Sistematización de actividades para el fortalecimiento y el fomento del uso del inglés del Campus Tecnológico Local San Carlos

FUI-CTLSC

Elaborado por la Dra. Patricia López-Estrada, coordinadora.

Junio, 2023

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Presentación

La sistematización del acompañamiento del primer semestre 2023 se centró en la gestión, coordinación y acompañamiento pedagógico de ocho actividades en distintas unidades académicas del Campus Tecnológico Local San Carlos. El presente documento resume la población meta, la descripción de cada actividad y los logros alcanzados durante el semestre.

Población meta

La población meta fueron administrativos, docentes que no son del Área de inglés del CTLSC y los estudiantes matriculados en los cursos de estos docentes.

Descripción

El documento presenta las ocho actividades que promovieron e incrementaron el uso del inglés por medio de un acompañamiento pedagógico a los docentes que no son de inglés del CTLSC y a sus respectivos estudiantes.

Tabla 1. *Actividades del semestre*

Actividad	Persona a cargo	Unidad académica
1. Acompañamiento docente en el curso IC-7602 Redes	Rogelio González Quirós *Docente de inglés:* Miguel Hernández Romero	Unidad Desconcentrada de Ingeniería en Computación
2. Acompañamiento docente en el curso AE-3127 Administración financiera	Óscar Acevedo Whiltford Patricia López Estrada	Unidad Desconcentrada de Administración de Empresas
3. Actividad de promoción de lectura en inglés en biblioteca	Maricel Ramírez Hidalgo *Docente de inglés:* Patricia López Estrada	Biblioteca Campus Tecnológico Local San Carlos
4. Actividad de práctica de inglés a través del uso de Duolingo y conversación abierta	Gaudy Esquivel SS *Docente de inglés:* Patricia López Estrada Zur Flores Calderón	Unidad Desconcentrada de Ingeniería en Computación
5. Club conversacional	*Docente de inglés:* Zur Flores Calderón Michelle Ramírez López	Escuela de Idiomas y Ciencias Sociales
6. Giras internacionales	*Docente de inglés:* Marlon Pérez Pérez	Escuela de Idiomas y Ciencias Sociales
7. Gestión y promoción para una obra de teatro en inglés	Martha Arrieta López *Docente de inglés:* Patricia López Estrada	Departamento de Vida Estudiantil y Servicios Académicos
8. Gestión para el curso Fundamentos de química orgánica	Marco Juárez Guido *Docente de inglés:* Patricia López Estrada	Escuela de Ciencias Naturales y Exactas

A continuación, se detallará cada una de las actividades.

1. IC-7602 Redes

Este es un curso de carrera de la Unidad Desconcentrada de Ingeniería en Computación del CTLSC. El curso contó con 18 estudiantes y fue impartido por el MAP. Rogelio González Quirós. La actividad consistió en un video según el desarrollo de un laboratorio técnico en el cual se ejecutó una máquina virtual en un entorno seguro, luego se simuló un ataque en un sitio web desplegado en la máquina virtual. El video debía ser de tres minutos donde abarcaron las siguientes preguntas:

- *How important is to know about web penetration tools?*
- *Why is important to know about ethical hacking?*
- *What was the most challenging aspect when developing the laboratory?*
- *What is the most important lesson learned after this laboratory?*

El video fue desarrollado en parejas y su evaluación fue sumativa, formando parte de un 10% de la nota final del curso. La actividad fue desarrollada en semana 16.

Para la actividad se utilizaron los siguientes documentos:

- Descripción de la actividad FUI para el curso IC-7602 Redes (ver Anexo 1).
- Lista de cotejo para la evaluación sumativa (ver Anexo 2).

2. AE-3127 Administración financiera I

Este es un curso de carrera de la Unidad Desconcentrada de Administración de Empresas del CTLSC. El curso contó con 21 estudiantes y fue impartido por el Dr. Óscar Acevedo

Whiltford. La actividad consistió en un video de entre 10 a 15 minutos, el cual fue desarrollado por grupos de tres a cinco estudiantes. Este se centró en un documento en español realizado por cada grupo sobre la salud financiera de una empresa. El documento fue asignado para semana 15.

Para la actividad se utilizó el siguiente documento:

- Instrucciones generales (ver Anexo 3).

3. Actividad de promoción de lectura en inglés en biblioteca

El propósito de la actividad de FUI fue generar un espacio dentro de la biblioteca para promover el uso del idioma inglés en la comunidad institucional mediante libros colocados en un lugar accesible para los usuarios de la biblioteca, donde puedan tener un acercamiento a los ejemplares en formato físico. La cantidad de libros presentados en el *stand* fue de 10 ejemplares de literatura en idioma inglés. La cantidad exacta de estudiantes a los cuales impactó esta iniciativa es difícil de determinar; sin embargo, desde la biblioteca reportaron que al menos dos estudiantes en promedio estudiantes al día se acercaron a tener un acercamiento con el material documental dispuesto en el *stand*. La exposición “El rinconcito literario” fue colocado el 19 de abril en vísperas de la celebración del Día del Libro (23 de abril) y estuvo disponible hasta el mes de junio. Para la divulgación del espacio se creó un video que fue compartido en redes sociales para la comunidad estudiantil. De forma similar se compartió información por correo interno (ver Anexo 4).

4. Actividad de práctica de inglés a través del uso de Duolingo y conversación abierta

Esta actividad fue desarrollada en la carrera de la Unidad Desconcentrada de Ingeniería en Computación del CTLSC. La actividad se basó en sesiones semanales de conversación libre y puesta en práctica de la aplicación Duolingo. Además, cada semana los docentes mantuvieron un registro escrito del avance de la aplicación. Las sesiones conversacionales contaron con cinco docentes de la unidad desconcentrada.

Para la actividad se utilizó los siguientes documentos:

- Acompañamiento docente (ver Anexo 5).
- Ejemplo de sesión de conversación (ver Anexo 6).
- Registro escrito (ver Anexo 7).

5. Club conversacional

Esta actividad se denominó *"Have a Coffee with Us"*, y consistió en una actividad abierta donde se hizo una invitación interna y externa a la institución. Las sesiones se llevaron a cabo de manera virtual los jueves a las 4:00 p. m. con una duración de aproximadamente una hora. En la siguiente tabla, se resumen la cantidad participantes por sesión y los temas tratados.

Tabla 2. *Temas y cantidad de participantes*

Sesión	Tema	Número de participantes
1	Preguntas rompe hielos	3
2	Comida	16
3	Eventos paranormales	5
4	Eventos paranormales II	10
5	Música	10
6	Vacaciones	3
7	Familia	6
8	Dinero y economía	3
9	Dinero y economía	6
10	Familia II	4
11	Ciencia y Tecnología	4

6. Giras internacionales

Esta iniciativa se gestionó en el seno de la dirección del CTLSC y colaboración con la EICS. La actividad consistió en promover intercambios a nivel de docentes y estudiantes a través del programa *Fulbright Specialist Program*. Se han sostenido varias reuniones durante el semestre para definir dos posibles giras tentativas, según algunos apuntes de un consejo asesor llevado a cabo el 10 de febrero de 2023 (ver Anexo 8). De momento se está concretando una visita a University of Northern (ver Anexo 9) y se cuenta con 9 personas interesadas.

7. Gestión y promoción para una obra de teatro en inglés

Por medio del Área cultural, específicamente el área de teatro, del Departamento de Vida Estudiantil y Servicios Académicos se gestionó un proceso de reclutamiento de estudiantes para la posibilidad de una puesta en práctica de una obra de teatro en inglés. Para esto se divulgó un afiche (ver Anexo 10) para tener participación por parte de la población

estudiantil. La actividad no tuvo participación de estudiantes en varios intentos; sin embargo, se continuará la gestión con la unidad académica para el segundo semestre.

