

Bachelor's Degree Final Project

Code: 102018
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	4	A

Contact

Name: Lurdes Martínez Mínguez
Email: Lurdes.Martinez@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 RiD 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 RID module it is required to have achieved at least two thirds of the total ECTS of the whole programme.

Objectives and Contextualisation

Bachelor's Degree Final Project (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 RID, the topic of analysis and the methods employed. The RID is an individual project and student and supervision has to jointly agree the working plan.

Competences

- 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 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.
- 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. Design an appropriate educational sequence for an innovation project.
4. Designing the educational sequence in accordance with the mandatory curriculum for Infant Education.
5. Discuss different points of view in a reasoned and documentary manner and know how to find connections and commonalities.
6. Integrating various ideas, proposals and theoretical, procedural and axiological alternatives into the discourse.
7. Justifying the need and relevance of permanent training for the active teacher.
8. Make the final presentation of the practicum, synthesizing the main ideas and experiences and adjusting them to the given time in ones mother tongue.
9. Reflecting this attitude in their design and in their execution.
10. Self-assess ones teaching intervention.
11. Structure work in an organized manner in relation to demands.

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.

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 guidelines 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.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Supervised			

Tutorials	6	0.24	1, 10, 5, 11, 4, 6, 2
Type: Autonomous			
Autonomous	144	5.76	1, 10, 3, 11, 4, 6, 9

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 be 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		Week 13-14 (1 st term)	1.5	15%	20 de desembre	17 de gener

and methodology design	From 2 to 13 of December				
Project development	Week 3-4 (2nd 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
Final report	45%	0	0	10, 5, 3, 11, 6, 7, 2, 9
General design of the project: aims and justification	15%	0	0	5, 11, 6
Presentation of general guidelines / General design of the project: aims and justification / Findings	0%	0	0	1, 5, 11, 4, 6, 2, 9
Project development	30%	0	0	10, 11, 8, 2

Bibliography

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

General references:

1. 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
2. Caro, M.T. (2015). *Guía de trabajos fin de grado en educación*. Madrid: Pirámide.
3. 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.
4. Quivy, R., i Van Carnpenhoudt, L. (2005). *Manual de investigación en ciencias sociales*. Mexico DF: Limusa.
5. Sánchez, A., Olmos Rueda, P., Torrado Fonseca, M., i García López, J. (2006). *Trabajos de fin de Grado y Postgrado*. Madrid: ALJIBE

6. Sancho, J. (2014). Com escriure i presentar el millor treball acadèmic: guia pràctica per a estudiants i professors. Vic: Eumo.
7. 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.