

Bachelor's Degree Final Project

Code: 102018
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	4	A

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 (FYP) 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.

For further details about requirements and specific dates, please visit the faculty of education web site.

To enroll TFG it is required to have achieved at least two thirds of the total ECTS of the whole programme.

Objectives and Contextualisation

The FYP involves undertaking a research project or producing innovative work in a professional area related to the specific area of knowledge student is enrolled in. FYPs may be developed in various forms according to student's preference and interest. As such, students may decide to complete a research project or to propose an innovation or educational intervention (Service Learning Projects are a possibility) in a specific educational setting (this could also be at the school's placement) or they may choose a different context in the broad field of education. In addition, students may choose to realize an in-depth theoretical inquiry on a specific or general topic linked to their area of knowledge.

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 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

A minimum of three tutorials are recommended throughout the course. The tutorials are face-to-face except for those students who are realizing their placements abroad, as long as the tutor authorizes it.

TFG must be written in Catalan language, except for those students enrolled in Teacher education programme in English, in which use of English is mandatory. Please visit the Faculty of education web site for further details regarding the format of the project format.

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 a continuous assessment throughout the development of the Project, taking into account both the process and the product.

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

All teachers must prepare an assessment report and submit to student through the specific TFG Moodle space (

The dates of submission and TFG oral presentation for the 18/19 course are:

Submission through the Moodle: June 7 / 3 september

Oral presentation for MH qualification: June 21 / 9 september

Lecturers/ supervisor assess the FYP and mark it with a maximum grade of 9 out of 10. If the lecturer /supervisor considers that FYP fulfill the criteria for Excellence, than they have to inform the head of their department who is incharged to communicate this to the Dean. The students eligible for excellence have to present their FYP to a referee commission that decide the final mark. Please visit the web page for details about the process or consult with your supervisor.

FYP submitted in the September call will only be eligible for Excellence if there are vacant places after June session.

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

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.

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.