

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: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

The Final Year Project, as the 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 Primary 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

- 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.
- Generate innovative and competitive proposals in research and in professional activity.
- 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.
- Understand models of quality improvement with application to schools.

Learning outcomes

1. Conceive innovation as part of professional development and continuing education.
2. Critically analyse and evaluate teaching and learning situations from the perspective of the inclusive school.
3. Critically analyse the educational reality observed in order to propose improvements from an innovative perspective.
4. Describe and explain the facts and situations related to observed and experienced teaching and learning. Interpret, compare and argue based on ones own criteria.
5. 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.
6. Develop strategies for autonomous learning.
7. Discuss different points of view in a reasoned and documentary manner and know how to find connections and commonalities.
8. Permanently learn and think critically as teachers, making use of shared research-action processes to improve and innovate in teaching.
9. Understand models of quality improvement with application to schools.

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:

- 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.
- 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: Directed			
Tutorials	7.5	0.3	
Type: Autonomous			
Autonomous job	142.5	5.7	8, 1, 9, 5

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 Catalan 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 3rd 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-authorized document or device, the students will get a grade of 0, without any chance to take a make-up 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
Informe Tutor/a	100%	0	0	3, 2, 8, 1, 9, 4, 6, 7, 5

Bibliography

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