8. Gestión para el curso QU-2408 Fundamentos de química orgánica

Este es un curso de carrera de la Escuela de Ciencias Naturales y Exactas (CNE) del CTLSC. El curso contó con 24 estudiantes y fue impartido por el MGA. Marco Juárez Guido. Se realizaron dos actividades. La primera actividad consistió en solicitar a las personas estudiantes un artículo en inglés para crear un video en español explicando temas referentes al curso. El propósito fue poner en práctica la habilidad macro lingüística de lectura. La segunda actividad consistió en solicitar a los estudiantes bibliografía en inglés para un trabajo escrito sobre temas referentes al curso, esto para poner en práctica la habilidad macro lingüística de lectura. Se está pendiente de un trabajo en donde los estudiantes elaboren una infografía en inglés.

Logros alcanzados

Este semestre se gestionaron ocho actividades distintivas con unidades académicas que ha formado parte de FUI-CTLSC. Se unieron tres nuevas correspondientes a la biblioteca del CTLSC, el Departamento de Vida Estudiantil y Servicios Académicos y la escuela de CNE. De igual forma, se sumaron más docentes del área de inglés: Miguel Hernández Romero, Zur Flores Calderón, Michelle Ramírez López y Marlon Pérez Pérez, al esfuerzo institucional de fortalecimiento y fomento del uso del inglés durante el primer semestre 2023.

Anexos

Anexo 1

Name of activity	Technical laboratory
Course	Computer Networks
Objective	Students will be able to analyze the relevance of web penetration tools.
Grade	10%
Deadline	Week 16th
Pilot	FUI Program

Main goal

The security risk analysis is a huge task to do as a security chief officer. You will need to develop a laboratory to perform this task:

- Website Penetration Testing (WPT) using Vega or ZapProxy.
- Run your web application to test in a virtual machine.
- Attack your web application with one of the tools.

Tasks to complete

- This activity must be done in pairs (2 students).
- You need to design and develop the laboratory in a secure environment using a virtual machine running on the VirtualBox tool. Moreover, you will need to instantiate a new virtual machine with Kali Linux to perform the secure WPT.
- Then you must perform an attack on the website that is running in the virtual machine.
- Finally, please record an interactive video (asking and answering questions) of **4 minutes** about the experience of doing the laboratory. Make sure that in the video you answer the following questions:
  - How important is to know about web penetration tools?
  - Why is it important to know about ethical hacking?
  - What was the most challenging aspect when developing the laboratory?
  - What is the most important lesson learned after this laboratory?

School of Computer System Engineering, San Carlos.

Evaluation

The video will be evaluated by Professor Patricia López Estrada, with a specific check list design for that. Feel free to contact her if you want to practice or have any questions. Her email mighernandez@tec.ac.cr

Anexo 2

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Unidad Desconcentrada de Ingeniería en Computación

IC-7602 Computer Networks

The following checklist will be used to assess the assignment corresponding to Week 16.

CHECKLIST FOR ONLINE WORK WEEK 16
Topic: Importance of ethical hacking

Criteria	Points	Achieved	Not achieved
1. The student used **content** that was almost always accurate and relevant, and fully answered the four questions of the activity.	40		
2. The student used **language** that was almost always correct; there were very few mistakes in grammar, pronunciation, and vocabulary.	30		
3. The student's **posture and eye contact** were almost always appropriate in the video.	10		
4. The students portrayed outstanding **confidence** almost always in the video.	10		
5. The student managed **time** properly staying within fourth minutes.	10		

1

Anexo 3

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Escuela de Idiomas y Ciencias Sociales
Unidad Desconcentrada de Administración de Empresas

AE-3127 Financial management

Final Project's Guideline

General instructions

Written part

1. The project be must in groups of maximum 5 students and minimum 3 students.
2. Each group must find a company that shares or publishes its financial statements; the company can be local or international. The company must have the financial statements of two consecutive years, recently ones if possible.
3. The purpose of the project is to determine the company's financial health through a financial analysis.
4. The project must be written in English in a Power Point document and an Excel document.
5. The project will be evaluated with a rubric in Spanish provided by Prof. Óscar Acevedo.
6. The deadline will be week 16; the specific date is May 26th at 8:00 a. m.
7. The project must be uploaded to tecDigital (evaluaciones/video-asignación).

Written outline

1. Introducción
2. Análisis financiero
   - 2.1. Análisis horizontal y análisis vertical
   - 2.2. Análisis de razones financieras
   - 2.3. Análisis Dupont
   - 2.4. Estado de flujos de efectivo
   - 2.5. Análisis del punto de equilibrio, numérico y gráfico
   - 2.6. Análisis del apalancamiento
3. Conclusiones

Oral part

1. The students must create a recorded video in English of maximum 15 minutes long and minimum 10 minutes. All the members of the group must participate in the recorded video.
2. The deadline will be week 15 at 8:00 a.m.
3. The video's link must be uploaded in a Word document (**ONLY the link of the video**) to tecDigital (evaluaciones/asignación/video).
4. The student will have the support and feedback from the professor of the course and the English professor. Feel free to contact in case you have any question about the oral part or in case you want to practice the oral part.

Oral outline

1. Introduction
2. Summary of **all** the financial analyses (please highlight the most important aspects)
3. Conclusions

Oral evaluation

The following rubric will evaluate the oral part of the final project.

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Rubric for the oral presentation of the final project	Points	Excellent	Very good	Good	Not good
Content (80)					
1. The group demonstrated mastery and knowledge of the project and its analyses.	30				
2. The group answers all the questions previously provided by the professor in a clear way.	20				
3. The video presents a logical sequence of the analyses.	15				
4. The group presents solid conclusions based on the analyses.	15				
5. The group demonstrated effective use of visuals that are well managed and show quality.	10				
6. The group properly managed time staying withing the 12-15 minutes.	10				
Language (20)					
7. The students' use of grammar is effective.	25				
8. The students' pronunciation is easy to understand; all words are properly pronounced.	25				
9. The students' use of vocabulary and expressions is effective.	30				
10. The students' fluency is natural and appropriate; there is no memorization or reading of content.	20				

Anexo 4

Let's read in English! Come to the library!

Marca para seguimiento.

Telka Paulette Guzmán Alvarado
Para: TECSanCarlos; SedeSanCarlos; todos

Mié 26/04/2023 9:18

Let's read in English! Come to the library!

Con el objetivo de generar un espacio dentro de la biblioteca del Campus Tecnológico Local San Carlos, para promover el uso del idioma inglés en la Comunidad Institucional, se destinó un lugar accesible con literatura en este idioma.

Aprender inglés a través de la literatura es una ventana de oportunidades para inspirar mientras se desarrollan en los lectores habilidades esenciales para desenvolverse en la sociedad de hoy. Maricela Ramírez, Biblioteca Campus Tecnológico Local San Carlos.

Según lo afirma Patricia López Estrada, profesora de inglés y coordinadora de la iniciativa denominada Fomento del Uso del Idioma Inglés (FUI), el aprender y practicar el inglés supone una ventaja en muchos ámbitos, pero sobre todo al momento de investigar, ya que los recursos más actuales se encuentran en este idioma.

Esta iniciativa es parte de las actividades que se desarrollan dentro del Campus San Carlos para conmemorar el Día Internacional del Libro que se celebra cada 23 de abril.

Promoción inglés Campus SC - Literatura biblioteca

Marca para seguimiento.

Maricela Ramírez Hidalgo
Para: Patricia López Estrada

Mié 10/05/2023 15:02

Hola Patito.

De acuerdo con lo solicitado:

Propósito de la actividad de FUI: *Generar un espacio dentro de la biblioteca para promover el uso del idioma inglés en la comunidad institucional mediante libros colocados en un lugar accesible para los usuarios de la biblioteca, donde puedan tener un acercamiento a los ejemplares en formato físico.*

Cantidad de libros presentados en el Stand: *10 ejemplares de literatura en idioma inglés.*

Cantidad de estudiantes a los cuales impactó esta iniciativa: *El número exacto es difícil de determinar, sin embargo se puede decir que al menos un promedio de dos estudiantes al día se acercan a tener un acercamiento con el material documental dispuesto en el stand.*

Tiempo de exposición: *el rinconcito literario fue colocado el 19 de abril en vísperas de la celebración del Día del Libro (23 de Abril) y estará disponible hasta el mes de junio.*

Es importante recalcar la importancia de contar con sus recomendaciones como docente para la compra de libros de literatura en inglés. Por lo que le agradezco envíe los datos de títulos de libros al correo marchacon@itcr.ac.cr y así en el futuro podremos realizar exposiciones de libros en inglés con mayor cantidad de ejemplares para el disfrute de nuestra comunidad institucional.

