UAB
Universitat Autònoma de Barcelona

Degree Project

Code: 102018
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	4	A

Contact

Name: Silvia Blanch Gelabert

Email: Silvia.Blanch@uab.cat

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 Final Year Project, as its name indicates, is the final module in the degree programme; therefore, students are advised to enrol in this module only when they are certain they will complete their studies in the year of enrolment.

For further information and to view all the documentation related to this module, please click on this link:

http://www.uab.cat/servlet/Satellite/els-estudis/treball-fi-de-grau-1339396419172.html

Objectives and Contextualisation

The Final Year Project (FYP) involves undertaking a research project or producing innovative work in a professional area related to the Degree in Early Childhood Education.

FYPs may be developed in various formats -students may decide to complete research or present a proposal for innovation contextualised in the educational setting where they completed their work placements, or they may choose a different context. Alternatively, students may choose to produce an in-depth analysis of, or a report on, a specific or general topic. Therefore, two work alternatives are envisaged: a project linked to work placement completed by the students (whether on their 4th year or other) or a project without any direct link to work placement.

Skills

- Accept that the exercise of the teaching function must be refined and adapted lifelong to scientific, educational and social changes.
- Critically analyse personal work and use resources for professional development.
- Demonstrate an understanding of the role, possibilities and limits of education in today's society and core competencies that affect infant schools and their professionals.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education

- Demonstrate knowledge of the evolution of the fundamentals of early care and the bases and developments that make it possible to understand the psychological processes of learning and personality construction in early childhood.
- Demonstrating knowledge of the evolution of non-verbal communication and language in early childhood, knowing how to identify possible dysfunctions and ensuring their proper development.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.
- Develop strategies for autonomous learning.
- Generate innovative and competitive proposals in research and professional activity.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Respect the diversity and plurality of ideas, people and situations.

Learning outcomes

1. Adjust one's educational proposals to the maturation of children for whom they are intended.
2. Deliver proposed activities on time and in the right way.
3. Demonstrate sufficient knowledge of the Catalan language to level C2 of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment.
4. Design an appropriate educational sequence for an innovation project.
5. Designing the educational sequence in accordance with the mandatory curriculum for Infant Education.
6. Discuss different points of view in a reasoned and documentary manner and know how to find connections and commonalities.
7. Integrating various ideas, proposals and theoretical, procedural and axiological alternatives into the discourse.
8. Justifying the need and relevance of permanent training for the active teacher.
9. Learn autonomously.
10. Make the final presentation of the practicum, synthesizing the main ideas and experiences and adjusting them to the given time in ones mother tongue.
11. Reflecting this attitude in their design and in their execution.
12. Self-assess ones teaching intervention.
13. Structure work in an organized manner in relation to demands.

Content

FYP contents will depend on the topic chosen. The tutor will offer students guidance on the specific contents that are most suited to their chosen topic.

In consultation with 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

Supervisors will offer students strategic advice and guidance throughout the duration of the FYP.

Students will conduct their FYP autonomously.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Supervised			
Supervised	10	0.4	12, 6, 10, 7
Type: Autonomous			
Autonomous	140	5.6	1, 12, 4, 13, 5, 7, 11

Evaluation

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 Catan except for those students of Grau de Primària en Anglès that must write it in English. In website Faculty more details can be found.

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 fulfil these requirements.

Take into consideration that, in the case of the Catalan language, in 1st and 2nd grade students are required to have a linguistic competence equivalent to Level 1 for Pre-school and Primary Education Teachers; and from 3 grade on students must have proved a linguistic competence equivalent to Level 2 for Pre-school and Primary Education Teachers (more information on these levels at)

http://www.uab.cat/web/els-estudis/-competencia-linguistica-1345698914384.html

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-authorised document or device, the students will get a grade of 0, without any chance to take a make-up exam.

For further generaldetails, the so-called General assessment criteria and guidelines ofthe 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
Final project	60%	0	0	1, 12, 6, 4, 13, 5, 7, 8, 11
Working plan, assignments, project o some chapters, among others, during de process.	40%	0	0	9, 12, 3, 6, 10, 7, 2

Bibliography

Supervisors will offer students individual guidance on the most suitable bibliography for their chosen topics but we recommend some publications such as:

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 gradoguía para estudiantes, docentes y agentes colaboradores. Madrid: McGraw-Hill.

Quivy, R.; van Carnpenhoudt, L. (2005). Manual de investigación en ciencias sociales. Mexico DF: Limusa.

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 esctructurar de manera práctica el trabajo final de carrera y plan de marketing para los estudios de grado. Barcelona: Astro Uno.