Degree Project

Code: 103546
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OB	4	0

Contact

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Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

Prerequisites

The end of degree project is a compulsory part of the 4th year, 2nd semester. To register this component it is necessary to have passed a minimum of two thirds of the total number of credits.

Objectives and Contextualisation

The end of degree project is a project orientated to develop a piece of research or an innovation in one of the professional fields of the social education. There is also the possibility to do a theoretical study on a relevant or transversal topic. In both cases, the end of degree should contain a theoretical framework and all the competencies and knowledge put into practise along the whole degree.

Skills

- Accompany people in their processes of growth and emancipation.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Analyse the organization and management of socio-educational institutions.
- Apply the socio-emotional skills needed to manage human relations.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Critically analyse personal work and use resources for professional development.
- Design and develop processes for citizen participation and socio-community action.
- Design evaluation plans and processes in accordance with different purposes, techniques and instruments, moments and perspectives of educational evaluation.
- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Develop processes to obtain, record, analyse and make decisions for educational action.
- Develop strategies for autonomous learning.
- Generate innovative and competitive proposals in research and professional activity.
- Guide and advise groups and individuals to establish educational challenges and itineraries.

- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Know and apply information collection, analysis, processing and evaluation processes, to improve professional practice itself and the foundation of professional action.
- Know different models and guidance strategies.
- Lead social and educational processes to create a good working environment, promote collaborative work, and open and equalitarian communication.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Manage social education institutions.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Respect the diversity and plurality of ideas, people and situations.
- Understand and become involved in institutional realities in order to integrate and develop professionally.
- Use information and knowledge from different sources and contexts (reports, articles, etc.) specific to the social sciences.

Learning outcomes

1. Accompany people at risk of exclusion in their process of growth and emancipation.
2. Acquire socio-emotional and communicative skills for working with people at risk of exclusion.
3. Acquire the main conceptual and epistemological references that make up the main theories of education.
4. Analyse general issues affecting the organization of educational institutions.
5. Analyse the characteristics of learning groups.
6. Analyse the impact of an assessment by verifying how needs have been met and specifying new educational demands.
7. Analyse the socio-emotional skills required for the development of a professional role in the context of intervention.
8. Apply counselling skills to a specific intervention group.
9. Apply ethical knowledge and transfer it to educational practice as educators and trainers at the service of social control or transformation.
10. Approach educational contexts through sources of philosophical and anthropological theories.
11. Approach educational reality through the application of techniques for obtaining primary data on educational activities, describe them ethnographically and analyse them critically.
12. Assess needs when founding training plans and programs.
13. Assessing the strengths and weaknesses of research (reports, articles) based on their sections.
14. Assessing the value of correction, adaptation and acceptability in oral and written productions.
15. Be coordinated and organised when producing work.
16. Become aware of the evolution of thinking, customs, beliefs and social and political movements to encourage the practice of critical social thought and promote educational activities aimed at the preparation of an active and democratic population.
17. Comprehensively and critically analyse research models and evaluate their contribution to improving the profession.
18. Contribute viable and plausible ideas and alternatives to conflictive or critical institutional situations.
19. "Critically analyse and incorporate the most relevant issues of today's society affecting education: multiculturalism and interculturalism; discrimination and social inclusion and sustainable development."
20. Deliver proposed activities on time and in the right way.
21. Demonstrate academic knowledge of different languages in use.
22. Demonstrate the necessary knowledge about didactics and the principles of programming and planning in Adult Education.
23. Demonstrating knowledge of socio-cultural diversities and the possibilities of an anthropological approach.