Quedo a la orden

Licda. Maricela Ramírez Hidalgo | Profesional en Bibliotecología
Campus Tecnológico San Carlos
Teléfono: 2401-3247
Correo: maricela.ramirez@tec.ac.cr
Horario de atención: lunes a viernes 7:00 a.m. a 4:00 p.m.

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Anexo 5

Instituto Tecnológico de Costa Rica
Escuela de Idiomas y Ciencias Sociales
Unidad Desconcentrada de Ingeniería en Computación

Acompañamiento docente
I semestre 2023

Docentes participantes
Unidad académica: Unidad Desconcentrada de Ingeniería en Computación
Gaudy Esquivel, Jorge Alfaro, Marlen Treviño, Óscar Víquez, Rogelio González

Étapas	Tiempo máximo	Constancia máxima	Encargado	Guía de trabajo
1. Trabajo en duolinguo u otro Plataforma de interés (vocabulary and gramar)	30 min	5 días	Docentes participantes	1. Cada docente participante se compromete con su trabajo individual de aprendizaje en los tiempos establecidos.
2. Bitácora digital (writing)	15 min	1 día	Docentes participantes	1. Cada docente participante se compromete a redactar/comentar sobre el historial de aprendizaje de la semana.
3. Conversaciones de práctica (speaking)	30 min	1 día	Docentes participantes y acompañamiento docente o estudiantil (tutor/padrino)	1. Se sostendrá una sesión virtual de conversación libre los miércoles a las 3:00 pm.

1

Anexo 6

Third session
FUI activity
March 8th, 2023
Topic: Childhood

Warm up:
Show images of Women´s Day!

Main activity:

1. The facilitator shares a collection of questions regarding childhood and asks the participants to pick a question and ask it to the group. Participants take turns to answer the question.

2. What do you think of women?
3. Who are powerful women in your life?
4. Tell us a story of a strong women.
5. What comes to mind when you hear the word 'women'?
6. What are women best at?
7. What is the most annoying thing about women?
8. How would the world be different if all leaders were women?
9. Who are the greatest women in your country's history?
10. What do women like and dislike about being women?
11. Do you think women should be allowed to fight in wars?
12. Joseph Conrad said: "Being a woman is a terribly difficult task, since it consists principally in dealing with men." What does this mean? Do you agree?
13. Harriet Beecher Stowe said: "Women are the real architects of society." Do you agree?
14. Are women equal to men?
15. Who's the greatest woman you know?
16. Why do women like fashion so much?
17. Are women from your culture luckier than women from other cultures?
18. What common characteristics do all women share?
19. Are women cleverer than men?
20. How will women be different 100 years from now?
21. Someone once said: "Women get the last word in every argument. Anything a man says after that is the beginning of a new argument." Do you agree?
22. How are women perceived in your country?
23. What role do women play at TEC?
24. How do you celebrate Women's Day?
25. How important are women in your personal and professional lives?

Wrap up:
The instructor presents the most common mistakes anonymously, classifying them into GRAMMAR, VOCABULARY, and PRONUNCIATION. Some notes are shared on the Microsoft Teams chat. Students are asked to take notes.

Anexo 7

My English record!

Week 1

Name of participant	Week	Time invested	What I learned
Gaudy	1		
Marlen	1	M:(30 min) T:(30 min) W:(15 min) T:(15 min) F:(40 min)	M: I did install the platform in my cell phone and I did a diagnostic test in Duolingo. T: I learned about animals and plans. W-T-F: I completed the thirty section. This section is about descriptions and comparisons. For example: I am taller than you.
Jorge	1	M (15 min) T (15 min) W (20 min) T (30 min) F (20 min) S (15 min) S (15-20 min)	M-T-W: I learned about how to describe daily problems/situations. T: I started a new unit. It's related to "Descriptions about transactions" (for example go to the bank, withdraw money from the ATM, staying in a line, etc.) and other people's events (for example Jorge lost his passport, I paid $50 for a ticket to the concert).

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			F-S: The new unit (I started it yesterday) includes other people's events (feelings as well), for example, she's texting someone, he's seeing someone now, I'm mad at you because you forgot my birthday. Note to the professor: "mad at" is difficult for me, because of the use of "at". At first to me is more natural "with" (like Spanish). But Duolingo says "at".
Óscar	1	20 mins 20 more minutes	I did some tests in Duolingo to find where I feel comfortable with my english level. I have a question: In one sentence where I needed to translate in english a spanish sentence, I noticed something that I like Pato can clarify for me. The sentence was "Puedo poner el pie en la silla?" and I wrote "Can I put *the* foot on the chair?". The thing is that it was wrong. According to Duolingo, the correct one is "Can I put *my* foot on the chair?" Why is that??? —---------- Today encountered a good challenge and I stopped in a section based in past tense

Andreina	1	M:	

Week 2

Name of participant	Week	Time invested	What I learned
Gaudy	3	W (30 min) T (20 min) F (30 min) M (30 min) T (40 min) W (min)	I am work in app duolingo all days of Monday to Friday, but my homework of write in this document not I am making. I do not have a justification for this, but I am complicated with my job and my life in previous days. However, I want to make annotations for use daily. I my lesson for english en duolingo i am en lesson seven, is very start, but i need practice this topics.
Marlen	3	M, T, W, T	I´m sorry. I forgot to do my homework this week, but I practiced English for thirty minutes all days of week. This week, I passed from the bronze division to the silver division. Actually, I'm finalizing unit 31 from Duolingo. This unit is about indications.
Jorge	2	M (15 min) T (15 min)	M-T: I completed the Unit 55 from Duolingo. This Unit was about “Talk about other people matters”

		W (15 min) T (20 min) F (20 min) S (55 min) S (15 min)	(Charlar sobre asuntos ajenos): “she said that Anna is single”, “He’s not seeing anybody”, “I think that Megan is falling in loved with him”. W-T: I started Duolingo Unit 56. This Unit is about Past tense. It’s kind of similar to past Units that cover the basic formula where: verbs that end with -y must end with -ied. But this time, Unit 56 cover irregular verbs, like say (said), pay (paid) and so on. Also, this Unit cover the past tense with **have** and put special attention to some verbs witn special treatment like “know” (I have known), “take” (I have taken, “see” (I have seen) among others. F: I continued with Unit 56. I’m in the middle (“in the middle”, is that correct?) way and start to learn about “talk about my achieves and experiences (completed or to complete)”, for example: “I’ve finished the Duolingo Unit 55”, “Are you going to Italy next week?”, “Have you ever had a motorcycle?”, “I've seen a fat cat in my roof”, “he has taken so great photos” and so on. S-S: I finished the Duolingo Unit 56. Topics and exercises were similar to previous days, but I had a hard time with the equivalent in Spanish for “acaba de, acabo de, acabamos de”, concretely is “subject + have/has just + verb (for have)”, for example: “we’ve just sold our house”, “She’s just

			taken that photo", "I've just done my work".
Óscar	2	20 minutes	I did more classes about past tense… things got more difficult. Sentences are getting bigger each time… and there were a lot of questions where you have to select an answer based on the context of a paragraph… tricky stuff jejejejeje Something that I like of this platform and probably in this level, is that when you are wrong, the program makes you repeat the same questions over and over again until you answer well
Andreina	2		

Week 3

Name of participant	Week	Time invested	What I learned
Gaudy	3		
Marlen	3	M, T, W	This week I practiced pronouns in Section 33 in

			Duolingo. Also, I passed from the silver division to the gold division. The weekly report says that I completed 89 lessons this week and I studied for 5 hours and 22 minutes.
Jorge	3	L 20 min T 15 min W 20 min T 15 min F 30 min S 40 min S 20 min	L-T: I started the Duolingo Unit 57. it's about contable and uncountable quantities, but first lessons (always) does a review from previews topics (Units). For example: the first exercises in this Unit review "How to express ideas or opinions about other people and myself", for example: "I think that Jenna is mad at that guy" or "I suppose there aren't any single people here". About quantities, on tuesday I did some exercises related to ask about ingredients or food: "How many tomatoes do we have", "I think that there wil be enough pasta for everyone". W-T I completed the Unit 57, I must admit there weren't many examples about quantities but about "How expressing opinions (about myself and others)". F-S: Unit 58 is about (I started it on thursday) Past Continuous: "I was cutting the grass", "Glenda was climbing the rock and fell", "My dad broke his arm because fell when he was repairing our roof. Unlike Unit 57, this one put more attention on Past Continuous from the true ("true" for say "mero o mismo") beginning.

