite some hesitation. He/she can use a limited number of Medical English cohesive devices although there is “jumpiness” in the reasoning and a little repetition of connectors. Structure of information is efficient.	Can perform a coherent and cohesive discourse to keep the flowing of ideas. He/she uses Medical English cohesive devices without “jumpiness” in the reasoning. There is a bit of repetition of connectors that does not allow the structure to be completely professional.	Provides a coherent and cohesive discourse producing a clear and organised speech using Medical English cohesive devices. There is a completely professional structure.
Discussion: Interaction & Audience Awareness (25%)	He/she does not interact.	Can ask and answer simple questions and statements but only through very basic questions and answers. He/she is rarely able to understand enough the setting and professional tone of the interaction to take a part in the discussion. Non-verbal communication makes interaction more difficult. He/she does not offer support to the scientific discussion.	Can initiate, maintain and close conversations but he/she does not convey the specific tone of fluidity demanded in the context as questions and answers are neither immediate nor appropriate. Non-verbal communication makes interaction more difficult. He/she is too dependent on his/her classmates and/or notes to perform an EFFICIENT interaction.	Can interact in the specific setting with an adequate verbal and non-verbal language although sometimes it looks too artificial. He/she confirms comprehension with the speakers and invites the other speaker into the scope of the conversation although there are some hesitation and pauses but manages the conversation towards the result of the interaction. He /she sometimes needs the support of a classmate and/or a layout but the interaction is efficient in the designed specific context.	Can interact in the specific setting with an adequate verbal and non-verbal language and it sounds real and appropriate. He/she confirms comprehension with the speakers and invites the other speaker into the scope of the conversation although there are some hesitation and pauses but manages efficiently the conversation towards the result of the interaction.	Can interact in the specific setting with an adequate verbal and non-verbal language. He/she confirms comprehension with the speakers and invites the other speakers into the scope of the conversation without hesitation or pauses. The interaction is professional to the designed specific context.

- 1.2 Rúbrica para la evaluación de actividad de presentación oral de un artículo de investigación completo en un congreso internacional (asignatura “Inglés técnico aplicado a la medicina”)

Timing:	0	1	2	3	4	5
Range & Accuracy (25%)	Has a very basic repertoire of words and simple phrases that are not connected to Medical English. There is not a performance of technical vocab related with the topic.	Uses basic sentence patterns with memorised phrases and limited groups of words that would be used to describe daily situations. No professional English words are used so neither the scientific target nor the background could not be conveyed in a real conference.	Can convey his/her message using some words and structures from Medical English together with standard English although there is repetition and a lot of hesitation when choosing one term or a specific grammatical structure. The scientific background of the communication is conveyed but the specific core of the paper is not clearly explained due to absence of technical words.	Uses sufficient professional vocabulary associated with the topic. He/she shows a good management of simple grammatical forms with some complex structures, trying to avoid repetition when possible. There are some cases of hesitation and circumlocutions from standard English. The student would manage to communicate the overall message in a real conference. Lack of accuracy might involve some misunderstandings that would not affect the scientific goals of the research.	Uses professional and standard vocabulary to communicate an accurate message in the scientific context showing a conscious searching of Medical English words. There are limited repetitions or circumlocutions from standard English. The student would manage to communicate the whole message in a real conference with some minor vocab/grammar mistakes	Has an excellent command of professional English and grammatical constructions. There is not repetition of structures when alternatives are possible and the student shows confidence in his/her language. The student would manage to communicate the whole message in a real conference completely professionally (flawless).
Fluency & Pronunciation (15%)	Cannot give a basic presentation or produce a straightforward message in a standard or Medical context.	Can perform a rehearsed presentation on the topic but there are problems associated with pronunciation, fluency and word stress that compromise the basic message of communication. Individual sounds are not articulated. Fluency and pronunciation do not allow to communicate a professional message.	Can communicate on a general topic and introduce elements from the specific field of Medicine but the fluency is low and does not allow to follow the professional message. There are few errors in the pronunciation of specific terms, stress of words and grammatical structures and sounds.	Can produce a clear, prepared presentation. The communicative process is overall understood although there are some minor mistakes in fluency while describing specific purposes. Intonation is generally appropriate and sentence and word stress is generally placed although with some hesitation and mistakes. Some individual sounds are not articulated clearly.	Can give a clear, systematically developed presentation without mistakes in fluency while describing scientific processes. There are few limited mistakes in intonation and word stress that do not compromise meaning.	Can give a professional presentation and the communicative process sounds natural and is effortlessly shared with the audience. Intonation and sentence/word stress are appropriate and individual sounds are articulated clearly.

Topic Development & Content (15%)	There is not a significant performance of the proposed task (neither organisation nor development of ideas; there is no relevant content).	The topic is hardly explained (neither organisation nor development of ideas). This is not a real scientific presentation.	There is a progress in the description of the chosen topic but there is not a scientific development of the topic. Some sections of a research paper are not sketched. The content is not relevant.	Ideas are presented in a basic manner using the structure of a research paper. Although the structure follows the scientific pattern, two or three sections are not developed as efficiently as they could have been. The content is relevant to the chosen topic although there is a lack of scientific rigour and feasibility.	There is an efficient development of ideas and a clear attempt to follow scientific rigour although it is still not completely professional due to lack of development of a specific part. Feasibility and the obtained results may be the subject of a real research.	There is an efficient and professional development of the topic following scientific rigour and feasibility. The presentation has scientific relevance.
Structure: Transitions & Signposting (15%)	Cannot perform a coherent and cohesive sample of discourse.	Can link groups of words with simple connectors with a lot of hesitation and repetition and without coherence or cohesive elements. The structure is barely drafted and there is no reasoning.	Can produce a connected sequence of points with a limited coherence and use of specific cohesive devices. An attempt to structure the information is made but it is not completely efficient.	Can perform a coherent and cohesive discourse despite some hesitation. He/she can use a limited number of Medical English cohesive devices although there is “jumpiness” in the reasoning and a little repetition of connectors. Structure of information is efficient.	Can perform a coherent and cohesive discourse to keep the flowing of ideas. He/she uses Medical English cohesive devices without “jumpiness” in the reasoning. There is a bit of repetition of connectors that does not allow the structure to be completely professional.	Provides a coherent and cohesive discourse producing a clear and organised speech using Medical English cohesive devices. There is a completely professional structure.
Discussion: Interaction & Audience Awareness (25%)	He/she does not interact.	Can ask and answer simple questions and statements but only through very basic questions and answers. He/she is rarely able to understand enough the setting and professional tone of the interaction to take a part in the discussion. Non-verbal communication makes interaction more difficult. He/she does not offer support to the scientific discussion.	Can initiate, maintain and close conversations but he/she does not convey the specific tone of fluidity demanded in the context as questions and answers are neither immediate nor appropriate. Non-verbal communication makes interaction more difficult. He/she is too dependent on his/her classmates and/or notes to perform an EFFICIENT interaction.	Can interact in the specific setting with an adequate verbal and non-verbal language although sometimes it looks too artificial. He/she confirms comprehension with the speakers and invites the other speaker into the scope of the conversation although there are some hesitation and pauses but manages the conversation towards the result of the interaction. He /she sometimes needs the support of a classmate and/or a layout but the interaction is efficient in the designed specific context.	Can interact in the specific setting with an adequate verbal and non-verbal language and it sounds real and appropriate. He/she confirms comprehension with the speakers and invites the other speaker into the scope of the conversation although there are some hesitation and pauses but manages efficiently the conversation towards the result of the interaction.	Can interact in the specific setting with an adequate verbal and non-verbal language. He/she confirms comprehension with the speakers and invites the other speakers into the scope of the conversation without hesitation or pauses. The interaction is professional to the designed specific context.

- 1.3 Rúbrica para la evaluación de actividad de interacción presentación oral (asignatura “Inglés”)

ORAL PRESENTATION

Name of Assessment:

Date:

Surname:

Name:

ID:

The following scale is only for internal use of the class "Inglés" (103510). It combines elements from the *Common European Framework of Reference for Languages* (CEFR) (2001: 72) and *EXAMPLES OF SPEAKING PERFORMANCE AT CEFR LEVELS A2 TO C2* (2009: 14).

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	0	1	2	3	4	5
Range	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Uses basic sentence patterns with memorised phrases and limited groups of specific vocab to communicate limited situations in the everyday, not in the consultation.	Can convey his/her message combining medical vocab to describe the most important points of the consultation/setting combining it elements from English to convey the meaning.	Uses medical vocab to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions from standard English to convey his/her meaning	Is able to give professional descriptions with a conscious searching of words. He/she uses some complex sentences that are specific forms in the field.	Has a good command of a broad range of language following him/her to select the style in professional medical English. He/she uses this professional terms without any restriction.
Accuracy	Shows only limited control of few simple grammatical structures and sentence patterns in a memorised repertoire.	Uses some simple structures correctly, but makes basic mistakes with no us of specific grammatical forms expected in the specific context.	Uses reasonably accurately a repertoire of frequently used professional "routines". Practices the grammatical patterns associated with the predictable situations but using regular English.	Uses some of the grammatical structures that have been explained in class and does not make errors which cause misunderstanding. Can correct his/her own mistakes.	Shows a high degree of the grammatical control expected in the situation and so he/she uses some of the grammatical structures that are expected in the situation. Corrects him/herself searching for the suitable grammatical pattern without stopping the conversation.	Maintains grammatical control of professional vocab and a high degree of grammatical accuracy demanded in the specific situation presented.
Fluency	Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the	Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can take a series of follow up questions with a degree of fluency	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding

	formulation of his/her reply is possible.	with a limited number of straightforward follow up questions.	up questions, but may have to ask for repetition if the speech was rapid.	and spontaneity which poses no strain for either him/herself or the audience.		spontaneously and almost effortlessly.
Interaction	Can interact in simple ways but his/her communication is completely dependant on repetition and rephrasing from a standard English that does not use specific terms whatsoever.	Can ask and answer questions and respond to simple statements and can indicate that he/she is following. Nevertheless, he is rarely able to understand enough the setting and professional tone of the interaction.	Can initiate, maintain and close simple face-to-face conversations and repeat back what the other speaker states. Nevertheless, he/she does not convey to the specific needs of the professional situation presented.	Can interact in the specific setting with an adequate non-verbal language although sometimes it looks to artificial. He/she confirms comprehension with the speakers and invites the other speaker into the tone and scope of the conversation.	Can interact in the specific setting with an adequate non-verbal language. He/she makes intonational cues appear effortlessly. He interacts appropriately with the other speakers using specific vocab and grammar with a familiar tone.	Can interact with ease and skill in the specific setting. His/her non-verbal language and intonational cues appear effortlessly. He interacts skilfully with the other speakers using specific vocab and grammar naturally.
Coherence	Can link or group words with very basic linear connectors (“and” or “then”).	Can link groups of words with simple connectors (“and”, “but” and “because”).	Links short and discrete elements into a connected sequence of points with a very limited use of specific cohesive devices.	Can use a limited number of cohesive devices to link his/her utterances into a coherent discourse although there is “jumpiness” in the reasoning.	. Manages the conversation using mostly medical cohesive devices to keep the flowing of ideas.	Create coherent and cohesive discourse producing clear and smoothly flowing and well structured speech.

Referenced works:

Council of Europe. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press, 2001). Web. http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (Accessed on 21-Sep-2016)

University of Cambridge ESOL Examinations Research and Validation Group. *EXAMPLES OF SPEAKING PERFORMANCE AT CEFR LEVELS A2 TO C2*. Cambridge: University of Cambridge ESOL Examinations Research and Validation Group, 2009. Web. <http://www.cambridgeenglish.org/images/22649-rv-examples-of-speaking-performance.pdf> (Accessed on 21-Sep-2016)

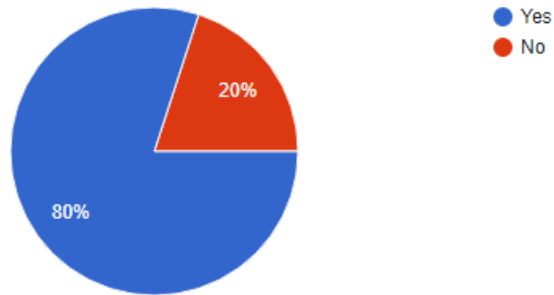
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COMMENTS:

- ANEXO 2: Resultados de encuestas
 - 2.1 Encuesta a estudiantes
- Participantes: 45
- Respuestas: 40

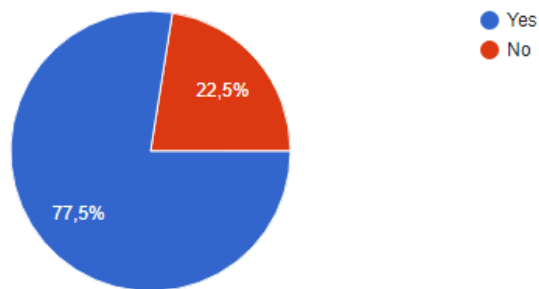
1. Was this course the first one that offered you access to an assessment rubric in your degree?

40 respuestas



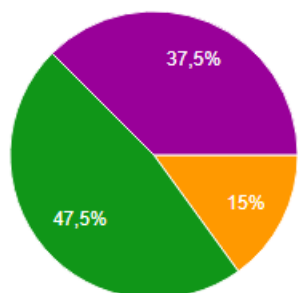
2. Was the self-assessment activities after your presentation(s) your first experience of this kind?

40 respuestas



3. Were the rubrics useful to understand and work on your assignments before your presentation(s) to fulfil the assessment criteria for your performance?

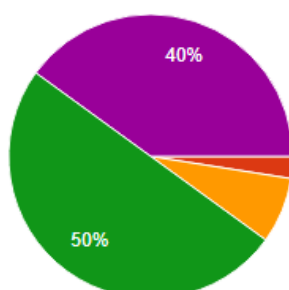
40 respuestas



- No, they were not useful at all as I could not understand any of the criteria I was expected to perform.
- No, I could only understand some of the criteria and the explanations we...
- More or less, they sketched the important goals for my performance...
- Yes, they gave a good view of the criteria although I had some doubts...
- Yes, they were absolutely useful.

4. Were the self-assessment activities that you completed after your presentation(s) helpful to the following tasks that you were expected to complete?

