

Degree Project

Code: 102047
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OB	4	2

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: Yes
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

The Bachelor's Degree final project (FP) represents the final module in the degree programme; therefore, students are advised to enroll in this module only when they are certain they will complete their studies during the year of enrolment.

In order to enroll at FP module it is required to have achieved at least two thirds of the total ECTS of the whole programme.

Objectives and Contextualisation

FP consists in a design and development of a research or an innovation project in a specific area of knowledge in the field of education. Students choose the format of the FP, the topic of analysis and the methods employed. The FP is an individual project and student and supervision has to jointly agree the working plan.

Competences

- Adopt an ethical attitude and behaviour and act in accordance with the deontological principles of the profession.
- Analyse and recognise ones own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Appreciate individual and collective responsibility in the achievement of a sustainable future.
- Assume the educating dimension of the teachers role and foster democratic education for an active population.
- Collaborate in the different sectors of the educational community and of the social setting.
- Critically analyse personal work and use resources for professional development.
- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Develop autonomous learning strategies.
- Develop critical thinking and reasoning and understand how to communicate effectively both in ones own languages and in a foreign language.
- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils own needs. Understand that a teachers functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.

- Generate innovative and competitive proposals in research and in professional activity.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Learning about forms of collaboration with the different sectors of the educational community and the environment.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Respect the diversity and the plurality of ideas, people and situations.
- Take part and be implicated in the acts, meetings and events at the institution to which one belongs.
- Understand models of quality improvement with application to schools.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Adopt an ethical attitude and behaviour in accordance with the deontological principles of the profession.
2. Be able to work with colleagues who are on placements at the same centre and/ or with the same tutor in different shared activities.
3. Collaborate with school professionals in order to extract relevant information from innovative projects analysed.
4. Conceive innovation as part of professional development and continuing education.
5. Critically analyse and evaluate teaching and learning situations from the perspective of the inclusive school.
6. Critically analyse personal work and use resources for professional development.
7. Critically analyse the educational reality observed in order to propose improvements from an innovative perspective.
8. Demonstrate respect for individual and social awareness and responsibility regarding the world around us.
9. Describe and explain the facts and situations related to observed and experienced teaching and learning. Interpret, compare and argue based on ones own criteria.
10. Design and regulate learning spaces in contexts of diversity that attend to gender equality, equity and respect for human rights as involved in the values of public education.
11. Develop strategies for autonomous learning.
12. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
13. Discuss different points of view in a reasoned and documentary manner and know how to find connections and commonalities.
14. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
15. Evaluate the evolution of one's strengths, potentialities and weaknesses throughout the time spent at the school, to understand how these can influence teaching and consider the practical elements that have influenced this evolution.
16. Express critical and objective arguments with respect to the functions and tasks performed by social institutions.
17. Identifying experiences involving collaboration between sectors of the educational community and the social environment.
18. Maintain an attitude of respect for the environment (natural, social, cultural) to promote sustainable values, behaviour and practices that respect gender equality, equity and respect for human rights.
19. Participating in the preparation, development and regulation of the everyday classroom tasks and making suggestions for their improvement.
20. Permanently learn and think critically as teachers, making use of shared research-action processes to improve and innovate in teaching.

21. Planning and carrying out activities that promote active citizenship in students.
22. Selecting the key information for making proposals for improvements in primary education centres.
23. Share specific knowledge with other professionals to ensure a better product or solution.
24. Show interest in understanding and comprehending the functions and tasks performed by social institutions.
25. Understand models of quality improvement with application to schools.
26. Using ICTs and CLTs in the development and production of practical work and in the design of didactic proposals.

Content

The topics of analysis cover a wide area of themes in the educational field and students have the opportunity to choose one according to their interests.

In accordance to their tutors, students will choose their preferred FYP format from among the following options:

A) PERSONALIZED OPTION

- Formulation of an intervention project in a given context. This option involves developing a proposal for an educational or socio-educational action in a given context, starting from a diagnostic study of said context. This option includes the design and/or implementation of a project in a professional setting and/or the implementation and evaluation of an existing project (that is, the student would need to implement an existing project, evaluate the results and draw specific conclusions). FYPs contextualised in educational settings where students conducted their work placements may include the contextual analysis previously performed for the work placement, but under no circumstances will students be able to reproduce or replicate interventions that were part of their work placements.

B) RESEARCH OPTION

- Research proposal on a given topic. This option involves producing an in-depth analysis on a given topic, and must include a theoretical framework, research hypotheses or objectives, and an empirical part with results, discussion and conclusions. It must also include a section on methodology and basic research techniques (search for, selection and use of tools required to collect, analyse and interpret information).
- In-Depth analysis of a specific theoretical concept. This option involves conducting a theoretical study (an essay or monograph), which includes a theoretical, critical or comparative analysis as the basis for an in-depth exploration or argumentation of a given topic. This option must also include an extensive literary review on the topic under study, as well as a clear discussion of the theoretical framework and available knowledge on the issue.