Óscar	3	20 minutes	I tried to unlock unit 60 and it was difficult especially because of the past participle. I totally forgot what I learned about it. After 3 times I finally did it. Now I'm going to practice more in this unit.
Andreina	3		

Week 4

Name of participant	Week	Time invested	What I learned
Gaudy	4		I feel very good with process make to date. I use doulingo each day, exception the saturday and sunday. However, sometimes i use duolingo at weekend. I first duoling at lesson one and is very bored, but i am at lesson eight and i am learning news things. I see an improvement for my, is little but is good. 🙂 I not have registered the time in duolingo each day, but, the minimum time each day is twenty

			minuts, generally i use fourty minuts. I liked use duolingo. I not understanding the use of "at" or "in", it confuses me. I could study more this issue.
Marlen	4	M, T, W	During this week, I finalized unit 34 y 35. Unit 34 is about nature and unit 35 is objects comparisons. Duolingo is a tool very insteresting because it promotes the competence. For example, I obtained the second place in my category and I advanced from the gold division to the zafiro division.
Jorge	4	M 20 min T 20 min W 30 min T 25 min F 20 min S 25 min S 20 min	M-T: I completed Unit 58 this past Sunday and today started the Unit 59; It's about "How to buy hygiene products", for example: "buying or looking for a sunscreen, toothpaste in a drugstore". On Tuesday, I practiced a few exercises (all include it in Unit 58) related with "Saying something about other people". A few days ago, Duolingo enabled a section for practicing listening and talking. I've done these exercises for a few moments in every class. W-T: From W to F I finished Unit 59. In the end, I feel a little improve when I have to express ideas or actions. I must admit that sentences in past with "have" are difficult for me. F: This Friday I started Unit 60. This Unit is about

			"buying clothes". I learned many sentences and ways to ask for clothes and products in stores. For example, using "try on" when I want to look if a clothe fit me well: "Can I try on these shorts". Other sentences I learned: "Make sure you ask for a receipt", "She loves silver jewerly", "I'm looking for a birthday present for a friend". S-S: I'm learning about telling stories, in other words: talking about past real or imaginary events. For example, "the king rode a horse to save his wife and the maiden who taught him to pass the Black Forest"
Óscar	4	20 mins	I was remembering conditionals using if… Could be a complete mess in some grammatical forms.
Andreina	4		

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Week 5

Name of participant	Week	Time invested	What I learned
Gaudy	5	M 25 m	Today I use duoling the sección eight. I learned about use how much, i want, but I have a dude about the use "how much is this "and "i want this", why the second sentence not use the "is". For first ocassión, the app duolingo failed
Marlen	5		This week, I forgot write in this document the that I studied in Duolingo. The units 38 and 39 were about the past.
Jorge	5	M 25 min T 15 min W 20 min T 30 min F 20 min S 20 min S 20 min	M: Last weekend I started Unit 60 and I'm actually learning about talking about past (real or non-real) events. Duolingo uses a method through telling stories, tales, and legends. T: I finished Unit 60 learning vocabulary about Shopping and How to tell stories. I learned expressions like "try on", "put on makeup" and "dress up" for shopping. For "telling stories" I keep practicing past related with other people events. W: I started Unit 61 that it's about professions: "She's been an engineer for fifteen years", "When I

			become a manager, I will get more responsibilities", "She is the best mechanic in our team", "Does he write for a mazine. No, he's writer for a newspaper". T-S: I kept learning about the past through "talking stories": "The king rode his lazy horse through the deep river, but when he tried to cross the woods he knew he was lost", "When the queen drank from the magic cup, she got immediately better. So, the king had a big party for everyone" Question (Help me Professor!): Lately, I read in some sources (books, WEB pages and I think Duolingo as well) the word "bear" with a context for "take in mind" or "think about something", I don´t know for sure. If I have the reason about the meaning, Which are the contexts to use it? Down, I provide an example using the word "bear" but (my bad) I took the screenshot without notice the obstruction from the selection/highlight menu, so the word "bear" is just behind the text selector.

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			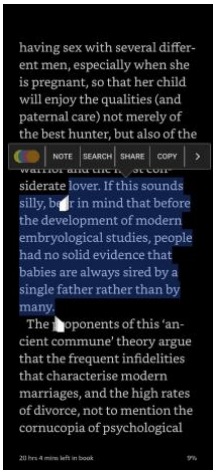
Óscar	5	20 min	I also practiced Unit 60… I tried to upgrade this unit for another one higher, and it was really difficult. 2 times I failed !!! jejejejeje I think the message is very clear

Andreina	5		

Week 6

Name of participant	Week	Time invested	What I learned
Gaudy	6		
Marlen	6	M, T, W	I have 38 days practicing English in Duolingo. This week, I finalized the unit 40 and 41 about the past. Specifically, it was about regular verbs.
Jorge	6	M 20 min T 20 min W 15 min T 20 min F 25 min S 20 min S 20 min	M-T: I keep learning about past tense. In last Duolungo's Unit (61) I did exercises about past (stories), "past tense and have" and "shopping vocabulary". Professor help me: Next Tuesday march 14th my daughter will end her class at 11:00 a.m. and I wanted to add this to the calendar in a short sentence to say: "Belén'll go out (leave) from school at 11:00 a.m.", but I'm confused about how to say that.

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			W: I just started Unit 62 that it's related to talking about past and using irregular verbs, like sit-sat, drive-drove, write-wrote and swim-swam. Also, this Unit covers topics related to: "talking about health": "My daughter still has a toothache", "The nurse will give you medicine". T-F: I'm in the middle of Unit 62, practicing about past tense and narrative (telling stories). Also, I still practicing "health topics" or more exactly "talking about health". Since last year I keep reading English Books. At this moment, I'm reading "Sapiens: A Brief History of Humankind", this is an excellent analysis from Professor Yuval Noah Harari about human evolution, from how sapiens (our specie) become the a dominant specie and shaped the world.
Óscar	6		
Andreina	6		

Week 7

This is a special week and we will write!

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Written assignment

1. Write one paragraph (minimum 20 sentences, maximum 40 sentences) in which you explain your working philosophy. It could be for teaching, research, and extension.

Jorge Alfaro Velasco

Hello dear Professor Patricia and colleagues. I'm going to explain (or at least showing some ideas about it) my working philosophy. In fact, It's really simple. It's important to be clear about I'm really disorganized and dispersed. So, I always try to follow the next logic (lol, in this moment I realized that I've never thought about it):

First, I always try to visualize my pending tasks for the current week or the next days, and try to keep my focus on the "day by day" tasks.

Second, It's not a step but a condition: since last years, I manage some instruments to make a little more easy my job, for example:

- A TODO Lists for my (each) courses. It's really useful for my students, and of course, for me. This is an example of the Operating System's TODO List for current semester.
- A Review Meetings Schedule for every week. Although, I try to answer my students though the Courses Telegram Groups, I (almost) always try to create meetings to discuss or review the learning activities (tasks, projects, research, others). This is useful because I can project my week and "consult spaces" (I don't know how to say this).
- I want to provide updates for my classes, so I often look for a new technology, method or update to apply to my courses' topics (and important, looking for a way to translate o relate the academic topics to a practical or enterprise possibility). At first glance, this is cool but, it's here when the troubles begin, because like I said at the beginning I'm really, really, disperse, so I constantly get lost in topics (reading, looking for something…) and spend (maybe, I can use waste, but its not fully true) a lot of time and, at the end, I must improvise and hurry to finish my duties.