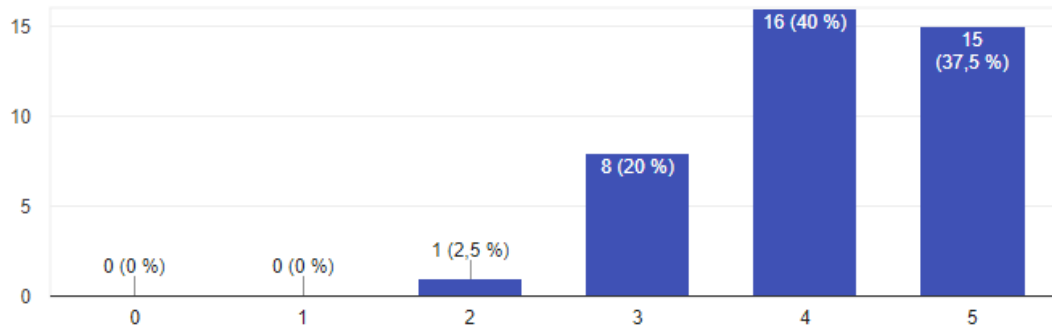
40 respuestas



- No, they weren't helpful at all as I couldn't find the meaning to them
- No, they were not helpful although they made me think about my performance...
- More or less, they gave me some ideas to assess my presentation and...
- Yes, they were helpful to know the rubrics that would be used to assess...
- Yes, they were helpful to deal with the rubrics that would be used to assess...

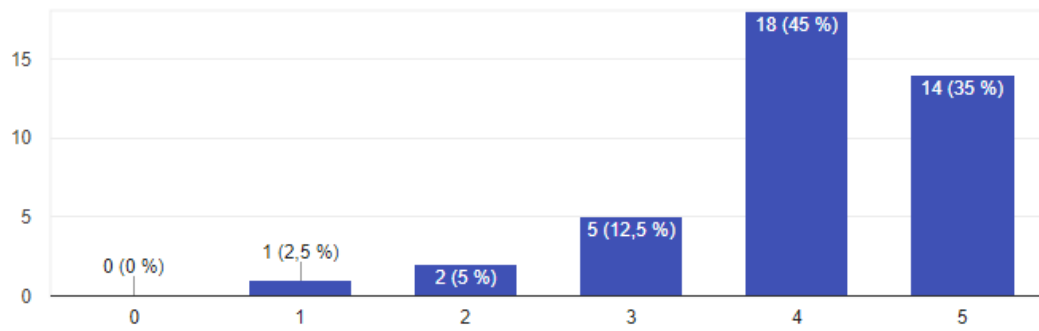
5. Were the rubrics suitable to appreciate the professional goals of the course?

40 respuestas



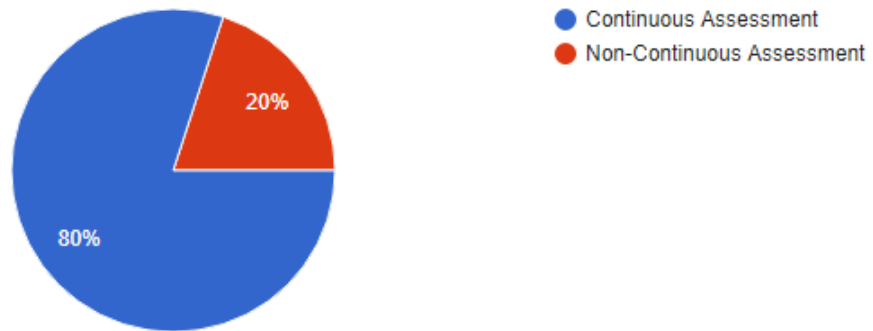
6. The minimum expected level of performance (passmark) was clear in the rubrics.

40 respuestas



7. I followed:

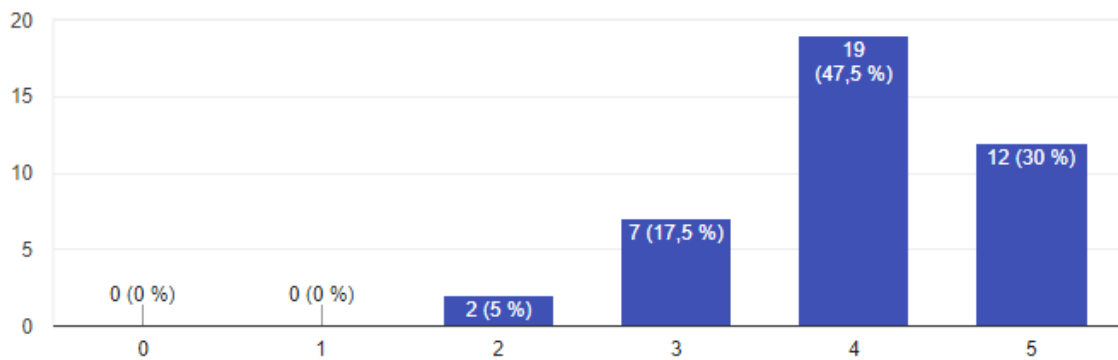
40 respuestas



To what extent do you think that the use of the rubrics helps you prepare oral presentations more efficiently?

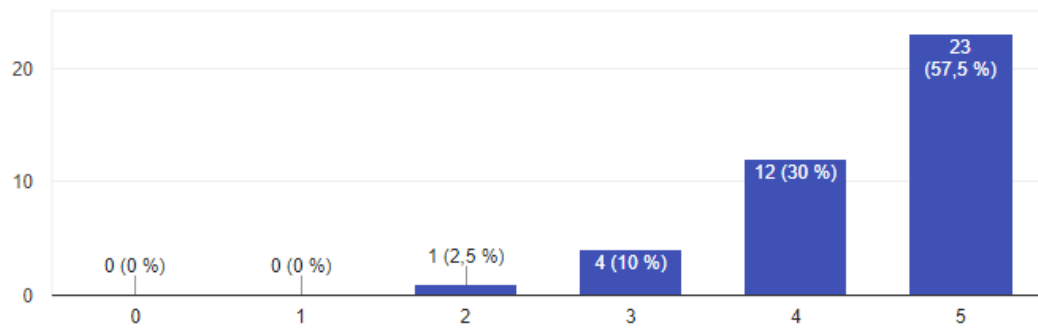
.1. They make me aware of what I'm doing

40 respuestas



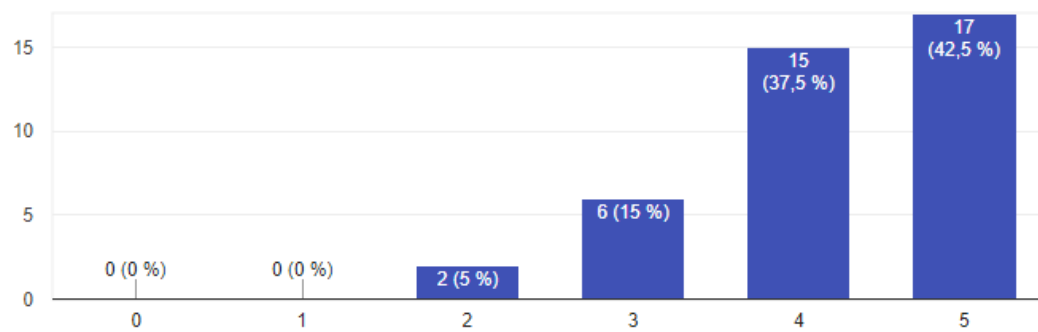
8.2. They help me understand what my teachers expect from my performance

40 respuestas



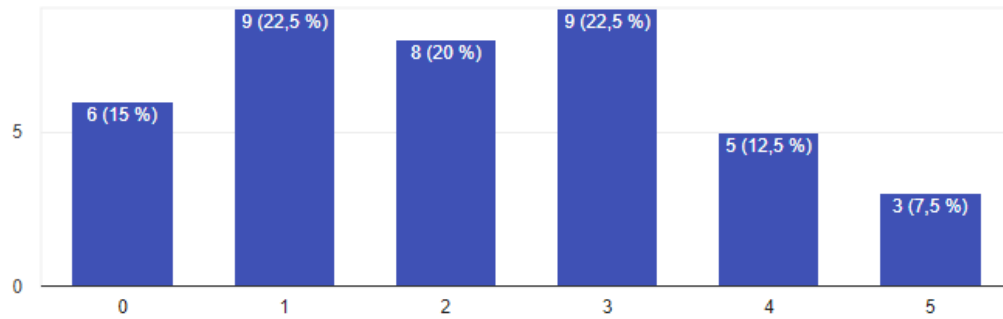
8.3. They offer guidelines to prepare my presentations more accurately

40 respuestas



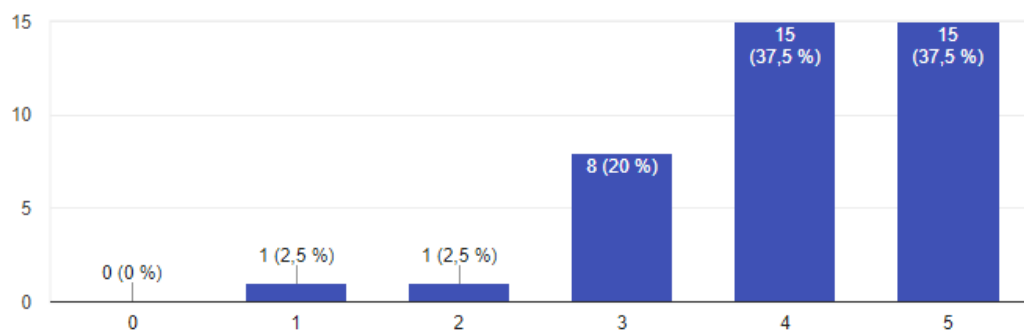
8.4. I wish I had used rubrics (0 means you used rubrics, 5 means you didn't use rubrics for all your assignments)

40 respuestas



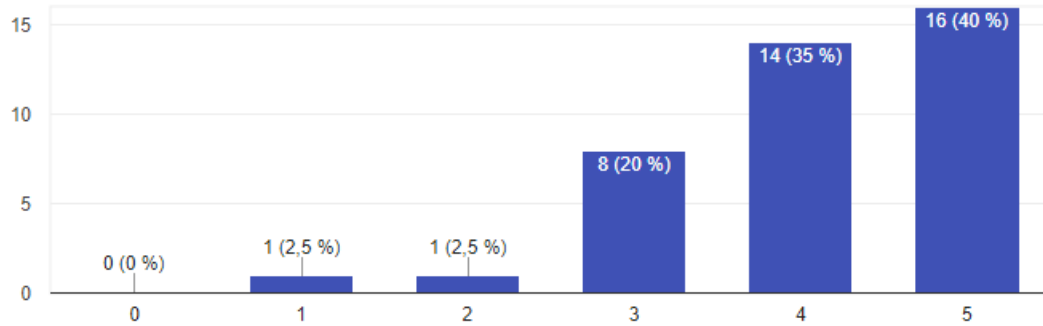
8.5. I would use rubrics again in the future oral presentations

