
	Adam Mickiewicz University in Poznań
	Doctoral School of Languages and Literatures 
	Understanding expertise in language research
	prof. UAM Bogusława Whyatt
Sciences/ discipline	Humanities / Linguistics
Type of classes	seminar
Language of instruction	English
The number of hours + form of passing classes	20 hours / credit of a grade
Pupposes of classes	In this course we will explore the concept of expertise and apply it to understand the development of skills needed to conduct empirical studies centered around language as a system and social practice. We will discuss the logic of the research process including all the stages from formulating a research problem to selecting appropriate methodological tools, data collection, hypothesis testing, and interpreting the results. Understanding how research expertise develops is of interest to all academic disciplines therefore PhD candidates who participate in the course will be able to contribute their own perspective and reflect on their emerging expertise as young researchers. Equipped in new knowledge, they will be encouraged to present their own take on expertise in their respective domains of language enquiry.
Learning contents	Introduction to research on expertise The case of translation expertise as a concept and object of research Development of research skills – the ideal skillset for language studies Pathways to expertise: cognitive apprenticeship and socialisation into research community Performance-based measures of skill development Mentors and role models in linguistic research The challenge of interdisciplinarity in language studies
Entry requirements	Good command of English (at least B2 level). Keen interest in empirical research.

Learning outcomes	
	Verification methods:
<p>In terms of knowledge: A person who has completed classes knows and understands:</p> <p>the achievements of world science in the discipline in which the education takes place, as well as the paradigms and directions of development of this discipline, in a way that enables their creative and innovative development and their verification within the framework of research projects undertaken [E_W01];</p> <p>at an advanced level research methodology appropriate for the discipline of science in which education takes place, which allows for proper selection of research theories and tools and their effective application and modification within the framework of own research [E_W02]</p> <p>fundamental dilemmas of contemporary civilization and the role of science, especially in the field of education, in solving them. [E_W08]</p>	<p>Active participation in the class discussions and activities</p>
<p>In terms of skills: A person who has completed classes is able to:</p> <p>use knowledge from various disciplines of science to creatively identify, formulate and innovatively solve complex research problems or perform advanced research tasks. In particular, he/she is able to:</p> <ul style="list-style-type: none"> — define the objectives and the subject of scientific research, — formulate research hypotheses, — develop research methods, techniques and tools and apply them creatively and effectively, <p>draw conclusions on the basis of scientific evidence [E_U01];</p> <p>effectively retrieve information related to scientific activity from various sources, including from sources in foreign languages, and to properly select, critically analyse and interpret this information; furthermore, he/she is able to assess its relevance for scientific development [E_U02];</p> <p>establish and implement scientific cooperation in research teams, including international ones [E_U07];</p> <p>transfer the results of scientific activity to the socio-economic sphere in cooperation with institutions from the social and economic environment [E_U08]</p>	<p>Preparing and delivering a presentation on selected aspects of expertise or designing a poster</p>
<p>In terms of social competences: A person who has completed classes is prepared to:</p> <p>critical evaluation of the work in the field of the scientific discipline</p>	<p>Preparing and delivering a presentation on selected aspects of expertise or</p>

<p>within which the education is provided and its own contribution to the development of this discipline [E_K01];</p> <p>fulfilling social obligations as a researcher; initiating actions in favour of the public interest, <i>inter alia</i>, through appropriate dissemination of scientific achievements in society. Furthermore, he/she is ready to take actions leading to the development of civil society based on knowledge [E_K03];</p> <p>thinking and acting in an entrepreneurial way, creating new ideas and searching - in cooperation with people from other disciplines - for innovative solutions, as well as taking up challenges and intellectual risk in the scientific and public spheres and taking responsibility for the consequences of their decisions [E_K04];</p> <p>continuous improvement of professional competence and personal development, in particular by tracking and analyzing the latest developments in the represented scientific discipline [E_K05]</p>	<p>designing a poster</p>
<p>Literature</p>	<p>Burr, C. (2017). Embodied Decisions and the Predictive Brain. In T. Metzinger & W. Wiese (Eds.). <i>Philosophy and Predictive Processing</i>. Frankfurt am Main: MIND Group. https://doi.org/10.15502/9783958573086</p> <p>Casanave, C. P. (2019). Performing expertise in doctoral dissertations: Thoughts on a fundamental dilemma facing doctoral students and their supervisors. <i>Journal of Second Language Writing</i>, 43, 57–62. https://doi.org/10.1016/j.jslw.2018.02.005</p> <p>Ericsson, K. A. & Charness, N. (1994). Expert Performance its Structure and Acquisition. <i>American Psychologist</i> 49:8, 725-747. https://doi.org/10.1037/0003-066X.49.8.725</p> <p>Feldon, D. F. (2016). The development of expertise in scientific research. In R. A. Scott & S. M. Kosslyn (Eds.), <i>Emerging Trends in the Social and Behavioral Sciences</i> Wiley, 1–14. https://doi.org/10.1002/9781118900772.etrds0411</p> <p>Halverson, S. (2009). Elements of Doctoral Training, <i>The Interpreter and Translator Trainer</i>, 3:1, 79-106, DOI: 10.1080/1750399X.2009.10798782</p> <p>Hambrick, D. Z., Burgoyne, A. P., Macnamara, B. N., & Ullén, F. (2018). Toward a multifactorial model of expertise: Beyond born versus made. <i>Annals of the New York Academy of Sciences</i>, 1423(1), 284–295. https://doi.org/10.1111/nyas.13586</p> <p>Paglis, L. L., Green, S. G., & Bauer, T. N. (2006). Does adviser mentoring add value? A longitudinal study of mentoring and doctoral student</p>

outcomes. *Research in Higher Education*, 47(4), 451–476.
<https://doi.org/10.1007/s11162-005-9003-2>

Shreve, Gregory M. 2006. “The deliberate practice: translation and expertise”. *Journal of Translation Studies* 9 (1), 27—42.

Ward, Paul, Nicola J. Hodges, Mark A. William and Janet L. Starkers. (2007). The road to excellence: Deliberate practice and the development of expertise. *High Ability Studies* 18. 119-153.

Whyatt, B. (2012). *Translation as a human skill. From predisposition to expertise*. Poznan: Adam Mickiewicz University Press.