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Marlen Treviño Villalobos

My working philosophy with respect to teaching is to use the Project Based Learning (PBL) as a teaching method. In this method the students learn by actively engaging in real-world and personally meaningful projects. Other aspect is to use authentic assessment. These types of assignments evaluate whether the student can successfully transfer the knowledge and skills gained in the classroom to various contexts, scenarios, and situations. In my courses, I use techniques such as: self-assessment, co-assessment, hetero assessment, diagnostic and summative assessment. Also, I use different technological tools. For example: Mentimeter, Kahoot, Padlet, Jamboard, Tec-Digital, YouTube, WordWall and others. On the other hand, I promote the development of soft skills such as teamwork, ethics, research and oral and written communication. Finally, I am very organized. The first day of classes, I submit a detailed schedule of evaluations for the entire semester. I try to submit corrected evaluations by the deadline set by the TEC.

I merge teaching with research, but I prefer research. because I can do different things. The topics that I work on are software quality, databases, geographic information systems, etc. Additionally, I try to publish an article at least once a year in a scientific journal.

Gaudy Esquivel Vega

Week 8

Name of participant	Week	Time invested	What I learned
Gaudy	8		
Marlen	8	M, T, W, T, F	Actually, I am in Duolingo section 49. This week, I have been studying about health, parts of the body, nature and holidays. Also, I practiced the use of the present perfect. I have been practicing on the Duolingo tool for 52 consecutive days and I am at Pearl level. Now, I can to do questions such as: How about your weekend? Did she break her finger? How did you break your leg? Have you ever studied the brain? What is the matter?
Jorge	8	M 15 min T 20 min W 25 min T 15 min F 15 min S 20 min S 15 min	M-T: This week I began Duolingo Unit 65. This Unit covers the topic “Describing food”: "This soup is made without salt", "Have you seen my recipe books", and "They made dinner by themselves". W-F: In previous units (last week I think) I learned about the "passive voice" that is kind of similar to "pass tense + have": "the carpets are cleaned very often", "this table is made of wood", "the cathedral was built in 1860", "A necklace was stolen by an employ"

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			Last few days I felt a little under the weather (Covid, is it you?), so I practice just a little. F: I've just done Unit 65. I practiced the last days about “passive voice” and “talking about technology”. S-S: During the weekend I started Unit 66 and learned about “ask and give directions” (where can I find the restrooms, “walk to the middle of the block”, and “don’t get off of the bus/train until the last stop”).
Óscar	8		
Andreina	8		
Rogelio	8	F 1 hora	F: I watched a video of state-of-art in artificial intelligence, because the last week it was the GTC 2023. It is a wide event organice by NVIDA. The CEO of NVIDIA said that this is the “iphone time” of the AI, I realize that this year it will be the year when our society it would begin to use more offen AI applications in many task. For example prepare a slides for a presentation could be easy if you use TOME web site. Tome is a power ai tool to create slides base on stories. Moreoaver, it is available to write a stroy about any topic using ChatGPT and the transform that text in a slide using TOME. This

			year it wil be a crazy race between big companies to be the numer one company in the AI technology.

Week 9

Name of participant	Week	Time invested	What I learned
Gaudy	9	M, T, W, T, Sunday	I am at seccion 11 at duolingo. I learning about ti use “at”, afternoon, night, “do”, is very simple, but foy my es interesting and I am really learning. The english is very difficult for my. The applicatión Duolingo have sentences difficult for my. For example
Marlen	9	M, T, W, T, F	This week, I am in the Duolingo unit 52. This unit is about food and animals. Now, I can to do questions such as: Is there enough fruit for everyone? Could I get more ice? Where did you put the coffee mugs? Does she drink her coffee with cream or milk? Does she like jam with her toast?
Jorge	9	M 15 min	M-T: I finished Unit 66 and kept learning about How

		T 15 min W 20 min T 20 min F 20 min S 20 min S 15 min	to ask/give directions: using miles/kilometer (finally I learned how to pronounce “kilometer(s)”), “get on/off the train/bus”, “go up/down stairs”. W-F: These three last days I have been practicing "asking/giving directions" with which I've learned about words, expressions, and sentences that I never used and even known: "get on/off the car/train/bus and walk straight to the stadium", "go upstairs (and downstairs) and across the hall", "my uncle had many beers, so I had to get him home", "my car is in the workshop so could you ride me to work?", and so on. Some lessons were about restaurant and food language: tips (In the US you should give a tip to your waiter), "How much was the coffee?", "The burgers cost $30 plus taxes", "the room usually cost $50 per day but a got a discount, so I paid $40".
Óscar	9		
Andreina	9		
Rogelio	9		

Week 10

Name of participant	Week	Time invested	What I learned
Gaudy	10		
Marlen	10	M, T, W, T, F	During these last two weeks, I completed Duolingo Units 53, 54 and 55. Unit 53 is about furniture. Unit 54 is about transactions and unit 55 is about problem resolution. I learned words like fork, pillow and wardrobe. Yesterday, I started Unit 55. This unit is related to achievements.
Jorge	10	M 15 min T 20 min W 25 min T 20 min F 15 min S 20 min S 20 min	During Holy Week (Easter) I completed Duolingo Units 67 and 68. Unit 67 is about “Preparing a trip” vocabulary and Unit 68 is “Talking about sports”. This week I started Unit 69 and I practiced about “confirming information and describing events”, for example: - There are seats available, aren’t there? - We should complete our English lessons, shouldn't we? - My insulated bottle is made of steel, is it? - There is WIFI at this restaurant, isn't there? - Your are good at English, aren't you? - She shouldn't buy that car, should she?
Óscar	10		

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Andreina	10		
Rogelio	10		

Week 11

Name of participant	Week	Time invested	What I learned
Gaudy	11		
Marlen	11	M, T, W, T, F, S, S	During this week, I completed Duolingo Units 56, 57 and 58. I think that Unit 58 is very important because it is about measures and amounts. I have practiced words such as kilograms, liters, pounds and anothers. Also, I studied the use of how much and how many. To date, I have been practicing on the Duolingo tool for 79 consecutive days and I am at Diamond level.
Jorge	11	M 15 min T 20 min W 20min T 15 min F 20 min S 20 min S 20 min	Some ways to talk about the past: “I was off last Wednesday” (“day off” to indicate not working), “My parents left 20 minutes ago”, “Grandpa has been here since January". How to use “myself” and “yourselves” to talk about personal actions and situations: “I cooked by myself”, “they can't look after themselves”, “you can do it by yourself” and so on.

			Currently, I'm practicing topics and tips about planning and sending invitations: "Do you want to see the match tomorrow, or are you busy?", "Please, let my now by the day after tomorrow", "We'll be moving to a bigger house", and so on.
Óscar	11		
Andreina	11		
Rogelio	11		

Week 12

Name of participant	Week	Time invested	What I learned
Gaudy	12		
Marlen	12	M, T, W, T, F, S, S	
Jorge	12	M 20 min T 15 min W 20 min T 20 min F 15 min S 20 min S 20 min	Currently, I've just started Duolingo Unit 72 which is about "describing sports": "He was the fastest/slowest runner in the race", "Our coach was hit by the ball when we were playing soccer", "Does she prefer cycling or running?". In the last weeks, topics have been focused on describing past and future events (continuous future). I was practicing during this week about "continuous future".
Óscar	12		
Andreina	12		
Rogelio	12		

Week 13

Name of participant	Week	Time invested	What I learned
Gaudy	13		

Marlen	13	M, T, W, T, F, S, S	
Jorge	13	M 30 min T 15 min W 15 min T 20 min F 20 min S 15 min S 20 min	I learned to use “which” to provide more info about something, for example: “A meter, which is about 3 feet”, “That museum is in Seul, witch is in South Korea”, “After the accident, I can’t play soccer, which is my favorite sport”. I started a new topic and it’s about describing a city: “there’s a coffee shop across from the bookstore”, “somebody told us to visit the art museum”, “we’re not from this area”, and so on.
Óscar	13		
Andreina	13		
Rogelio	13		

Week 14

Name of participant	Week	Time invested	What I learned
Gaudy	14		
Marlen	14	M, T, W, T, F, S, S	Today I have 100 days of consecutive English study on Duolingo. I'm in stage 4, section 17. It's about health and studying the past tense.

