

Bachelor's Degree Final Project

Code: 103546
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OB	4	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: J. Reinaldo Martinez Fernandez
Email: JoseReinaldo.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 Bachelor's Degree final project (FP) 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 FP module it is required to have achieved at least two thirds of the total ECTS of the whole programme.

Objectives and Contextualisation

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 FP, the topic of analysis and the methods employed. The FP is an individual project and student and supervision has to jointly agree the working plan.

Competences

- 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.
- 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.
- 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.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.

- Respect the diversity and plurality of ideas, people and situations.
- Use information and knowledge from different sources and contexts (reports, articles, etc.) specific to the social sciences.

Learning Outcomes

1. Acquire the main conceptual and epistemological references that make up the main theories of education.
2. Approach educational reality through the application of techniques for obtaining primary data on educational activities, describe them ethnographically and analyse them critically.
3. Assessing the strengths and weaknesses of research (reports, articles) based on their sections.
4. Assessing the value of correction, adaptation and acceptability in oral and written productions.
5. Be coordinated and organised when producing work.
6. Comprehensively and critically analyse research models and evaluate their contribution to improving the profession.
7. Deliver proposed activities on time and in the right way.
8. Demonstrating personal educational thinking based on the knowledge of the theoretical and historical references of education.
9. Design projects and actions adapted to the education environment and the recipients thereof.
10. Design quantitative and qualitative descriptive studies based on given problems or needs.
11. Develop essays or expositions that reflect the creation of ones own independent and well informed thinking through different sources of knowledge.
12. Discern the educational particularities of environments and subjects according to different variables (life cycle, sex, social group).
13. Identifying the methodological perspectives of the research analysed.
14. Knowing how to defend ones own ideas without the use of evaluative elements.
15. 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.
16. Learn and master the different sources of disciplinary knowledge.
17. Making philosophical-pedagogical proposals for improving the educational action.
18. Master different techniques for obtaining primary or secondary information.
19. Orally and in writing express their ideas and knowledge sufficient theoretical foundation and argumentative.
20. Organising the work in a structured way in terms of the demands.
21. Produce reports based on results received
22. Proposing improvements based on studies or published research.
23. Using diverse and appropriate information sources.

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 guideline 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.

Report structure and content.

The format and requirements for each option, will be detailed with the supervisor during the first meeting.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Supervised			
Tutorials	6	0.24	1, 6, 2, 16, 5, 11, 12, 10, 9, 18, 21, 13, 7, 8, 20, 22, 17, 14, 19, 23, 3
Type: Autonomous			
Autonomous work	144	5.76	

Assessment

The assessment consists in 3 different assessment evidences:

1. Evidence 1: general project design. Will be delivered on December 18th and represents 15% of final mark. Extraordinary exam (13/nov).
2. Evidence 2: Project development- to be delivered by March 5th and represents 35% of final mark. Extraordinary exam (9/dec).
3. Evidence 3. Final report: to be delivered by Jun 4th and represents 50% of final mark. Extraordinary exam (22/jan).

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.

To obtain MH, students need to have a mark equal to or greater than 8,5.

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.

MH COMMISSION:

Els tribunals es realitzaran en horari de matí.

Oral presentation for MH qualification will be:

- Exam of February: 15 to 18
- Exam of June: between June 28th and July, 2.

- Exam of September: 9

The number of MH will be determined according to the number of people that appear. To do this, at least 5% of those enrolled in the course.

The FP has to be presented in A0 poster format, which students have to present in 15 minutes, followed by comments and questions.

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)	1.5			
General design of the project: literature review and methodology design		Week 13-14 (1 st term)	1.5	15%	December, 18	January, 15
Project development		Week 3-4 (2 nd term)	1.5	35%	March, 5	March, 19
Findings		Week 11-12 (2 nd term)	1.5			
Final report				50%	Juny, 4	Juny, 15

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Development	35%	0	0	6, 2, 16, 5, 11, 10, 9, 18, 21, 13, 7, 20, 14, 15, 19, 23, 4, 3
Final report	50%	0	0	6, 5, 11, 12, 21, 7, 8, 20, 22, 17, 14, 15, 19, 23, 4, 3
Project desing	15%	0	0	1, 16, 5, 11, 10, 9, 7, 20, 17, 23, 3

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.