40 respuestas



8.6. I would recommend other students to use rubrics

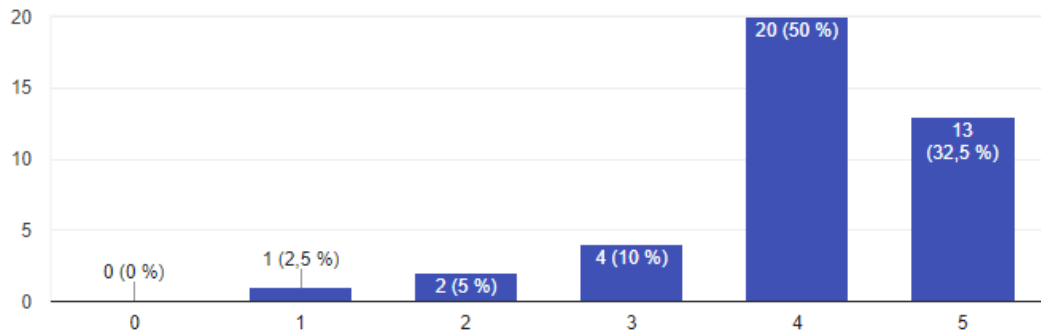
40 respuestas



9. How clearly were the assessment criteria explained in Rubric 1?

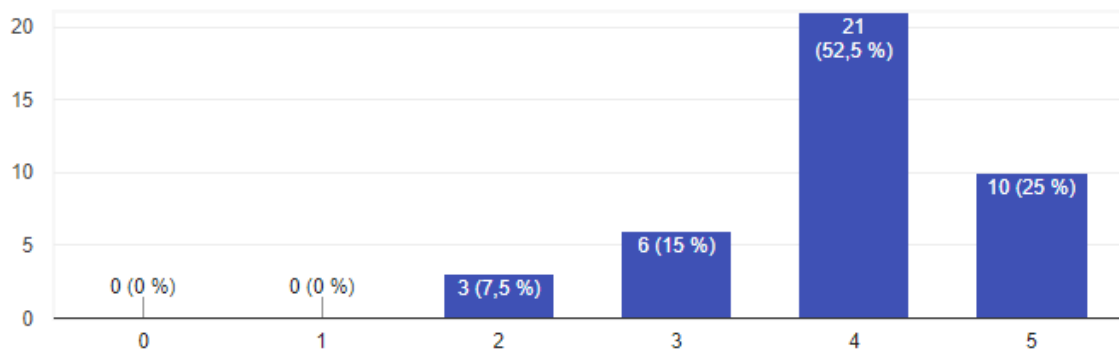
9.1. Introductory Statement

40 respuestas



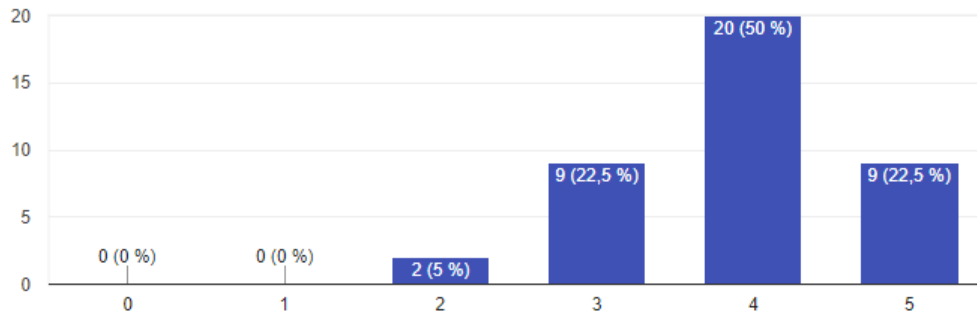
9.2. Methodology: Procedure and Tools

40 respuestas



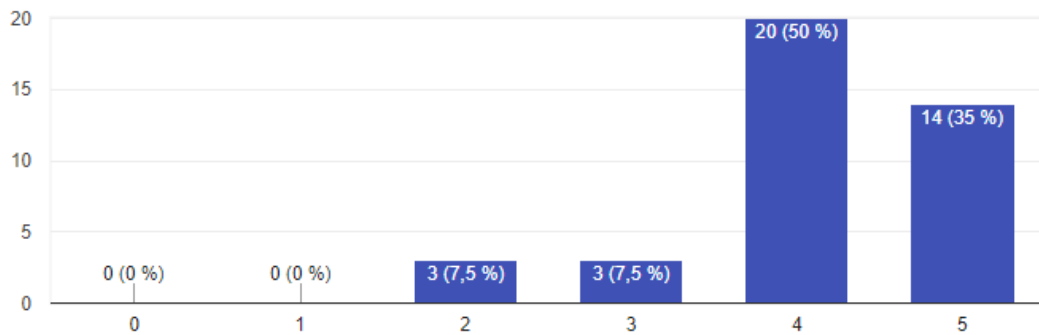
9.3. Attempted Results

40 respuestas



9.4. Discussion: Interaction and Audience Awareness

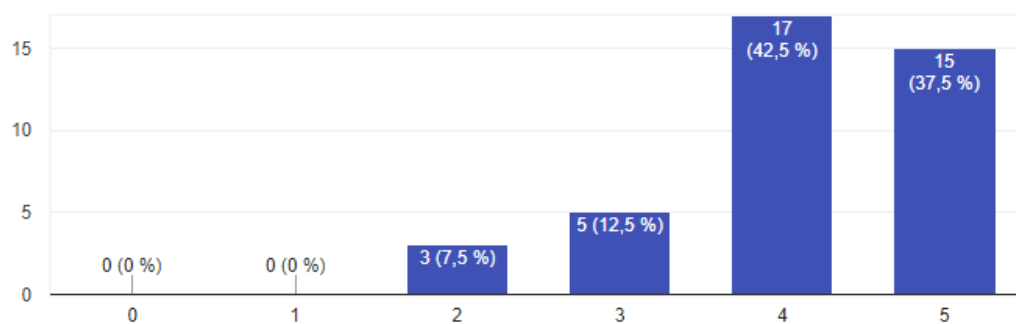
40 respuestas



10. How clearly were the assessment criteria explained in Rubric 2?

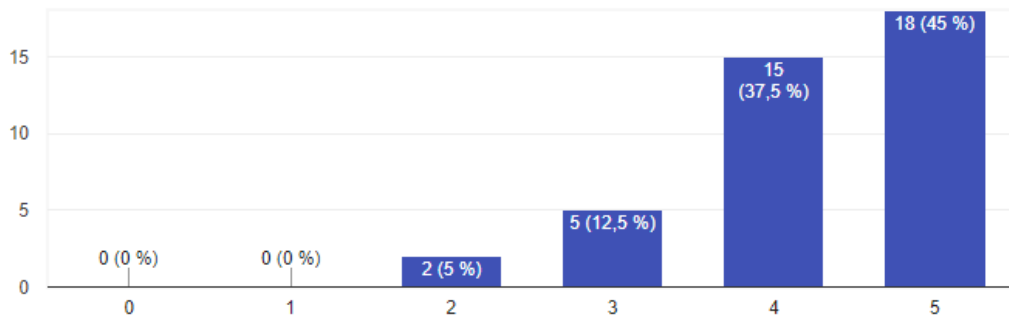
10.1. Range & Accuracy Fluency and Pronunciation Topic Development & Content Structure: Transitions and Signposting Discussion: Interaction and Audience Awareness

40 respuestas



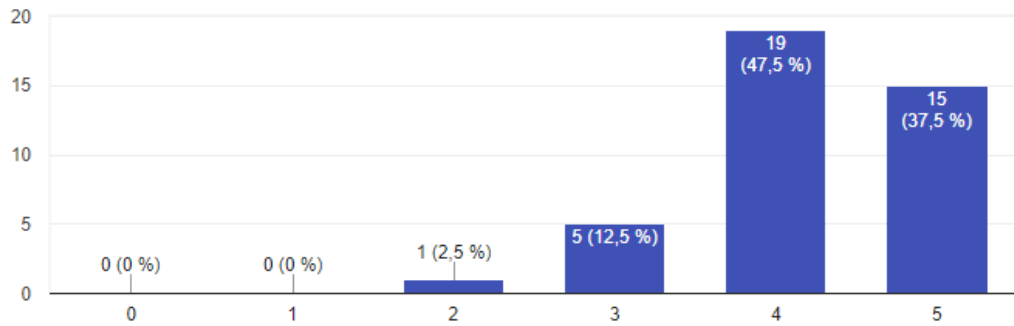
10.2. Fluency and Pronunciation

40 respuestas



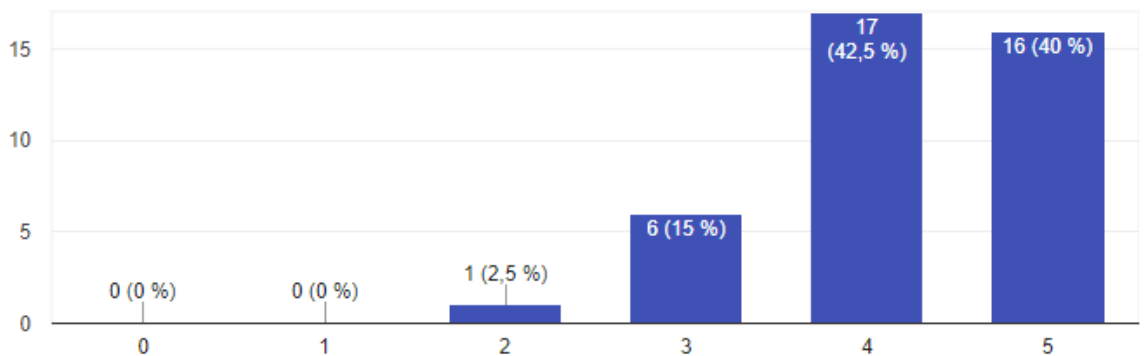
10.3. Topic Development & Content

40 respuestas



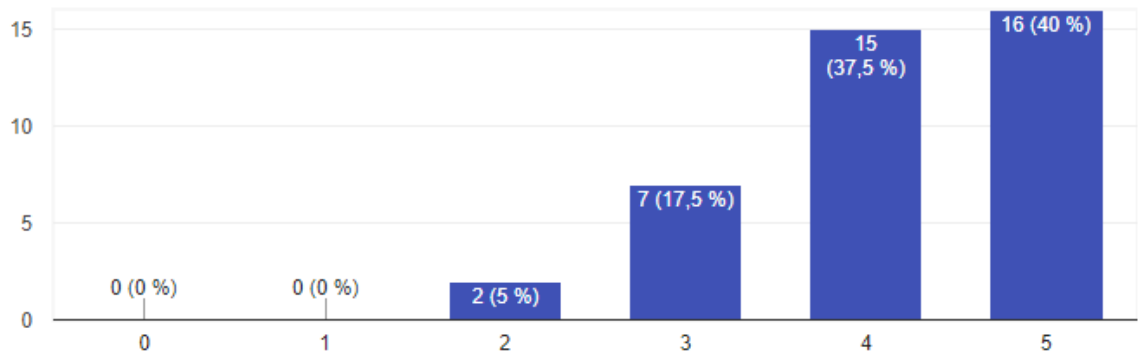
10.4. Structure: Transitions and Signposting

40 respuestas



10.5. Discussion: Interaction and Audience Awareness

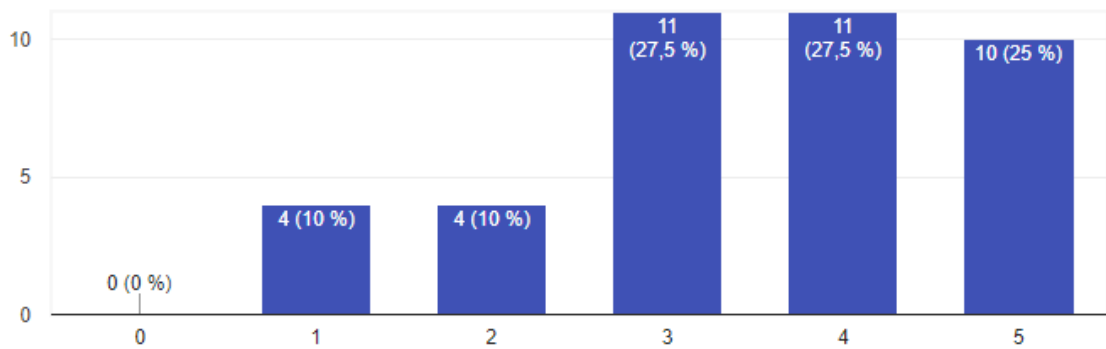
40 respuestas



11. To what extent do you think that the collaboration of experts can help your work in the subject ?

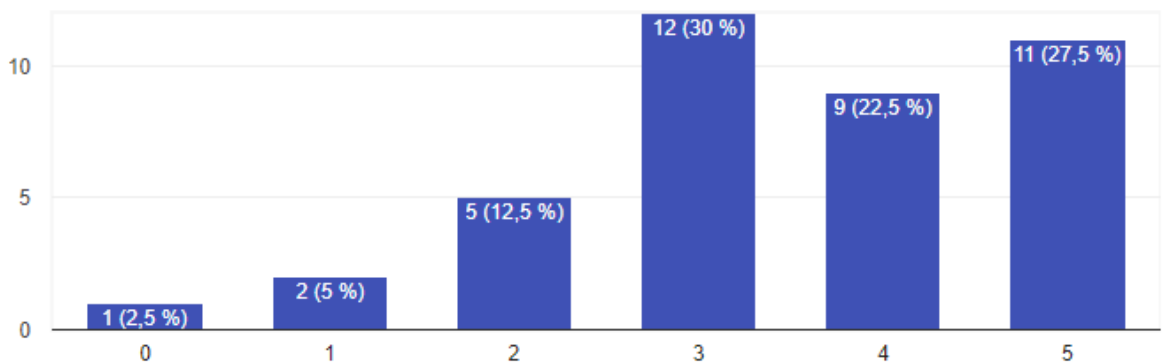
11.1. They can provide help to choose a relevant topic for the research paper

40 respuestas



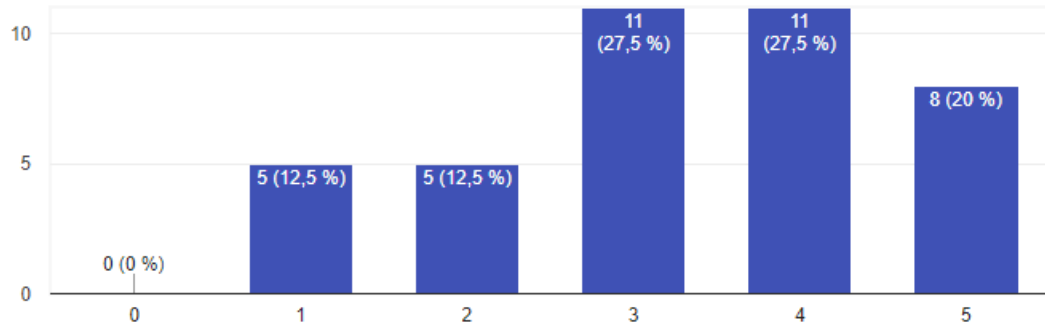
11.2. They assist with the formulation of the hypothesis of the research paper

40 respuestas



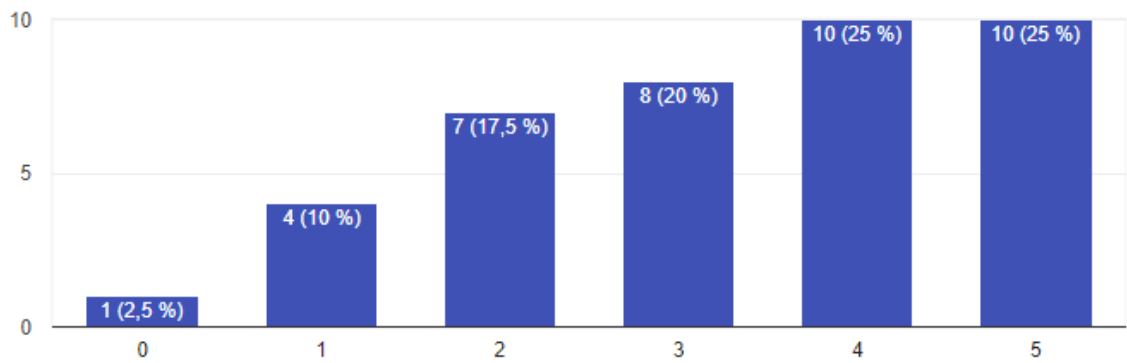
11.3. They offer some guidelines to face the assignment with a scientific commitment

40 respuestas



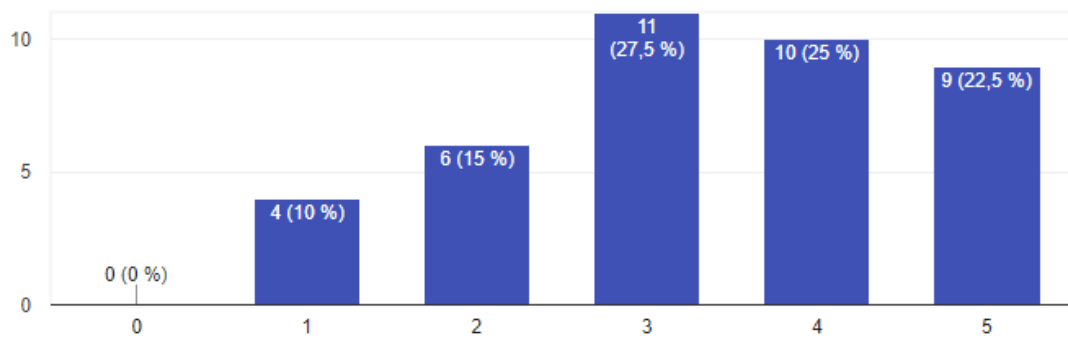
11.4. They provide real background for the research