			I made it to the last division called Duolingo Diamond, but it is very difficult to stay at that level so I have 3 weeks to find myself in the Obsidia division.
Jorge	14	M 20 min T 15 min W 15 min T 15 min F 20 min S 15 min S 15 min	I've kept learning about tips and ways to describe places in a city. For example, I learned how to talk about days from Monday to Friday, using the word "weekdays": "The museum is open from 10:00 a.m. to 07:00 p.m. on weekdays and from 08:00 to 09:00 p.m. on weekends". Also, I learned how to use more the word “crowded” for places with many people, for example: "The place was very crowded last Saturday but not Sunday".
Óscar	14		
Andreina	14		
Rogelio	14		

Week 15

Name of participant	Week	Time invested	What I learned
Gaudy	15		

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Marlen	15	M, T, W, T, F, S, S	
Jorge	15	M 20 min T 10 min W 15 min T 20 min F 15 min S 15 min S 15 min	Last week Duoling's app was updated and now it has a different "route map", so currently I'm in section 31 and phase 4. Anyway, since last weekend I'have been studying about how to talk with coworkers (and people in general): "Put your email and linkedin address in your resume", "What's our boss like?", "We meet daily every morning to discuss the project" and so on.
Óscar	15		
Andreina	15		
Rogelio	15		

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Week 16

Name of participant	Week	Time invested	What I learned
Gaudy	15		
Marlen	15	M, T, W, T, F, S, S	
Jorge	15	M 20 min T 20 min W 20 min T 20 min F 20 min S 30 min S 40 min	I've just started (today Tuesday) section 33 "Recount past events" (in my course is in Spanish: Relata hechos pasados, is correct the translation?) from the Phase 4: Into the unknown (again, in Spanish: "Hacia lo desconocido", I'm just traslating this lol). By now, I keep practicing the use of the past tense, mainly learning to describe past actions and memories.
Óscar	15		
Andreina	15		
Rogelio	15		

Anexo 8

Campus Tecnológico Local San Carlos
Escuela de Idiomas y Ciencias Sociales
Consejo Asesor

Asuntos del consejo asesor
10 de febrero 2023

Marco Estratégico del Campus: Estrategia FUI

El director de campus presentó a nivel macro las siguientes iniciativas:

1. Acompañamiento a docentes, administrativos y estudiantes.

2. Clubes conversacionales (work in progress)
   Patricia López indicó que se tiene una iniciativa por parte de la EICS de trabajar es esta iniciativa.

3. Intercambios a nivel de docentes y estudiantes a través del programa Fulbright Specialist Program:

4.4 Intercambios de funcionarios y estudiantes

4.4.1 Estudiantes: Convocatorias de Dirección de Cooperación

Dirección de Cooperación Divulgación semestral de oportunidades de intercambios estudiantiles

4.4.2 Funcionarios: FULBRIGHT SPECIALIST PROGRAM

The Fulbright Specialist Program offers opportunities for U.S. academics and professionals to share their expertise and gain international experience by working on collaborative projects with their counterparts at overseas (including Finnish) host institutions. Project activities aim to build capacity and promote long-lasting linkages between individuals and institutions in the U.S. and host countries.

Specialists, who represent a wide range of professional and academic disciplines, are competitively selected to join the Fulbright Specialist Roster based on their knowledge, skill sets, and ability to make a significant contribution to projects overseas. Those individuals that have been approved to join the Fulbright Specialist Roster are then eligible to be matched with approved projects designed by foreign host institutions from over 150 countries and other areas. Once abroad, Specialists partner with their host institution to conduct project activities in support of the host institution's priorities and goals.

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4. Tour académico (a cargo de Marlon Pérez)

- Opción 1

OPCIÓN 1: Missouri State University, Springfield, Missouri *(Se enviará la propuesta formal para el 17 de febrero).*

Descripción

Este es un programa híbrido donde se llevan clases por 2 semanas por Zoom y luego 2 semanas más presenciales, el propósito del programa es poner en práctica el uso y fomento del idioma inglés, así como conocer aspectos sobre la cultura.

Participantes:

- Funcionarios del TEC (Profesores y Administrativos)
- Estudiantes del TEC
- Estudiantes del Programa de Inglés que se ofrece con FUNDATEC

Requisitos:

- Compromiso de cumplir con todo el programa.
- Cubrir los gastos del Programa, tiquete aéreo y seguro médico.
- Tener visa americana

Dates

This is a hybrid program where students begin the program in their home country for 2 weeks and then they travel to Springfield, Missouri for 2 weeks. The 2-week in-person dates are July, 2023.

- Opción 2

OPCION 2: UNIVERSITY OF NORTHERN IOWA *(Se enviará la propuesta formal a finales de febrero)*

Posibles Fechas: Primeras 2 semanas de diciembre y vivir una experiencia de las fiestas de fin de año por allá. También para que quienes no conocen la nieve puedan hacerlo.

Costo: 2150 dólares, pero es sólo 1 semana de clases síncronas por Zoom y 2 semanas presenciales.

Patricia López presentó a nivel micro las siguientes iniciativas para el primer semestre 2023:

FUI- I semester 2023

Proposed Activity	People in charge
1. Acompañamiento docente: Fundamentos de química orgánica	Marco Juárez
2. Acompañamiento docente: Redes	Rogelio González
3. Actividad en biblioteca	Maricel Hernández
4. Duolingo and conversación abierta	Unidad Desconcentrada de Ingeniería en Computación
5. Informes de labores	Todas las unidades académicas

Análisis de la propuesta de reglamento de la VIE

El director de campus instó a los presentes a revisar la propuesta de reglamento que se circuló, donde se pide realimentación para el 6 de marzo. Puntualmente conversó sobre los siguientes puntos:

1. Cambio/aclaración de la palabra “instancia académica”.
2. Procesos de participación voluntaria
3. Rol del profesor ad honorem
4. Rol de la Dirección de Investigación con respecto a entes externos
5. Artículo 9 sobre atracción de fondos externos
6. Artículo 13 sobre la palabra coadyuvancia
7. Rol de las unidades desconcentradas
8. Artículo 2, contradice el Estatuto Orgánico

Patricia López comentó sobre la importancia de analizarlo en los Comités Técnicos de Investigación y Extensión y la solicitud del Piscye de analizarlo también a nivel del programa y las unidades académicas adscritas al programa.

El director creará un manifestó a nivel de campus e instó a las unidades académicas a darle la importancia a la propuesta y analizarla en los respectivos consejos.

Anexo 9

UNI University of Northern Iowa

TO: Marlon Pérez Pérez, Coordinador Carrera Gestión del Turismo Rural Sostenible
Instituto Tecnológico de Costa Rica, Escuela de Idiomas y Ciencias Sociales
San Carlos, Costa Rica

FROM: Carolina Coronado-Park, Director of International Engagement
Jaime West, Academic Support Specialist - Culture and Intensive English Program
University of Northern Iowa
Cedar Falls, IA – USA

DATE: February 23rd, 2023

Program Proposal:
The University of Northern Iowa Culture & Intensive English Program (UNI CIEP) welcomes collaboration with the Instituto Tecnoloógico de Costa Rica, Escuela de Idiomas y Ciencias Sociales. The CIEP has developed a customized program for a minimum of 10 University administrative staff and professors as well as one chaperon. The program will be three weeks long, from **Monday, November 27th, 2023, to Friday, December 15th, 2023**. Participants will be enrolled in a hybrid program that begins with one week of orientation and online instruction, continued by another two weeks of in-person instruction and assessment. The online workshops will be offered synchronously; therefore, participants will need to have a strong internet connection and the technology needed to access the University portal and connect via Zoom.

Program Description:
The CIEP Immersion Program, with integration into CIEP curriculum classes, is a short-term online and study abroad experience for current University administrative staff and professors interested in advancing their English language skills and immersion into American culture. The program will be three weeks in length.