Methodology

Methodology

FP do not suppose any lecturer classes. The Moodle is the shared space in which students and supervisors communicate and students deliver drafts of their project and the final version. It is essential, therefore, student to access Moodle periodically, as well as the email address associated with it, to guarantee that they receive all the necessary information to undertake an effective follow-up

The supervisor will offer students guidance on the specific contents that are most suited to their chosen topic. The supervised activity consists of two different formats: on the one hand, there are 6 hours of face to face seminars led from the beginning of the year (divided into 4 sessions), and which should be carried out by all students. Student in mobility stage have to attend online supervision.

In addition, students can appoint up to 6 hours meeting with their supervisors.

FP supervision seminars consists in 3 parts: in the first one, students have to define the objectives and the focus of their project (the estimated workload is 25 hours), the second one consists in the development of the research or innovation project (workload 75 hours) and the 3rd one consists in the report writing and presentation (workload of approximately 50 hours).

During September a session for all students will be carried out. During this guideline on the elaboration of FP will be provided. After this session, students have to agree the first supervision meeting with their supervisors. During supervision meeting, students have to deliver the progress reports as detailed in the Assessment part of this document.

Report structure and content.

The format and requirements for each option, will be detailed with the supervisor during the first meeting.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Tutorials	6	0.24	
Type: Autonomous			
Autonomus work	144	5.76	20, 4, 25, 9, 13, 10, 22

Assessment

The assessment consists in 3 different assessment evidences:

1. Evidence 1: general project design. Will be delivered on December 20th and represents 15% of final mark.
2. Evidence 2: Project development- to be delivered by March 6th and represents 30% of final mark
3. Evidence 3. Final report: to be delivered by May 29th and represents 45% of final mark

The project 3 parts delivery is mandatory and can't be marked up. The documents Will be delivered by moodle and supervisors' feedback as well. Feedback has to pe provided during next 15 following days.

Supervisor assess the FP and mark it with a maximum grade of 9 out of 10. If the supervisor considers that FP fulfil the criteria for Excellence (MH), then they have to inform the head of their department who is in charged to communicate this to the Dean.

The students eligible for excellence have to present their FP to a referee commission that decide the final mark. FP submitted in the September call will only be eligible for Excellence if there are vacant places after June session. FP submitted in the February call can't not be eligible for MH.

There is no makeup option for the students which fail, and they have to re-register it.

Oral presentation for MH qualification: June 26th 2020/ September 9th 2020 according to the schedule. The FP has to be presented in A0 poster format, which students have to present in 15 minutes, followed by comments and questions.

In accordance with UAB regulations, plagiarism or copy of any individual or group paper will be punished with a grade of 0 on that paper, losing any possibility of remedial task.

To pass this subject, students must show a good general language competency.

FP parts	Supervision	Schedule	Hours	% Assessment	Due to	Feedback due to:
Presentation of general guidelines	Coordinator	Week 2. (1 st term)	1,5			
General design of the project: aims and justification	Supervisor	Week 6-8 (1 st term) From 14 to 25 of October	1.5			
General design of the project: literature review and methodology design		Week 13-14 (1 st term) From 2 to 13 of December	1.5	15%	20 de desembre	17 de gener
Project development		Week 3-4 (2 nd term) From 10 to 21 of February	1.5	30%	6 of March	20 of March
Findings		Week 11-12 (2 nd term) From 27 April to 8 th of May	1.5			
Final report				45%	29 de maig	12 de juny

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Development	30%	0	0	7, 5, 14, 3, 25, 24, 9, 11, 13, 21
Final report	45%	0	0	1, 7, 5, 20, 4, 25, 8, 9, 11, 12, 13, 10, 16, 17, 2
Oral exposition - only for FYP MH candidates	10%	0	0	6, 5, 23, 11, 13
Project desing	15%	0	0	6, 7, 15, 9, 11, 13, 16, 18, 19, 22, 26

Bibliography

Supervisors will offer students individual guidance on the most suitable bibliography for their chosen topics.

General references:

- Blanch, S., Pérez, E., i Silvente, J. (2018). *Com citar i referenciar en els textos acadèmics. Compilació basada en la normativa APA*. Recuperat de https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf
- Caro, M.T. (2015). [Guía de trabajos fin de grado en educación](#). Madrid: Pirámide.
- Ferrer, V., Carmona, M., i Soria, V. (Eds.) (2012). *El trabajo de fin de grado. Guía para estudiantes, docentes y agentes colaboradores*. Madrid: McGraw-Hill.
- Quivy, R., i Van Carnpenhoudt, L. (2005). *Manual de investigación en ciencias sociales*. Mexico DF: Limusa.
- Sánchez, A., Olmos Rueda, P., Torrado Fonseca, M., i García López, J. (2006). *Trabajos de fin de Grado y Postgrado*. Madrid: ALJIBE
- Sancho, J. (2014). [Com escriure i presentar el millor treball acadèmic: guia pràctica per a estudiants i professors](#). Vic: Eumo.
- Villar, J.J. (2010). *Cómo hacer un trabajo final de carrera para los estudios de grado: notas para estructurar de manera práctica el trabajo final de carrera y plan de marketing para los estudios de grado*. Barcelona: Astro Uno.