40 respuestas



11.5. They motivate students to work on the feasibility of the assignment

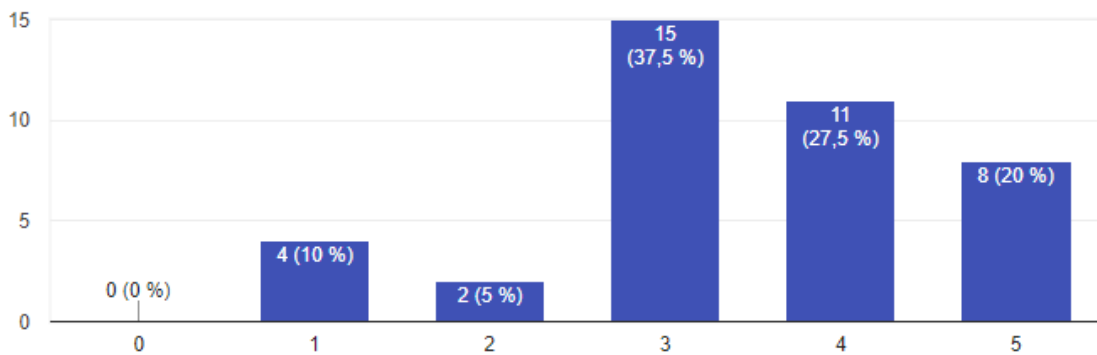
40 respuestas



12. What did you think about the selection of topics?

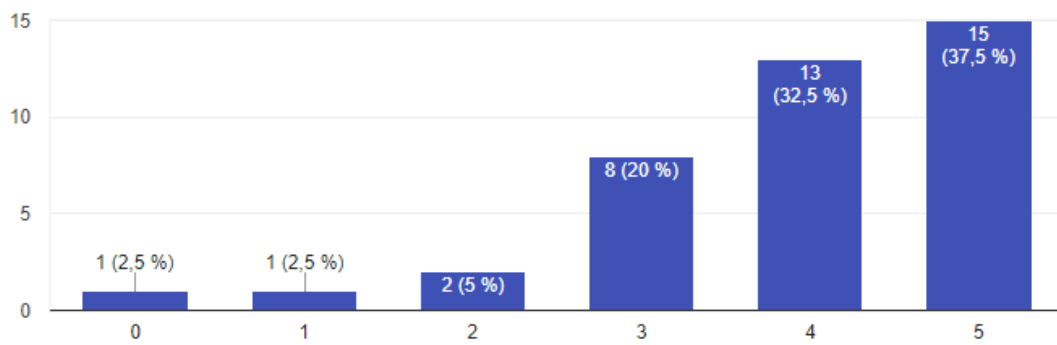
12.1. The suggestion of general areas (Medical Geology, Rheumatology, Dermatology and Oncology) was recurrent

40 respuestas



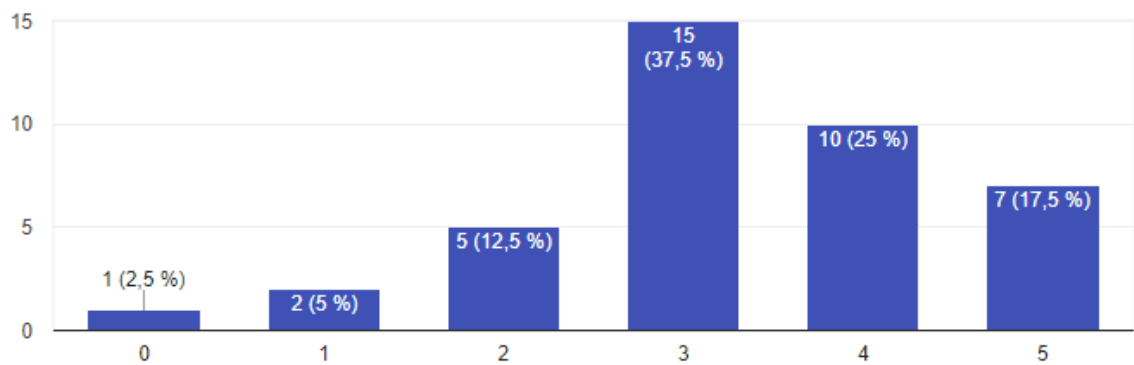
12.2. The offer of specific topics within each area was appealing

40 respuestas



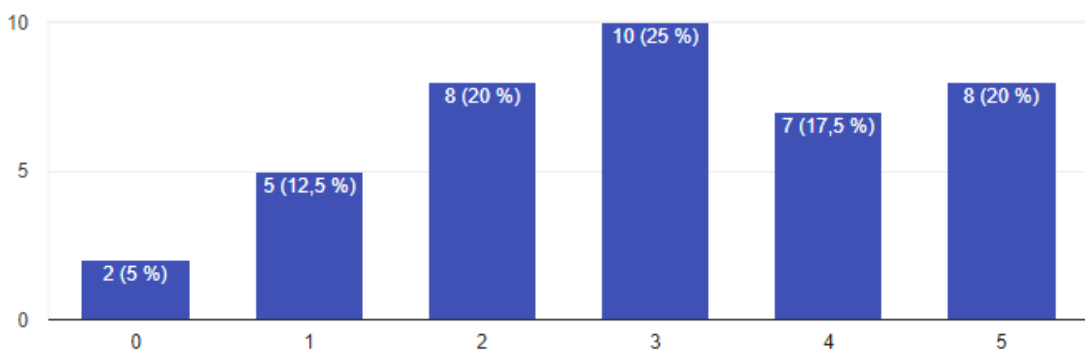
12.3. The choice of medical papers offered by the experts was recurrent

40 respuestas



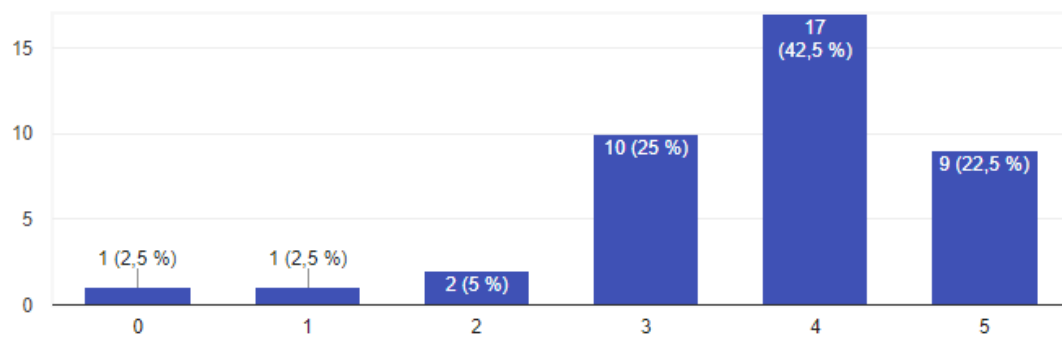
12.4. Medical Geology should be a general topic for next year

40 respuestas



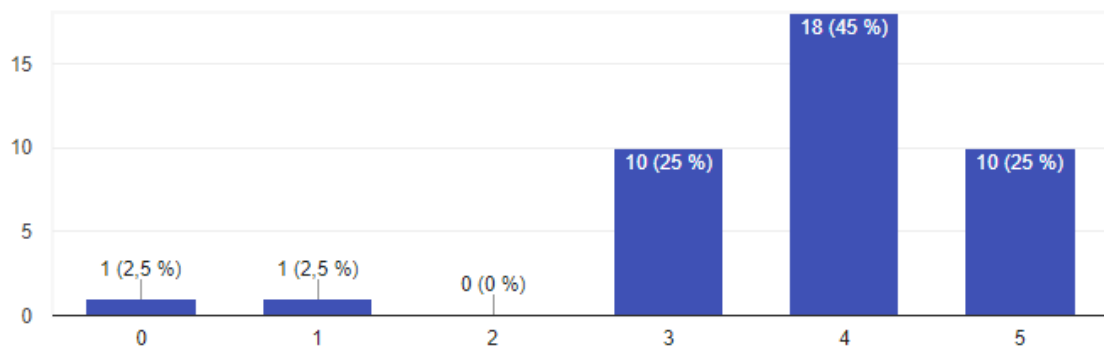
12.5. Rheumatology should be a general topic for next year

40 respuestas



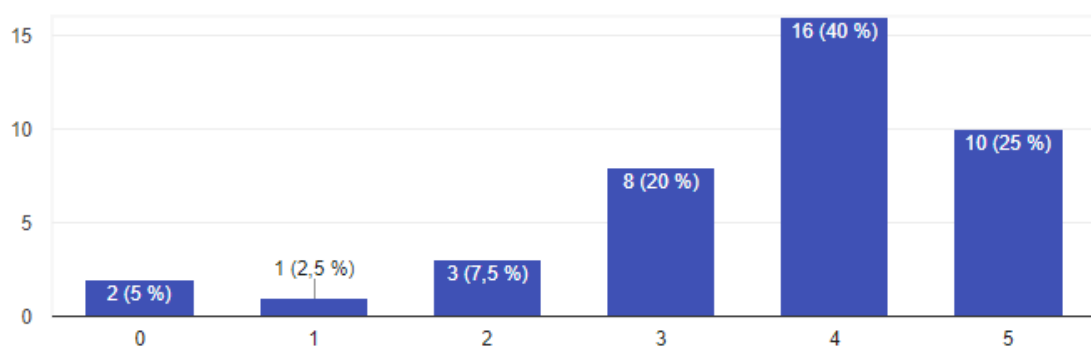
12.6. Dermatology should be a general topic for next year

40 respuestas



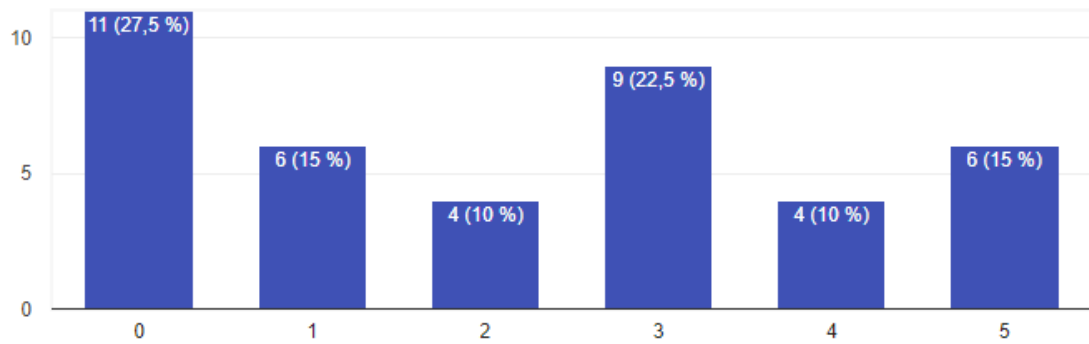
12.7. Oncology should be a general topic for next year

40 respuestas



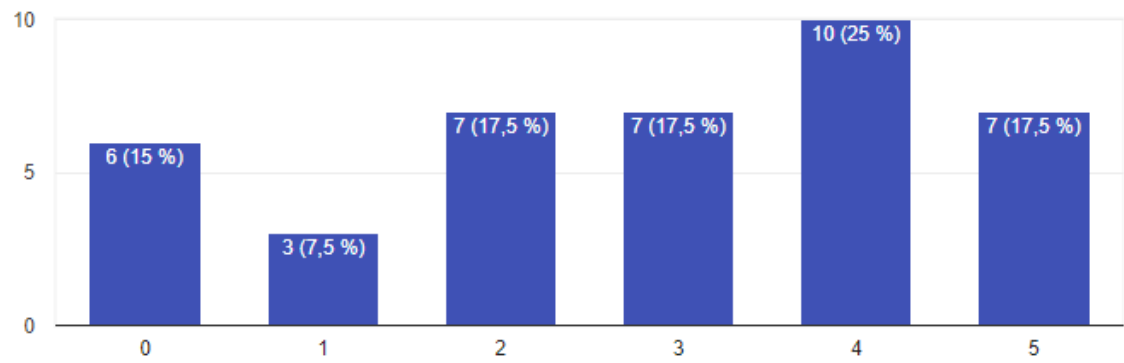
12.8. I learnt new things about Medical Geology through this course

40 respuestas



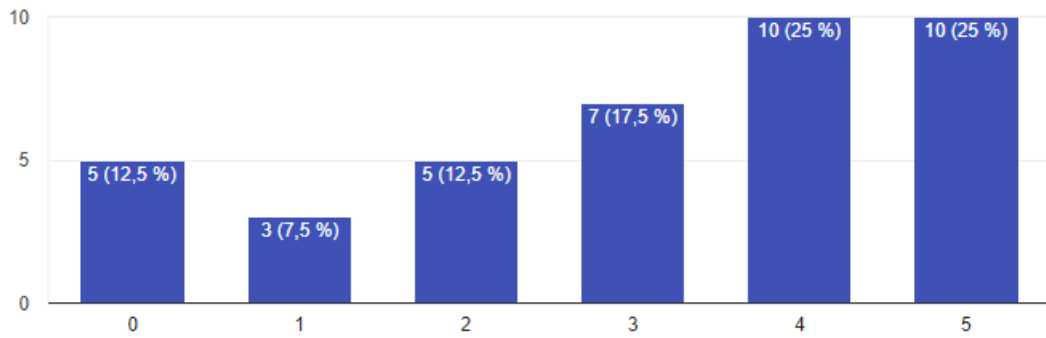
12.9. I learnt new things about Rheumatology through this course

40 respuestas



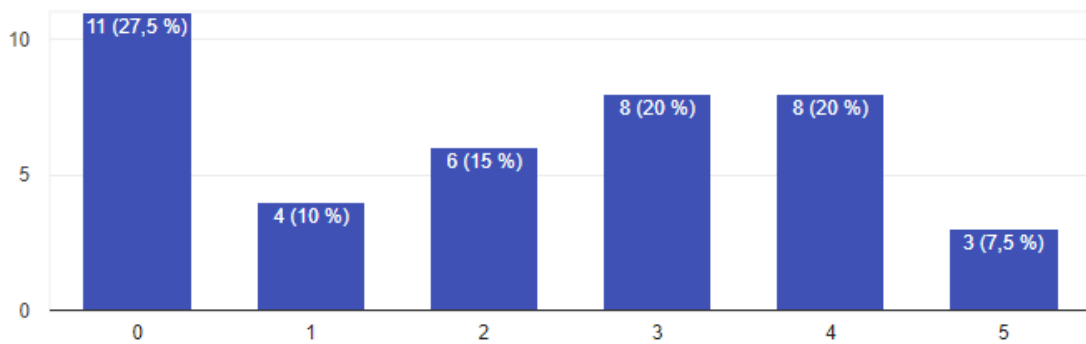
12.10. I learnt more about Dermatology through this course

40 respuestas



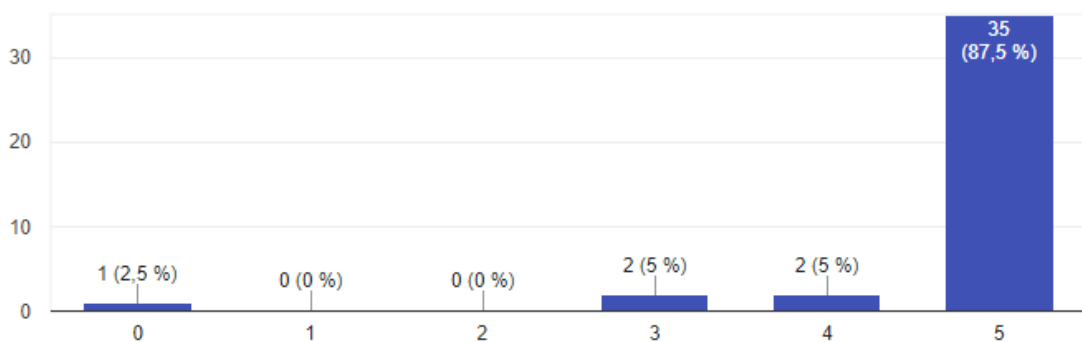
12.11. I learnt new things about Oncology through this course

40 respuestas



12.12. I heard of Medical Geology for the first time through this course

40 respuestas



13. We would like to improve the use of rubrics and the selection and relevance of topics for the future years. Would you like to add any comments about the course, the topics, the organisation of the course or any other topic? This information will be very important for all of us. THANKS for your contribution!