In addition to customized coursework, participants will also complete an online orientation program and have the opportunity to participate in many social and cultural activities during their stay on campus.

Application:
Participants will be selected by the Instituto Tecnoloógico de Costa Rica, Escuela de Idiomas y Ciencias Sociales; however, each participant should complete a CIEP application form. These forms can be accessed through the CIEP website and will be available at www.uni.edu/ciep/apply. Participants will need to choose the option for “Fall 2 2023.” CIEP will use the information provided through the application to create immigration documents, issue university identification cards, request resident hall room assignments, and process students’ course enrollment. Applications should be completed by October 1, 2023.

Orientation Program:
Program participants will have an online orientation to learn how to use the campus Blackboard and the academic expectations in the CIEP. Moreover, each participant's English language ability will be evaluated to customize the program based on the participants' English abilities. Orientation sessions will occur during the first days of the program.

Classes:
For the 3-week program, participants will be immersed online (4 hours a day: 3 hours intensive English classes and 1 hour lab) in a level appropriate CIEP hybrid course for the first week. For the following 2-weeks, participants will attend their classes on UNI's campus. During this time, participants will learn academic skills and U.S. culture through developing reading, writing, listening, and speaking skills.

E-learning:
Faculty would use course management software while instructing students in this program. Participants will have access to e-learning course materials through UNI computer accounts established for each student. Additionally, students will have access to library services and coaching programs as needed.

Cultural Activities:
Participants will have a variety of cultural activities during the times they are not in classes. These activities should be enjoyable and allow participants to practice their listening/speaking skills in English. Culture talks will be planned for participants to learn about issues related to American life. Moreover, conversation practice with English language speakers would be arranged for the group.

Evaluation of Participants and Certificate of Completion:
In addition to placement testing, students are evaluated in their online and in-person classes for participation, attendance, projects, and other assignments. At the end of the program, a progress report will be given to each participant, along with a certificate of completion of the special program at the University of Northern Iowa.

Computers/WRC/ID Cards:
Participants will have access to computer labs and wireless internet on campus. This will allow participants to email and get information from home. Likewise, participants will have access to the Wellness and Recreation Center (WRC) on campus to engage in activities like the climbing wall, swimming pools, exercise equipment, etc. Participants would receive temporary University identification cards (IDs) to access the facility. ID cards would also allow students to borrow library materials and enter the dining halls. It is important that students not lose this card or their room keys. A replacement fee would be charged if necessary.

Housing
All participants will have similar accommodations. Participants will be housed with another program member of the same gender in a double room in a Residence Hall. The chaperone would live nearby and have a single room. Rooms in residence halls have single beds, cable and internet access, laundry facilities, desks, chairs, wastebaskets, closets, and drawers, and all are smoke-free. Participants must share communal showers and toilet facilities assigned by floor.

Meals
Food service will be provided for the entire program while on campus. Participants will eat all meals on campus except for select events off-campus, such as the welcome party and field trips. The dining halls on the UNI campus are centrally located, and students can easily walk to the dining halls for meals and back to classes. If students wish, they can also purchase snacks and items from one of several food vendors on or off campus, but this would be at their own expense.

Transportation:
We advise the group to fly into Waterloo Regional Airport (ALO) or Eastern Iowa Airport in Cedar Rapids (CID). Pick-up would be provided to and from the airport by CIEP staff. While groups often find cheaper tickets landing in Chicago or Minneapolis, the amount saved will be spent on expensive bus transportation to Iowa, which takes 4-6 hours. CIEP recommends that groups fly to Waterloo or Cedar Rapids for a more comfortable arrival and move-in day. Transportation would also be provided for all activities off campus, including weekend field trips. Participants can easily walk to classes, residence halls, dining halls, and events on or near campus.

Free Time:
While participants need to be active and engaged in planned activities during their stay at UNI, some free time is planned for rest and for participants to explore the campus area. Also, on the day before departure, it is planned that participants have a farewell dinner before returning to their home country.

Smoking/ Consumption of Alcohol:
The policy of the University of Northern Iowa is to provide a smoke-free environment for its students, faculty, staff, administrators, visitors, and the general public on campus. This policy is enforced by state law. Likewise, the consumption of alcohol is prohibited on campus property.

Student Services Coordinator and Staff Assistants:
The Student Services Coordinator supervises assistant staff members working to execute the special program itinerary for the group. The Student Services Coordinator is responsible for overseeing the safety of the group members and organizing the services necessary to meet the group's needs.

Billing:
The program fee for each participant should be paid on the first full day of the program. Except for the application fee.

Health-Related Issues:
Participants are required to visit the UNI Health Clinic for health screening and COVID-19 testing. Participants will be enrolled in CISI health insurance, and the fee is included in the program's total cost.

Surveys:
Near the end of the program, participants will take a survey to evaluate the program and help improve our services.

Contact Information for Participants:
It is important that participants be aware of the nature of the special program and prepared to engage in its online classes and activities and life on the UNI campus. Therefore, it would be helpful for the Student Services Coordinator to contact participants before they arrive at UNI. The nature of the communication would be to inform the participants about the program and prepare them to arrive in Iowa. This includes information about weather, clothing, emergency contact information, dietary needs, computer access, etc.

Program timeline (TENTATIVE):

Timeline: November 27th - December 15th, 2023 (Central Time Zone)	
Week 1 *Online*	**Monday, November 27th - Friday, December, 1st** **9:00 - 11:50 a.m. CIEP Classes** An instructor will email Zoom link to students' UNI emails **1:00 - 1:50 p.m. Lab** An instructor will email Zoom link to students' UNI emails
Week 2 *In-person*	**Sunday, December 3rd** **Arrival**, Eastern Iowa Airport (Cedar Rapids, IA) OIE staff will pick up from airport (45 minute drive to Cedar Falls) **Dorm Check-in** - Check in to campus dormitories. The Assistant Director of Residence will talk to you about dormitory life. **ID Cards** ID cards will be delivered to dorms and ready to pick up. You will use the cards to access various campus facilities such as dining centers. **Essentials Shopping Trip** CIEP staff will take the students to Walmart **Dinner on campus** **Campus Tour** **Monday, December 4th** **7:00 - 8:00 a.m. Breakfast** - Campus Dining Center **8:00 a.m. Check-in** A CIEP Staff member will pick you up from your dormitory and walk you to the CIEP office. Bring your passport and **DS-2019 or J1 form to the CIEP office** **8:20 a.m. Passphrase check** IT staff will help you to set up your phone and computer devices. **9:00 - 11:50 a.m. CIEP Classes** A CIEP staff member will walk you to your class. **12:00 - 12:50 p.m. Lunch** - Campus Dining Center

	1:00 - 1:50 p.m. Lab A CIEP staff member will meet you at the dining center to walk you to the lab class. **Tuesday, December 5th** **9:00 - 11:50 a.m. CIEP Classes** **12:00 - 12:50 p.m. Talk Tuesday Lunch** CIEP Staff will meet students at their classes and take them to the Talk Tuesday activity. Opportunity to meet native speakers and other international students, have a conversation with each other about interesting topics, to improve their speaking and listening skills in English. **1:00 - 2:00 p.m. Rod Library De-Stress Activities** Stop by the Rod Library for hot chocolate, puzzles, crafts, labyrinth, coloring, and dogs to pet. **3:00 - 4:00 Culture Talk** The Center for Multicultural Education will provide a lecture on Social Justice in the United States relating the topic to the University campus and students. **Wednesday, December 6th** **9:00 - 11:50 a.m. CIEP Classes** **12:00 - 12:50 p.m. Lunch** - Campus Dining Center **1:00 - 1:50 p.m. RSVP Discussion** Meet our Retired Senior Volunteers and have a discussion in English **2:30 - 4:30 p.m. Snowshoeing at Hartman** Walk the local nature trails at Hartman Reserve Nature Center with snowshoes. A minimum of 3 inches of snow is required for the activity. **Thursday, December 7th** **9:00 - 11:50 a.m. CIEP Classes** **12:00 - 12:50 p.m. Lunch** - Campus Dining Center **1:15 - 2:45 p.m. Class Observation / Class Exchange** Observe an academic class on campus. **Friday, December 8th** **9:00 - 11:50 a.m. CIEP Classes** **12:00 - 12:50 p.m. Lunch** - Campus Dining Center **1:00 - 1:50 p.m. Lab** **4:00 - 5:00 p.m. Holiday Coffee Hour at UNI President Mark Nook's House** Join President Nook and his wife for coffee hour at their house to celebrate the holiday season.