24. Demonstrating personal educational thinking based on the knowledge of the theoretical and historical references of education.
25. Describe, analyse and present ideas and proposals in the field of education policy and sociology of education, based on scientific pedagogical literature existing today.
26. Design actions to implement education for development.
27. Design and implement educational measures to prevent discriminatory attitudes and actions.
28. Design plans and programs that are adapted to the educational and training contexts in face-to-face and virtual form.
29. Design projects and actions adapted to the education environment and the recipients thereof.
30. Design quantitative and qualitative descriptive studies based on given problems or needs.
31. Design training plans for education workers in accordance with the context and situations.
32. Develop assays or expositions that reflect the creation of ones own independent and well informed thinking through different sources of knowledge.
33. Develop intervention skills in relation to different group techniques.
34. Develop learning assessment devices specifying all components (object, instruments, agents, moments).
35. Develop socio-emotional skills necessary for professional intervention.
36. Develop strategies to foster resilience processes.
37. Develop the capacity of systematic observation and analysis of the group process.
38. Discern the educational particularities of environments and subjects according to different variables (life cycle, sex, social group).
39. Drawing up a map of an area's socio-educational institutions.
40. Encourage independent learning as a facilitator of learning.
41. Establish systematic models between different organizational functions: planning, delegation, resource management, coordination, control and improvement.
42. Establish the methodological principles and basis of teaching and learning processes in adult education.
43. Evaluate policies and programs derived from the same concerning education for development.
44. Identify educational and care needs for people, groups or collectives by analysing situations and actions and establishing lines of intervention.
45. Identifying and analysing the most relevant episodes in the history of education and pedagogical thought.
46. Identifying, describing and analysing didactic models, strategies and curricular material on political culture and civic culture.
47. Identifying synergies between organisational processes and institutional management.
48. Identifying the methodological perspectives of the research analysed.
49. Identifying the socio-emotional skills involved in individual and group interactions, analysing and identifying the group dynamics, in order to implement strategies for revitalising groups, acquiring social skills in educational contexts and knowing how to work in teams with other professionals.
50. Know about the processes of interaction and communication to address field analysis through observational methodology using information technology, documentation and audiovisual material.
51. Know and identify the main developmental and personality disorders, their impact on development and educational implications.
52. Know and understand lifelong development.
53. Know the different models and guidance strategies applied to Social Education.
54. Know the elements that make up an organization.
55. Know the main philosophical and anthropological theories and their most important concepts.
56. Knowing how to defend ones own ideas without the use of evaluative elements.
57. Knowing how to defend or refute the assigning or use of philosophical and anthropological paradigms based on ones own interests and objects of educational interest.
58. Learn and master the different sources of disciplinary knowledge.
59. Linking the different socio-educational models and theories in various practices, educational and training actions encompassed within a given context.
60. Maintain an attitude of respect, practices and behaviors that address diversity and equality.
61. Maintaining a critical and independent relationship with regard to knowledge, values, and public and private social institutions, in order to be able to observe contexts of learning and coexistence systematically and know how to reflect on these.
62. Making philosophical-pedagogical proposals for improving the educational action.
63. Master different techniques for obtaining primary or secondary information.

64. Master the specific theories, tools and resources for managing schools.
65. Orally and in writing express their ideas and knowledge sufficient theoretical foundation and argumentative.
66. Organising the work in a structured way in terms of the demands.
67. Perform specific actions for institutional management through the processes of: Analysis, performance and improvement.
68. Planning and developing educational interventions with a variety of individuals and groups.
69. Prepare a training assessment plan specifying all of its components (object, instruments, agents, moments).
70. Produce evaluation reports.
71. Produce monitoring reports.
72. Produce reports based on results received
73. Produce social and educational reports in multidisciplinary contexts
74. Produce teaching materials and resources for specific groups of adults.
75. Promote coexistence, resolve discipline problems and contribute to peaceful conflict resolution.
76. Proposing improvements based on studies or published research.
77. Proposing strategies adapted to different mediation situations and requirements, appropriately developing strategies for mediation between individuals or groups in simulated situations and displaying social skills for understanding families and being understood by them.
78. Reflecting on and analysing the phenomena of the institutional environment in order to understand the key factors that participate in them and to intervene in order to improve them.
79. Self-analyse ones own professional performance as a social educator.
80. Understand and analyse the educational implications of learning theories and models.
81. Understand and apply effective and efficient innovative experiences to facilitate learning processes and knowledge construction among pupils.
82. Understand and develop critical thinking and reasoning to analyse the complexity of the challenges of social education.
83. Understand and respect diversity as a factor of educational enrichment.
84. Understand the different stages of the migration process to identify the different social and emotional needs arising from the process for each stage.
85. Understand the principles that contribute to cultural, personal and social training to acquire sensitivity toward them.
86. Understand the professional ethics of social education.
87. Understand the role, possibilities and limits of education in today's society and analyse and assess the impact of historical, cultural, political and environmental situations and proposals for education and training.
88. Understand the social and cognitive dimensions of written language, know about the different dynamics of orality to master the use of different expression techniques and adequately express oneself orally and in writing.
89. Understand the theoretical and legal references of educational institutions and demonstrate an understanding of the diversity of actions involved in their operations.
90. Understand the theoretical frameworks that enable sustainable development and responsible actions to assess individual and collective responsibility for achieving a sustainable future.
91. Using cooperative, interactive and autonomous learning techniques.
92. Using diverse and appropriate information sources.