(Maybe more lectures when we can read some scientific papers or using more examples for them, not just a lecture about how to write it. I'd be nice to divide the lessons on different parts of a paper and have some examples at class

It was an interesting course, I recommend it

I think the organization in general was very well conceived. The themes and the rubrics were useful, allowed us to have contact with subjects we've never heard about and most importantly, helped us to practice our technical English. I hope this wonderful work continues in the years to come.

I think it would be interesting to add Psychiatry as a general topic for next year. Overall I'm very glad I've taken this subject and I think the assessment criteria were very clearly stated from the beginning. I would also like to point out that I found very helpful the possibility of doing a non-continuous assesment.

The only thing I would suggest is that the abstract was the last thing to be written as it usually is a summary of the article content and therefore it becomes easier to write it when everything is already organized and defined.

I do not have any complains. The expert and the teacher have helped me in every moment.

An interesting topic could be cardiology

All the topics this year were from 5 and 6 course, so the students from other years can have some problems in understand the contents. It can be useful to add a new topic which can understand other students. Furthermore, in the first presentation about how to write a paper, for me it was not clear how to make a proper discussion (I had to search in other documents on the internet). The rest I think it was clear enough to work with.

i think it would be better to offer other topics

Creo que se debería tener en cuenta que la optativa se oferta para sexto curso en una época del año cargada de trabajo, con tfg, mir y algunas personas incluso recuperaciones. Aunque el trabajo que se hizo los primeros días en las clases fueron de ayuda, tuve que emplear mucho tiempo a la redacción y comprensión de terminología específica en inglés. Estoy segura que el hecho de tener un menor nivel de inglés que el resto de mis compañeros es lo que más inconvenientes me ha supuesto. Pero se podría resumir como un optativa exigente, seguro en tiempo. Cuando comenzó el año no había una guía sobre la asignatura para saber cual sería la materia de las clases, simplemente me pareció útil refrescar el inglés. Sin embargo, tal y como esta diseñado el proyecto a no ser que tengas unos niveles altos previos es muy difícil seguir el nivel y se hace realmente duro, al menos en mi caso. Por lo demás, me parece que los temas y la ayuda de las expertas han estado bien y que utilizar métodos de auto-evaluación además de encuestas de este tipo es una forma muy útil de ponernos en contacto. Por último, hacer hincapié en que creo que se debería de informar del nivel mínimo esperado y requerido para pasar la asignatura sin volverse loco. Un saludo, Jorge.

Could be good to have a little bit more of topics. Thanks for everything!

I think that the abstract would be done at the end.

I suggest that we would do the abstract at the end of work
everything was correct.

The course had an excellent organisation.

I think that the rubrics were really useful. The topics were great, current and interesting. Maybe you could provide us some vocabulary lists with the pronunciation of the most used terms of each topic. Thanks for your attention.

The subject was really well-organized and flexible at the same time, which I think is very important. However, I suggest some improvements for future years: - More relevant areas: as

the subject is elective mostly in 3rd, 4th and 5th year, I would suggest areas related to those years' subjects - More relevant topics: some areas just had divulgation articles instead of true scientific research papers - I would remove the collaboration of experts part as that can result in delays and it is usually easy to find a topic - I would rearrange the task to be a review instead of an original article with attempted results. That could help students to focus on learning about the topic and the language and not about thinking possible results and figures. All the best! :)

I have nothing to add. This course is well organized and deals with relevant topics about our field of studies.

I think the course is well organized, but it would be helpful to provide more information, expressions and words which can be included in the paper at the beginning of the course, and not mainly when you have to write the abstract or the paper in group.

The general idea about the course was great, but I found the organisation a little messy. I think it would be very useful to have one class about vocabulary and grammar for research papers, trying to explain everything better. Moreover this is an "optativa" and sometimes we didn't have time for the important subjects, so reducing the amount of work could be better for us.

Medical Geology should be encouraged somehow, since it is the first time people get to know about it and they won't be willing to choose a subject they have never heard about for their assignment.

It has been funny and helpful for me. I have improved my English language in the medical area, which is quite important for my future. Thank you!

As I see it, the course has been really helpful for beginning to learn how to write an article, which for people who are in the 6th course, it is a great point in relation to the "TFG".

The organisation was good and the teachers were implicated so they made us feel comfortable.

I think the organisation of the course has been great and I am grateful to have had the opportunity of preparing an article and doing a presentation.

The rubrics are very important even if you don't use them before or while you are writing your work, they give you a very good idea on how your performance was afterwards. On the matter of the topics suggested (dermatology, rheumatology, oncology and geology) as I have said before, none of them was satisfying enough for me, but the fact that there is always a possibility to choose another topic frees you from that "burden"! It was a very good subject, wonderful to work on, thank you so much

I think all in this course have had good organisation. I followed Non-Continuous Assessment and, perhaps, it needs more explanation in Studium on how to organize the work, but only at the beginning, until you understand the main aim. I think this is because we aren't accustomed to work with scientific articles. I would choose this subject again.

It should have more areas

I would find interesting working with real projects rather than hypothesis. I find that it would be great to add some other specialities, such as cardiology. Thank you very much.

The subject was both very useful and very fun. I would've liked to find subjects such as psychiatry or cardiology.

The idea is very good but it's complicated to explore the idea and enjoy the project in an optional signature, because more time is needed.

I do not see very useful the rubrics, I mean, they are helpful for knowing how the teacher is going to assess us, but at the end you do not take that into account. There are too many factors that can not be controlled during the presentation, although you have studied the "speech" by heart 50 times. At the end you always improvise. I took an eye on rubrics but did not use them. About the topics, they were not so very appealing, specially because this optative is for 4th grade students, and those subjects are from grades above (5^o and 6^o). Maybe, next year the students could choose that four topics. The organisation was perfect, no comments about it. To sum up, I see this subject pretty interesting, specially if you want to start with researches, but it is useful for the TFG too, as well as for developing your speaking skills.

Rubrics gave me an idea of the aspects of the presentation, that I had to take into account, the ones, that would need more work, and the ones that would give me an extra point. Thanks to them I realized I could use some skills I didn't think of before to improve my presentation.

According with this quest, I think the rubrics should be given in the first class, or previously to the presentation of the articles. And in the first class of next year, you should reassure the students because, truth is, this project was not that hard to fulfill. thank you for everything! Thanks for everything, very useful course!

Well organized subject overall. Lot of flexibility adjusting the schedule. Little more oral feedback after presentations could be helpful in our learning process even if that means remarking mistakes. I would like to point out that feedback was given with tact and delicacy.

In my opinion, this is a well-balanced course and offering the choice of continuous and non-continuous assessment is really nice for the students. Specially for those in their last year, like myself. I would like to suggest only a couple of things: maybe it would be a good idea to change the articles' general areas every year, as to add dynamism to the course. It would be good for us students a brief explanation of the rubrics, as this has been the first time we have ever seen one and it can be a little bit confusing for us. Even if it is mandatory to do self-assessments now in every course, I do not believe any teachers would do that in our faculty, so it would easily still be the first time students see these rubrics (or even hear about them). To sum up, I really enjoyed the course and I am very happy of having chosen it in the first time.

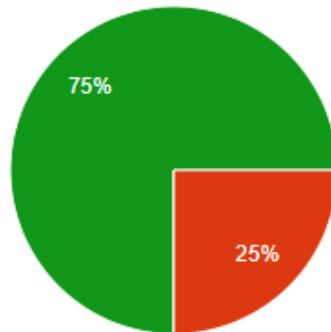
Very usefull subject. I think every medicine student should choose it. It is quite important for us to know how to write and explain pathologies in English.

- 2.2 Encuesta a comité científico
- Participantes: 4
- Respuestas: 4

1. Is this the first time you have used and seen an assessment rubric with a teaching objective?

Untitled Question

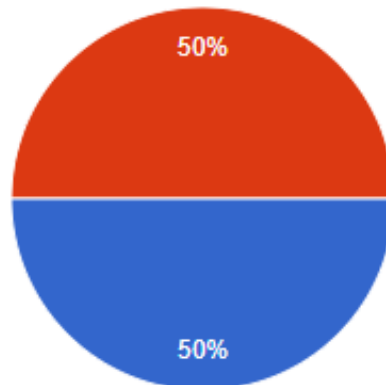
4 respuestas



- No, I had seen/used them but not with a teaching objective.
- No, I had seen/used them with a teaching objective.
- Yes, I had heard of them but this the first time I have seen them with a teaching objective.
- Yes, this is the first time I have both seen and used them even beyond a teaching objective

2. Do you think the students used the rubrics?

4 respuestas

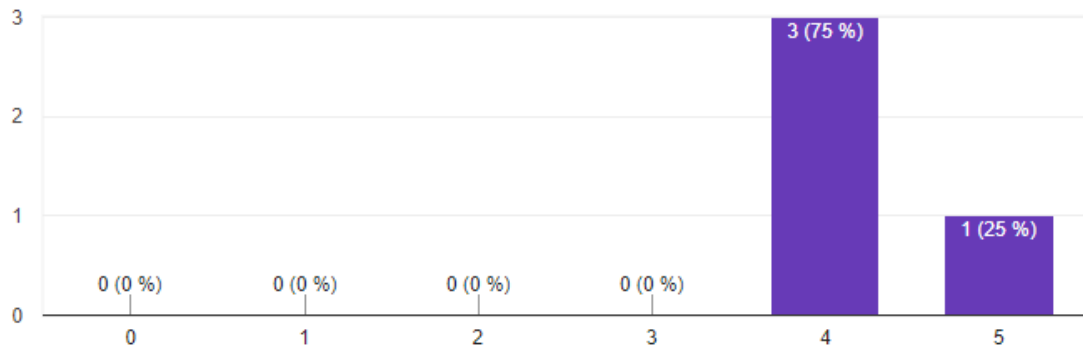


- Yes
- No

3. To what extent do you think rubrics are helpful for the course? Please, select from 0 to 5, where 0 means "I disagree" and 5 means "I absolutely agree".

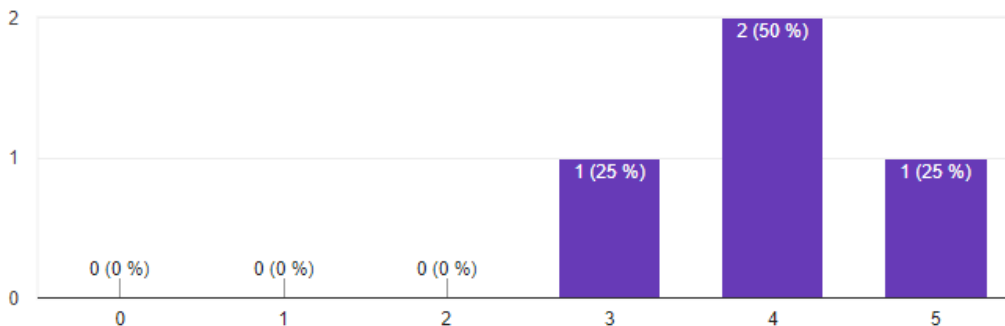
3.1. Rubrics are useful to appreciate the dynamics and the professional goals of the course.

4 respuestas



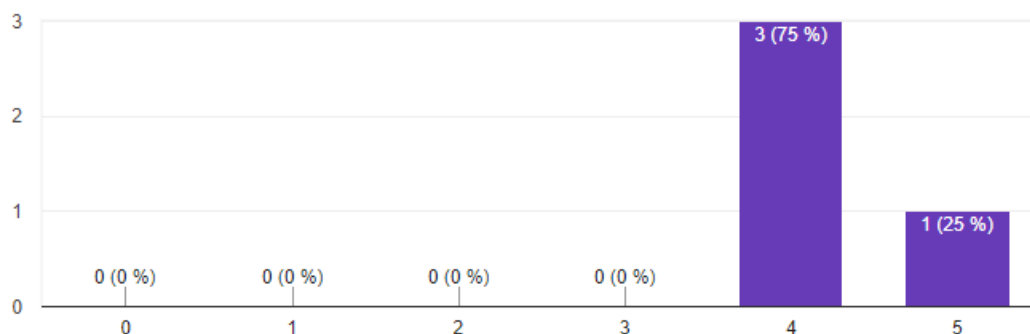
3.2. Rubrics are suitable to understand and work on the criteria that would be assessed by the teacher.

4 respuestas



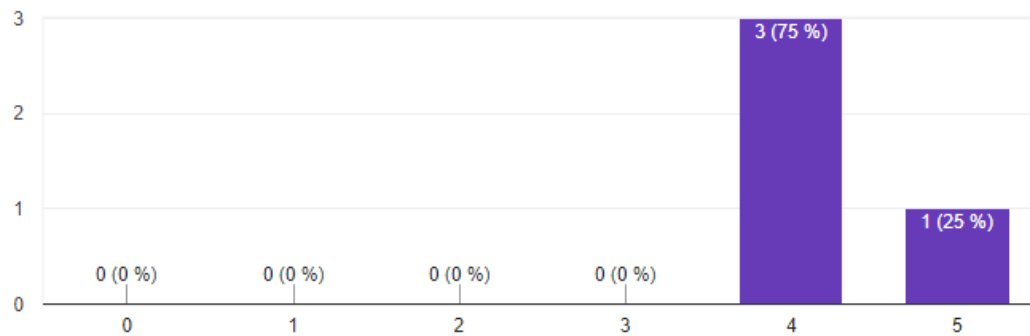
3.3. Rubrics make students aware of the dynamics of the course.

4 respuestas



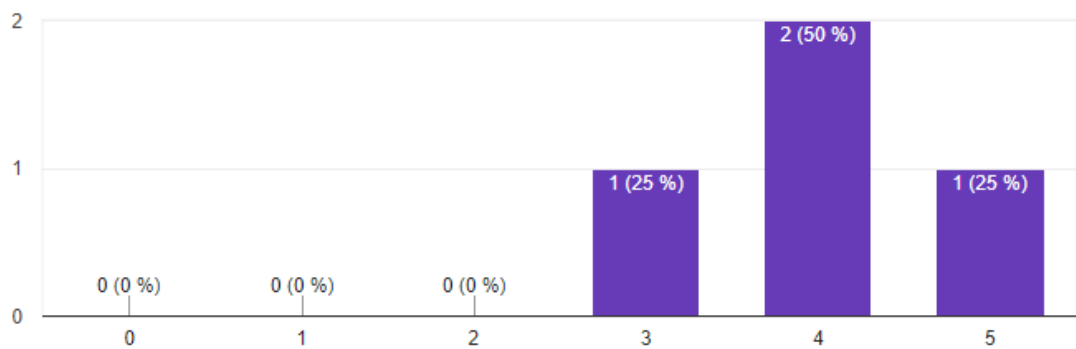
3.4. Rubrics make students aware of the professional goals of the course.