	Saturday, December 9th **Amana Colonies** Take a day trip to the historic Amana Colonies in Southeast Iowa. Visit Tannenbaum Forest to see 60 unique Christmas Trees. See live reindeer if the weather is nice.
Week 3 *In-person*	**Sunday, December 10th** **Host Family Day** Spend your weekend in Iowa experiencing true Midwestern hospitality. Get to know a family in the community and learn about the culture of the U.S. family while practicing your English. Your assigned host family will return you to campus at their convenience. Thank them for their time! **Monday, December 11th** **9:00 - 11:50 a.m. CIEP Classes** **12:00 - 12:50 p.m. Lunch** - Campus Dining Center **1:00 - 1:50 p.m. Lab** **2:30 - 4:30 Friendship Village** Visit a local senior living facility. Meet with residents and practice your listening and speaking skills while learning about the culture of Iowa. **Tuesday, December 12th** **9:00 - 11:50 a.m. CIEP Classes** **12:00 - 12:50 p.m. Lunch** - Campus Dining Center **1:00 - 1:50 p.m. Lab** **1:00 - 3:30 p.m. Northeast Iowa Food Bank** Volunteer and learn about serving the Cedar Valley community. **Wednesday, December 13th** **9:00 - 11:50 a.m. CIEP Classes** **12:00 - 12:50 p.m. Lunch** - Campus Dining Center **2:30 - 4:30 p.m. Jesse Cosby Center** Volunteer and learn about a local neighborhood center helping community members in need. **Thursday, December 14th** **9:00 - 10:00 Culture Talk** A speaker from UNI's Counseling Center will discuss how to identify students with mental health needs.

	1:00 - 3:00 p.m. John Deere Museum Take a tour of a local John Deere Tractor & Engine Museum to learn more about the culture of Iowa. **3:00 - 4:00 p.m. Farewell Coffee Hour** Say goodbye to your classmates and instructors while meeting other international students. Meet new people, learn about cultures and countries, and have some coffee/tea and cookies. **6:00 - 8:00 p.m. Baby It's Cold Outside** See live ice carvings, enjoy s'mores and Carolers throughout the Cedar Falls Downtown District. **Friday, December 15th** **8:00 - 2:00 p.m. Meskwaki Nation** Visit the museum of a nearby Native American tribal nation. Then attend a Holiday Craft Fair with Native American Crafts, food, quilts, and more. **Saturday, December 16th** **Departure**, Eastern Iowa Airport (Cedar Rapids, IA) OIE staff will take everyone to the airport

Program Cost:

Description	Cost per participant
CIEP Tuition and Extra Curricular Activities The program cost includes 40 hours of instruction, orientation program, culture activities, class exchanges, local transportation, conversation partner program, host families, school visits, airport pickup, and excursions. **Includes 50% tuition scholarship. Regular cost is $2,650**	$900
Application, mandatory university fees and cultural activities Admission process and mandatory fees. The mandatory fees include the UNI technology, health, student services, and recreation fee that is required for all UNI students.	$450
UNI Health Insurance Purchasing the UNI CISI Insurance is required for all international students who attend the program for more than three weeks. The cost included health insurance coverage for the duration of the program.	$110

Accommodations & Meal Plan Participants will be living in the UNI Residence Halls. The cost includes all expenses related to the housing arrangement for the duration of the stay. Linens will be provided for the students. Laundry costs are included. Three meals per day are included and will be provided at the UNI Dining Centers or through special off-campus activities or stripped. The cost for the host family weekend and meals associated with cultural activities are included.	$580
Total cost	**$2,040**

Program Highlights:

- Take Intensive Academic English courses
- Be immersed in the U.S. American culture
- Practice English speaking with Americans
- Meet U.S. faculty, teachers, and local families
- Meet international students from around the world
- Access University resources

Once your institutions approve the attached proposal, the CIEP will make the necessary reservations to secure cultural activities, and transportation for field trips, orientation, and room and board accommodations and online and in-person instruction. For admission purposes, participants must complete the online application form found on the CIEP website as soon as this document is signed and approved by the parties.

By signing this document, both parties agree to the specifics outlined in this proposal.

From UNI CIEP:

Carolina Coronado-Park CIEP Director

Date: 2/23/23

From Instituto Tecnológico de Costa Rica, Escuela de Idiomas y Ciencias Sociales

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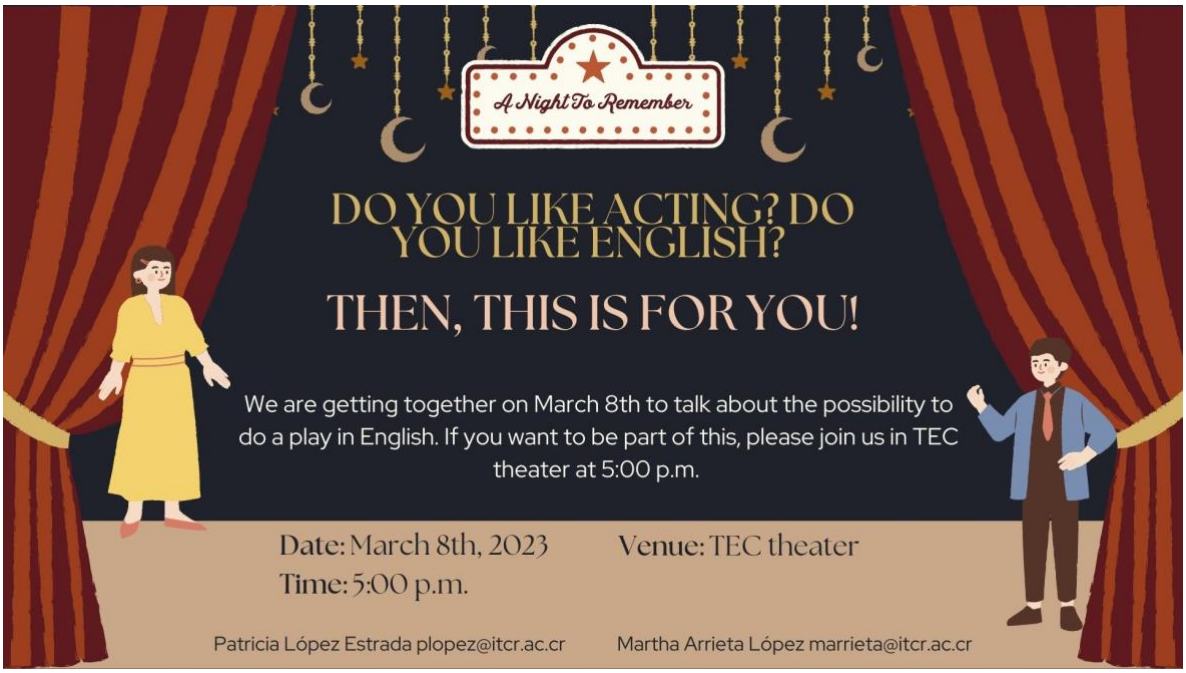
Mr. Marlon Pérez Pérez, Coordinador Carrera Gestión del Turismo Rural Sostenible

Date:

Anexo 10


A Night To Remember
DO YOU LIKE ACTING? DO YOU LIKE ENGLISH?
THEN, THIS IS FOR YOU!
We are getting together on March 8th to talk about the possibility to do a play in English. If you want to be part of this, please join us in TEC theater at 5:00 p.m.
Date: March 8th, 2023
Time: 5:00 p.m.
Venue: TEC theater
Patricia López Estrada plopez@itcr.ac.cr
Martha Arrieta López marrieta@itcr.ac.cr