Content

On the faculty webpage there is an explanation about the content and the instructions on how to develop the end of degree project:

http://www.uab.cat/servlet/Satellite/els-estudis/treball-fi-de-grau/presentacio-1339396420580.html

Methodology

The end of the degree project requires a high level of student autonomy. According to the faculty criteria, the student must do three compulsory tutorials with their tutor. The first one is to review and agree the work plan,

the second one is to hand in a report with the all the progress made and the third one is to prepare the final report. These tutorials could be in-group with all the students within the tutor group. It is possible to set other tutorials in case they are needed, or being in contact with the tutor through email.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Supervised			
Tutorials	5	0.2	
Type: Autonomous			
Autonomous work	145	5.8	2, 7, 84, 53, 35, 64, 41, 67

Evaluation

The evaluation criteria and the calendar are available on the faculty webpage

http://www.uab.cat/servlet/Satellite/els-estudis/treball-fi-de-grau/criteris-d-avaluacio-1339396420676.html

Depending on the type of end of the degree project (research, innovation or theoretical) the competences associated with each type of performance will be evaluated. The student must show that they have a transversal knowledge of the different courses taken along the degree and their level of competence achieved.

There will be continuous assessment throughout the development of the Project, taking into account both the process and the product. Total or partial plagiarism will automatically result in a fail in this module.

TFG must be written in Catalan except for those students of Grau de Primària en Anglès that must write it in English.

To pass this subject, students must show a good general communicative competence, both oral and writing, and should master the working languages included in the teaching guide.

Students should be able to express themselves fluently and accurately and show a high degree of understanding of academic texts. Any task can be handed back (without any assessment) or failed if the professor considers that it does not fulfill these requirements.

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. During the elaboration of a paper or the individual exam in class, if the professor considers that a student is trying to copy or s/he discovers any kind of non-authorized document or device, the students will get a grade of 0, without any chance to resit the exam.

For further general details, the so-called General assessment criteria and guidelines of the School of Educational Sciences passed by COA on 28th May 2015 and modified by Faculty Board on 6th April 2017.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Report	100%	0	0	1, 16, 3, 2, 17, 4, 19, 5, 7, 6, 9, 8, 18, 11, 10, 79, 43, 90, 85, 89, 80, 83, 87, 84, 53, 54, 50, 81, 52, 82, 58, 51, 86, 55, 15, 22, 21, 88, 25, 35, 32, 36, 33, 37, 12, 38, 26, 30, 27, 31, 28, 29, 63, 64, 34, 69, 72, 70, 71, 73, 74, 42, 41, 40, 67, 75, 46, 45, 49, 48, 47, 44, 20, 60, 61, 23, 24, 66, 68, 77, 76, 62, 39, 78, 56, 57, 65, 92, 91, 14, 13, 59

Bibliography

There are some recommended readings on the end of degree project:

Ferrer, V.; Carmona, M:; Soria, V. (2012) El Trabajo de Fin de Grado. Guía para estudiantes, docentes y agentes colaboradores. Madrid: McGraw Hill.

It is recommended to review other manuals on how to write academic reports, such as:

Clanchy, J. y Ballard, B. (1992). Cómo se hace un trabajo académico. Guía práctica para estudiantes universitarios. Zaragoza: Prensas Universitarias de Zaragoza.

Puig, I. (1999) Com fer un treball escrit. Barcelona: Octaedro.

Rigo, A.; Genescà, G. (2000) Tesis i treballs. Aspectes formals. Vic: Eumo Editoria