4 respuestas



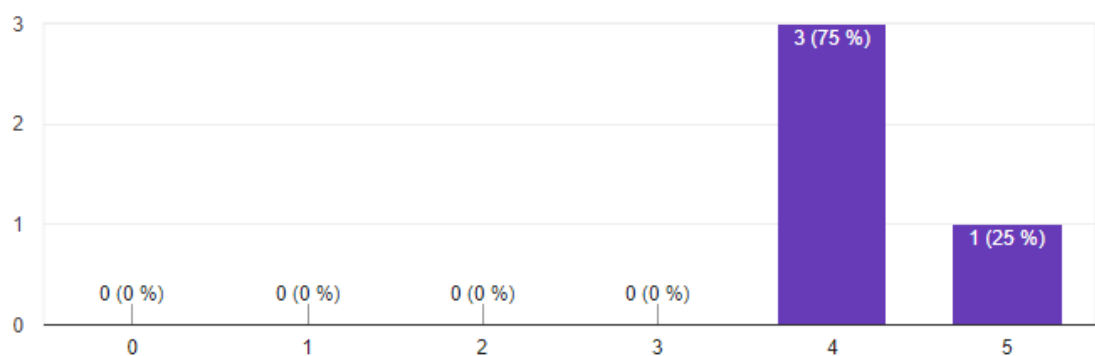
3.5. Access to rubrics before the presentations make students focus on linguistic aspects.

4 respuestas



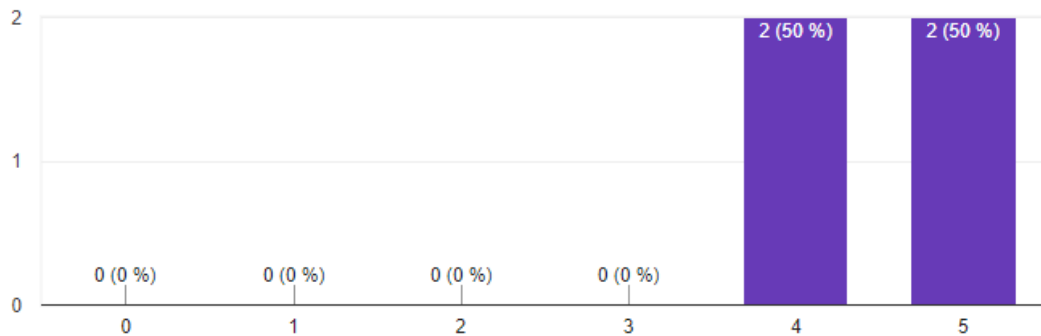
3.6. Access to rubrics before the presentations make students focus on content aspects.

4 respuestas



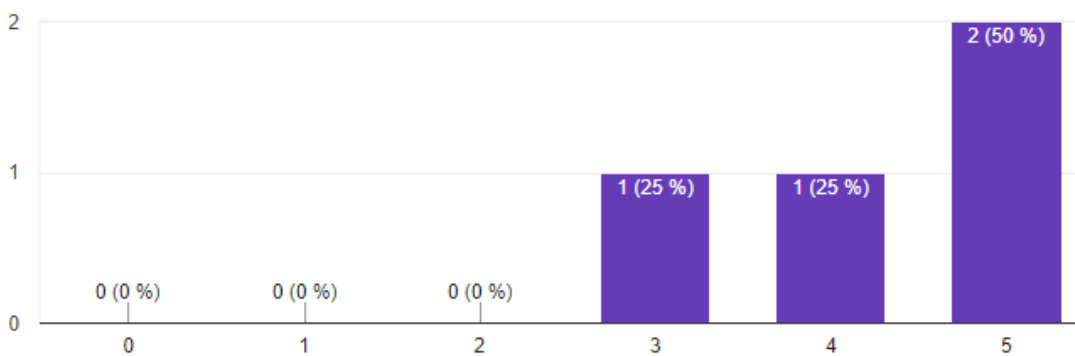
3.7. Self-assessment activities with the rubrics help students prepare their tasks as a check-list before the presentations.

4 respuestas



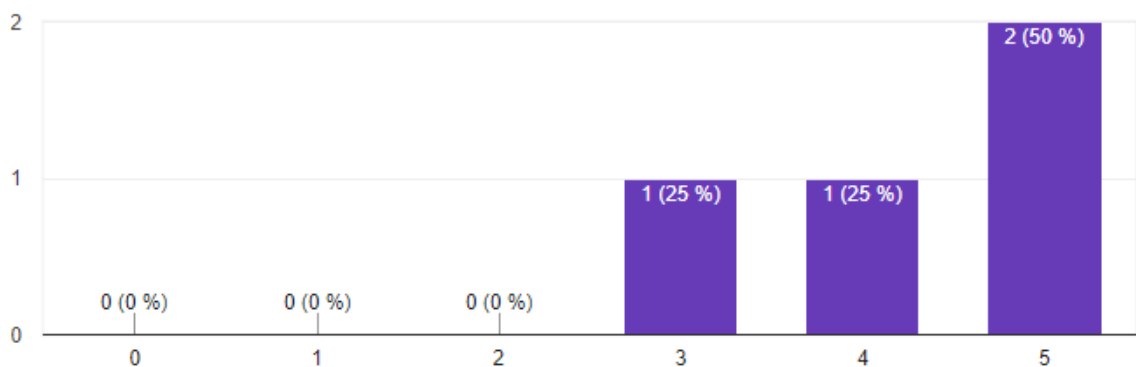
3.8. The minimum expected level of performance (passmark) was clear in the rubrics.

4 respuestas



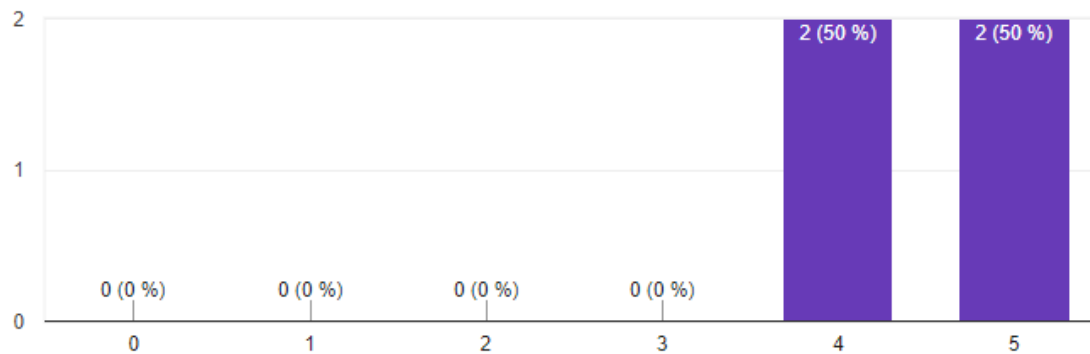
3.9. I would recommend the use of rubrics in my scientific research.

4 respuestas



3.10. I would recommend the use of rubrics in my teaching activities.

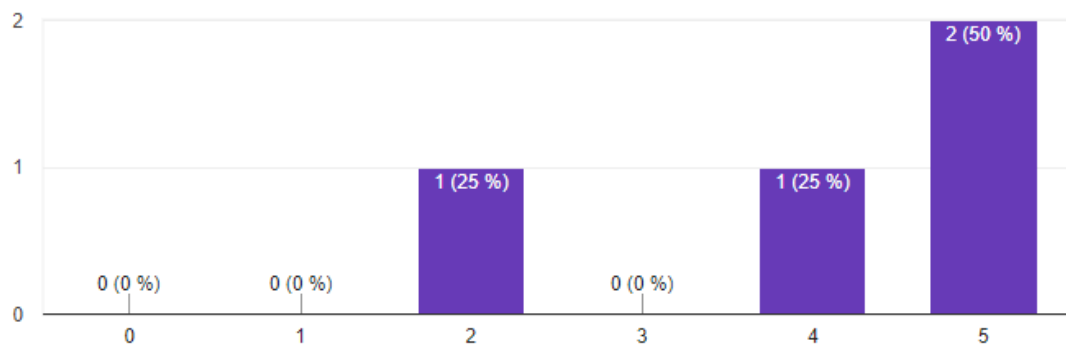
4 respuestas



4. How clearly were the assessment criteria explained in Rubric 1? Please select a number from 0 to 5, where 0 means "not clear at all" and 5 "absolutely clear".

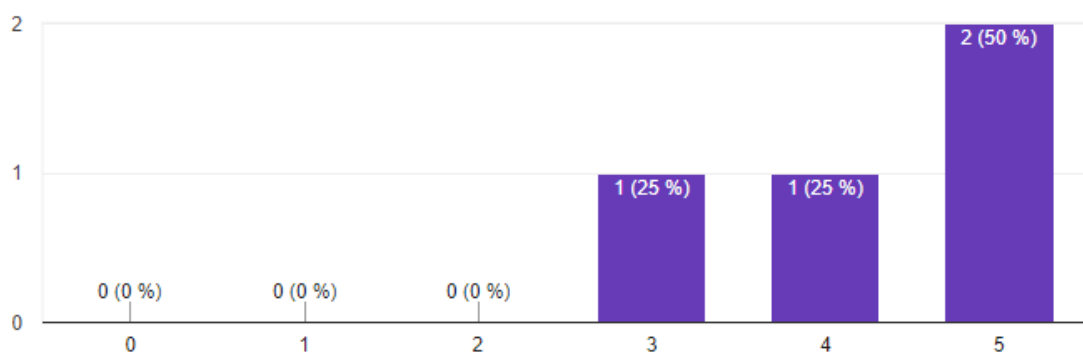
4.1. Introductory Statement Methodology: Procedure and Tools Attempted Results Discussion: Interaction and Audience Awareness

4 respuestas



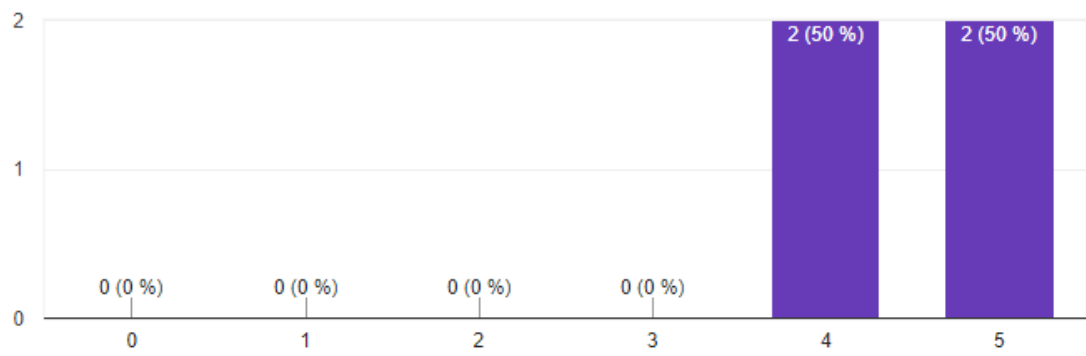
4.2. Methodology: Procedure and Tools

4 respuestas



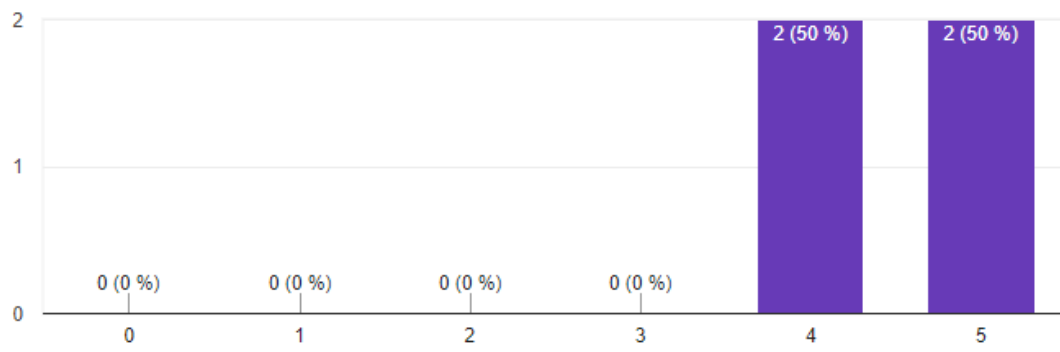
4.3. Attempted Results

4 respuestas



4.4. Discussion: Interaction and Audience Awareness

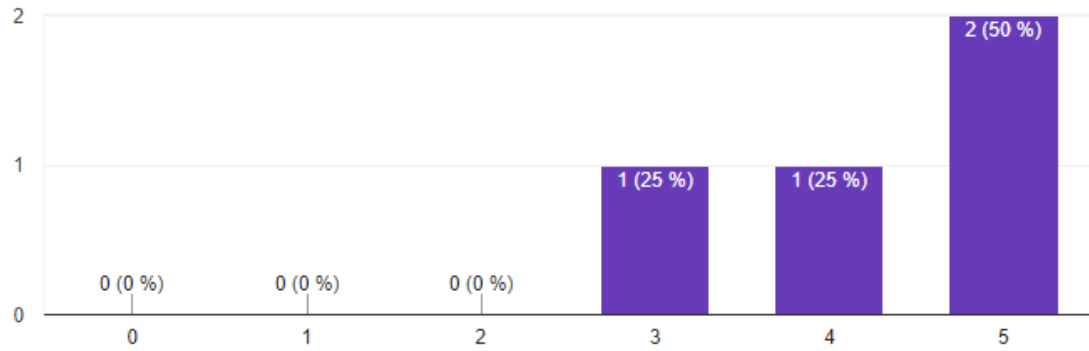
4 respuestas



5. How clearly were the assessment criteria explained in Rubric 2? Please select a number from 0 to 5, where 0 means "not clear at all" and 5 "absolutely clear".

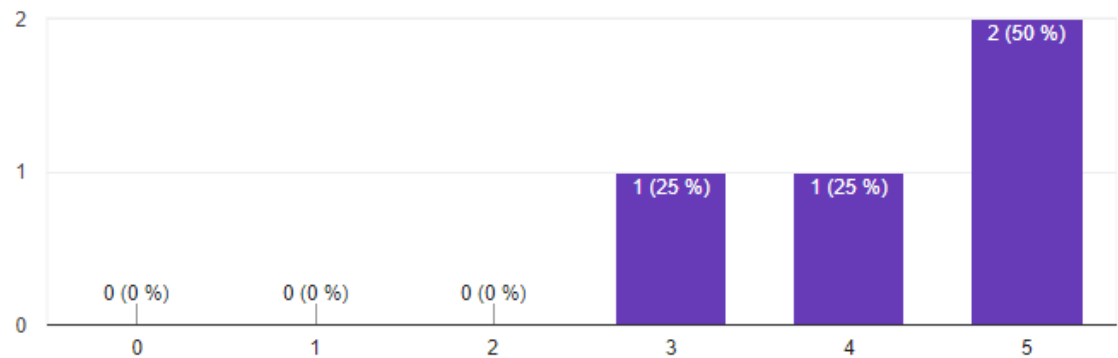
5.1. Range & Accuracy

4 respuestas



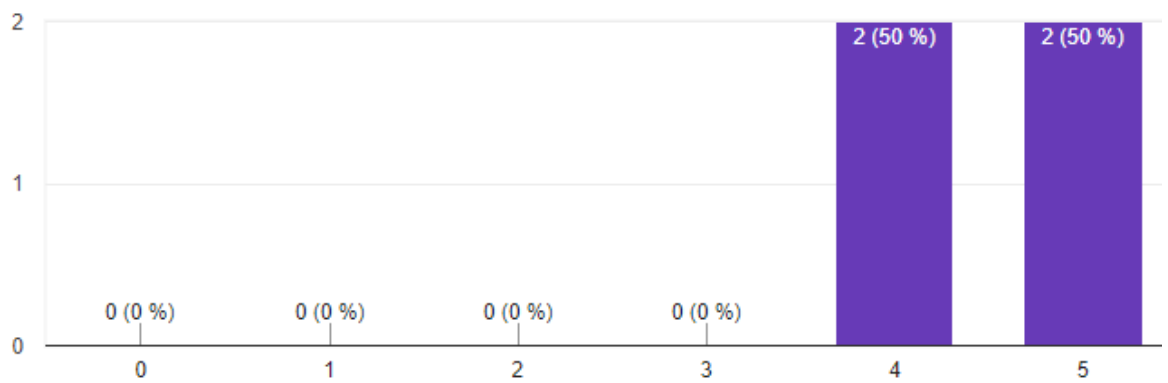
5.2. Fluency and Pronunciation

4 respuestas



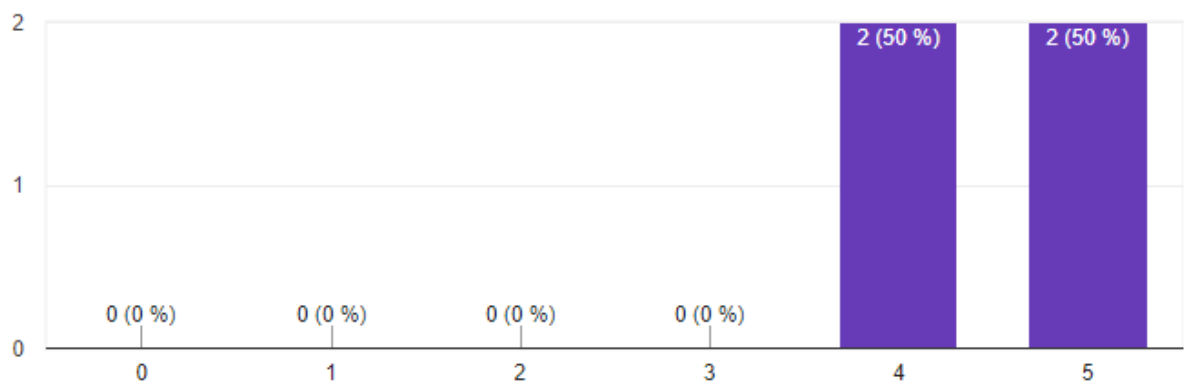
5.3. Topic Development & Content

4 respuestas



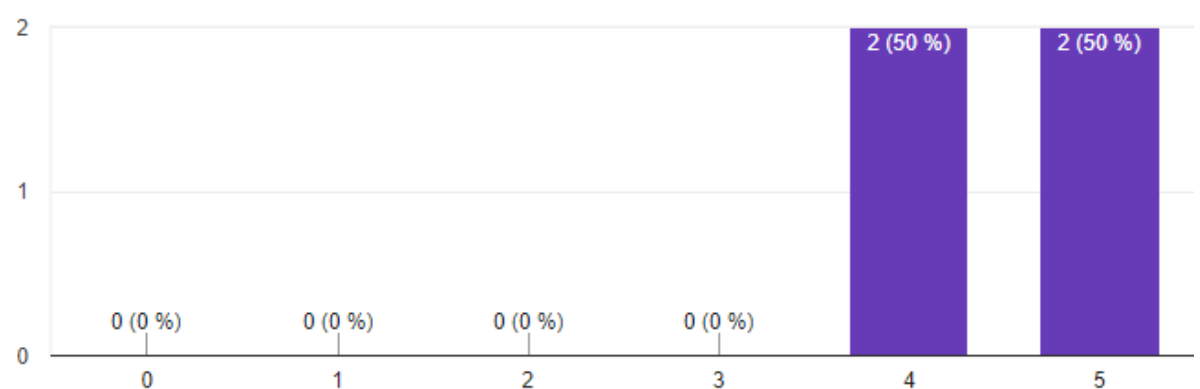
5.4. Structure: Transitions and Signposting

4 respuestas



5.5. Discussion: Interaction and Audience Awareness

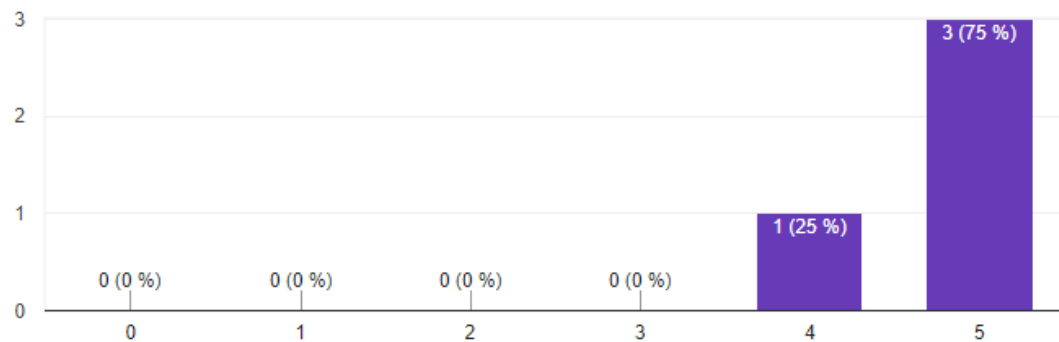
4 respuestas



6. To what extent do you think that your collaboration as expert has helped the students of the subject Please, select from 0 to 5, where 0 means "I completely disagree" and 5 means "I absolutely agree".

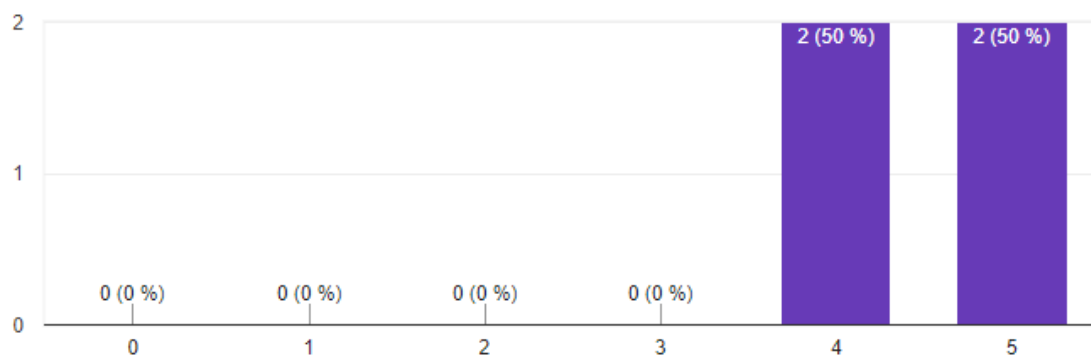
6.1. We provide help to choose a relevant topic for the research paper.

4 respuestas



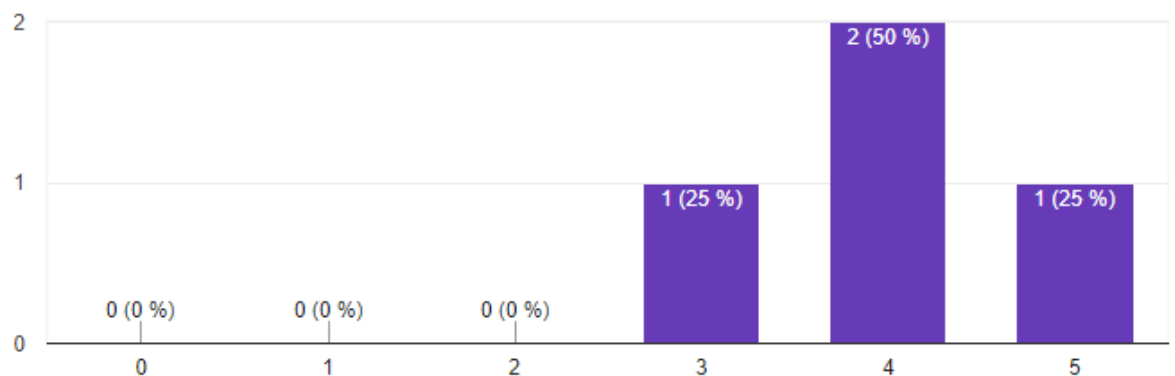
6.2. We assist with the formulation of the hypothesis of the research paper.

4 respuestas



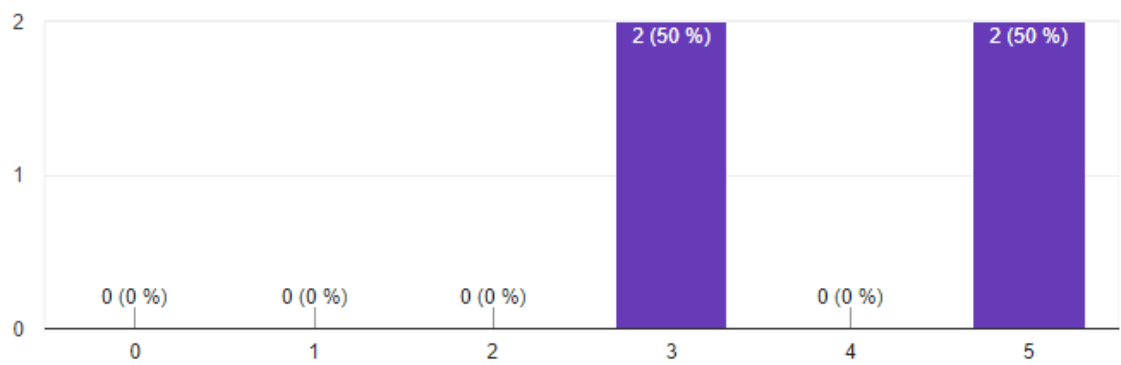
6.3. We offer some guidelines to face the assignment with a scientific commitment.

4 respuestas



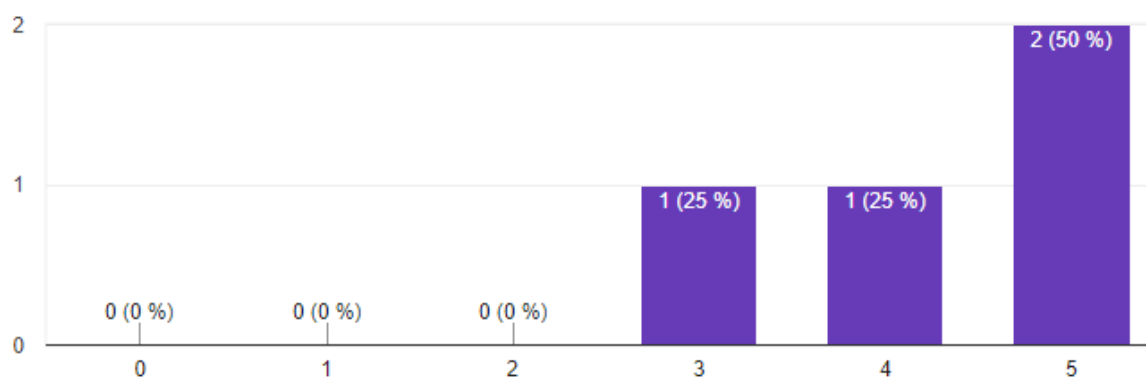
6.4. We provide real background for the research.

4 respuestas



6.5. We motivate students to work on the feasibility of the assignment.

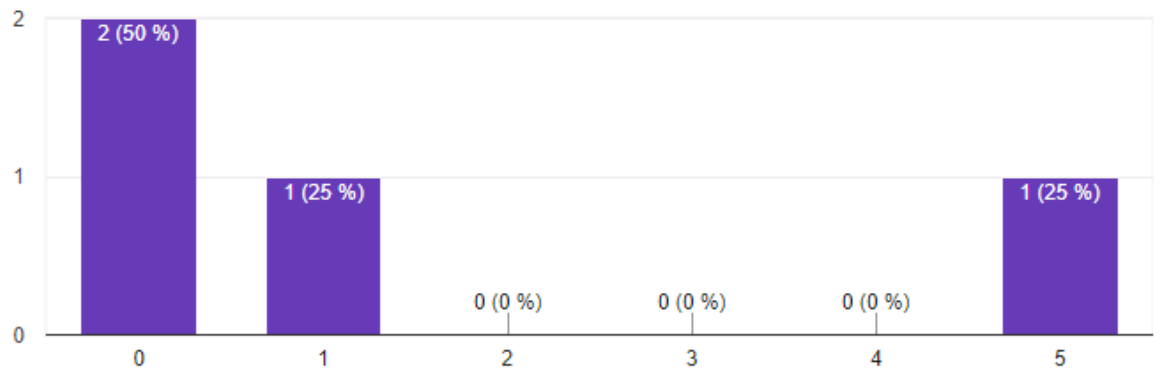
4 respuestas



7. What did you think about the selection of topics? Please, select from 0 to 5, where 0 means "I completely disagree" and 5 means "I absolutely agree".

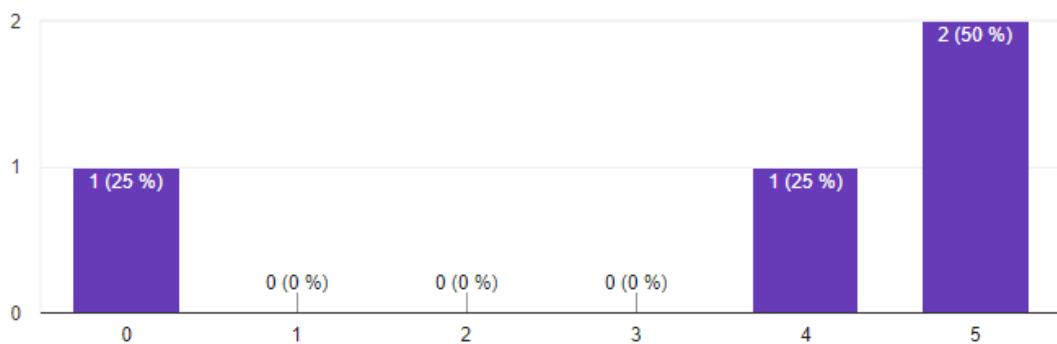
7.1. The suggestion of general areas (Medical Geology, Rheumatology, Dermatology and Oncology) was recurrent.

4 respuestas



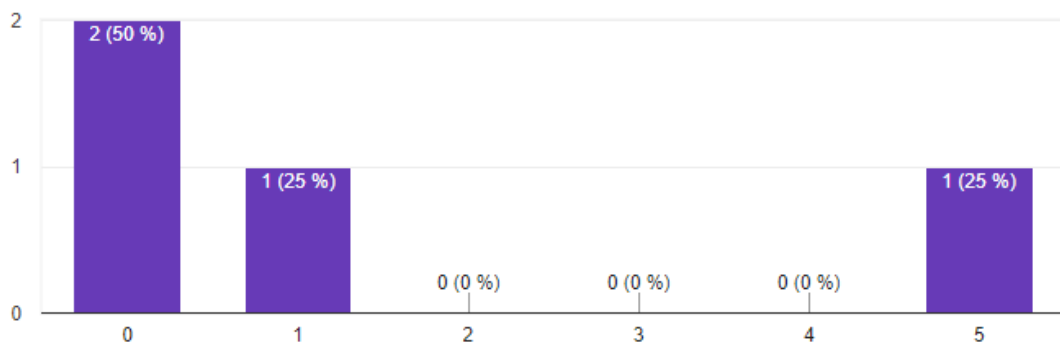
7.2. The offer of specific topics within each area was appealing.

4 respuestas



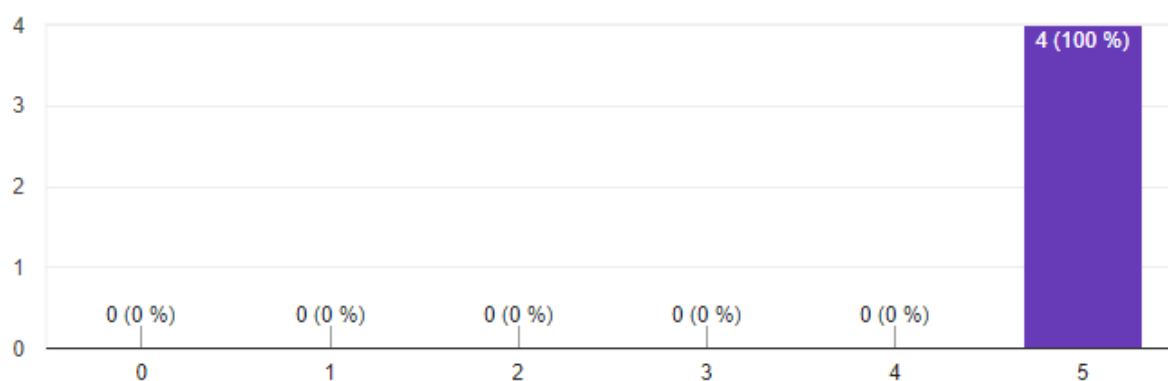
7.3. The choice of medical papers offered by the experts was recurrent.

4 respuestas



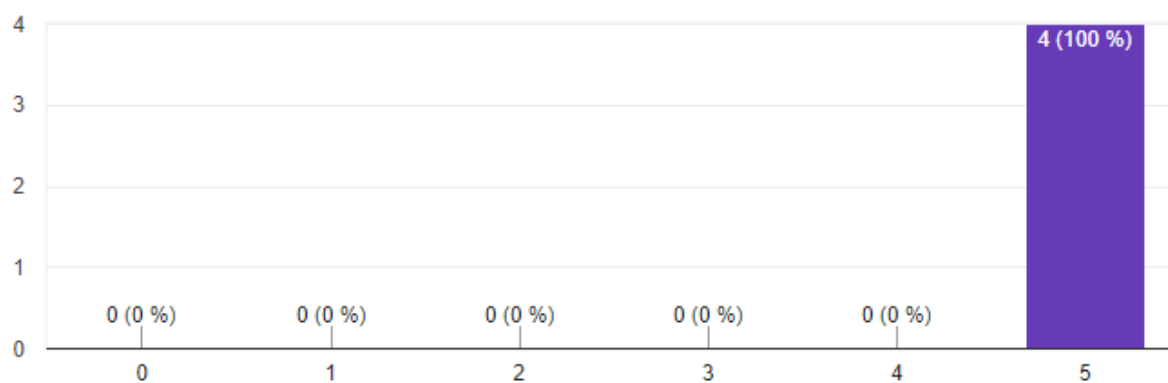
7.4. Medical Geology should be a general topic for next year.

4 respuestas



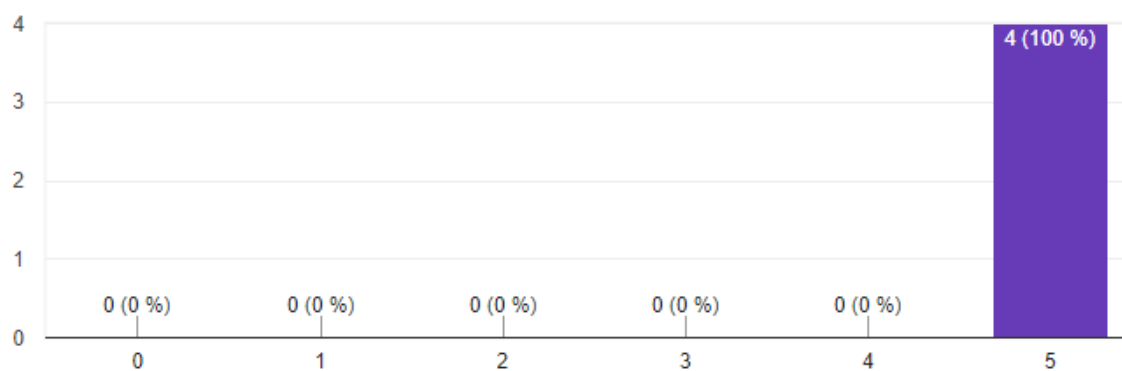
7.5. Rheumatology should be a general topic for next year.

4 respuestas



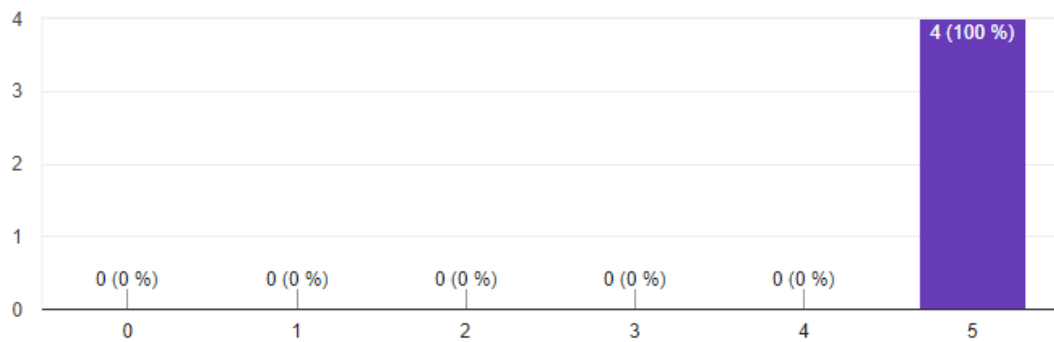
7.6. Dermatology should be a general topic for next year.

4 respuestas



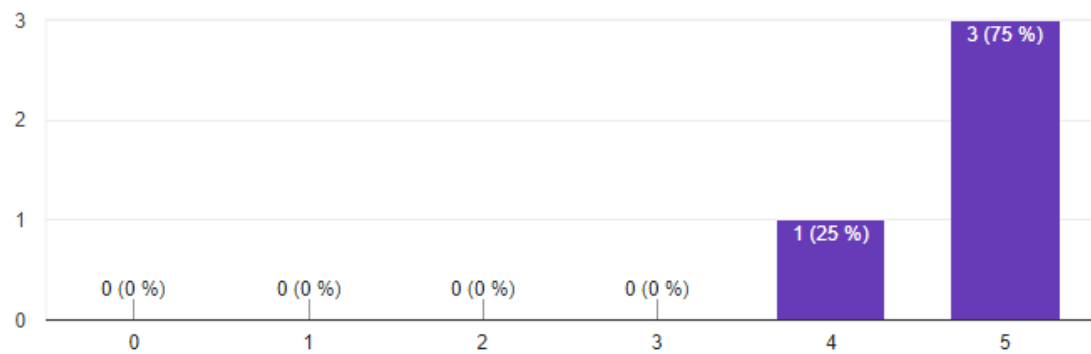
7.7. Oncology should be a general topic for next year.

4 respuestas



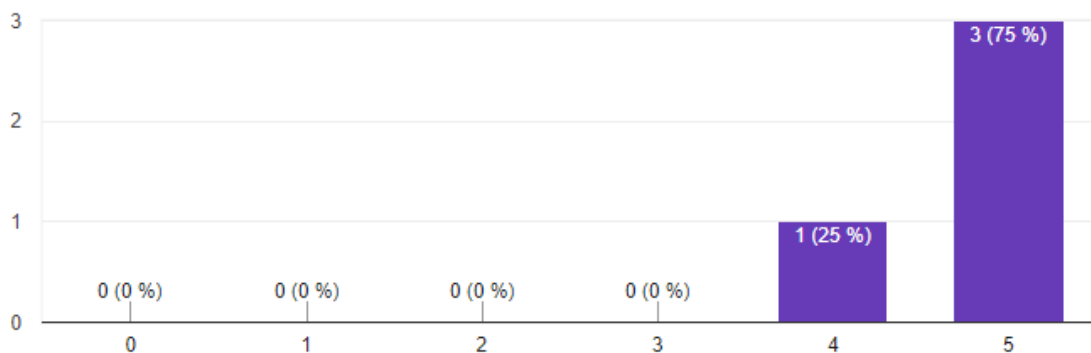
7.8. I believe students learnt new things about Medical Geology through this course.

4 respuestas



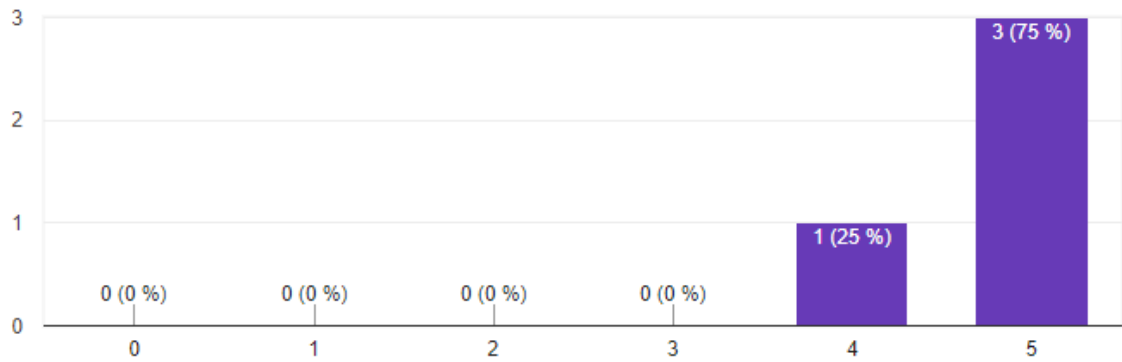
7.9. I believe students learnt new things about Rheumatology through this course.

4 respuestas



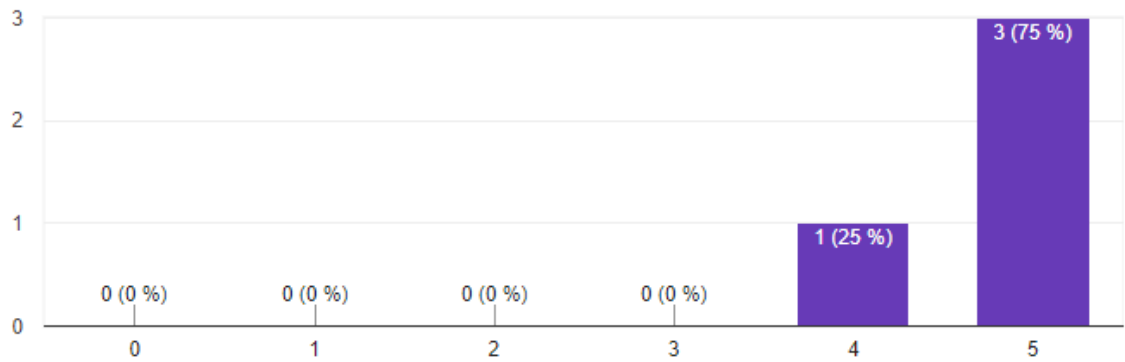
7.10. I believe students learnt more about Dermatology through this course.

4 respuestas



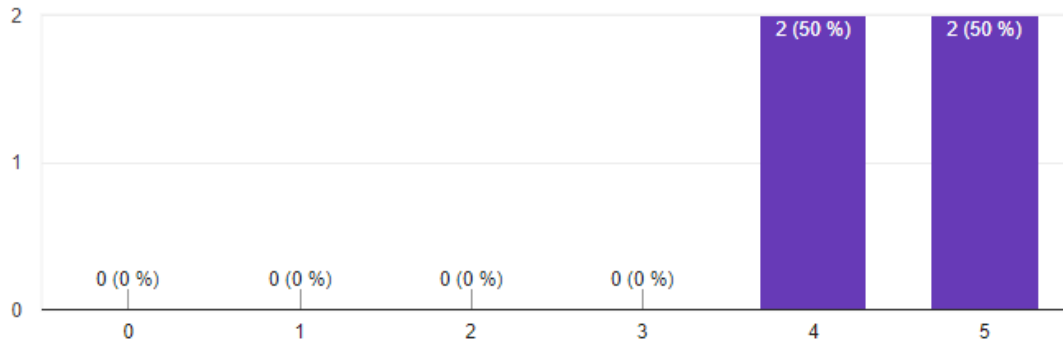
7.11. I believe students learnt new things about Oncology through this course.

4 respuestas



7.12. I believe students heard of Medical Geology for the first time through this course.

4 respuestas



8. We would like to improve the use of rubrics and the selection and relevance of topics for the future years. Would you like to add any comments about the course, the topics, the organisation of the course or any other topic? This information will be very important for all of us. THANKS for your contribution!

4 respuestas

- No comments
- Course, topics, and the organisation of the course were very accurate and with excellent results.
- .
- More topics could be included for future years