UAB

Universitat Autònoma de Barcelona

2021/2022

Bachelor's Degree Final Project

Code: 101628
ECTS Credits: 12

Degree	Type	Year	Semester
2500261 Education Studies	OB	4	0

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

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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 areadvised to enroll in this module only when they are certain they will complete their studies during the year ofenrolment.

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 Final Year Project (FYP) must be a project oriented to the development of a basic research or an innovation that is developed in the professional area to the specific area of knowledge student is enrolled. In any case, it must have all the sections of a research work and must serve to emerge the skills and knowledge associated with the degree that has been completed.
The FYP is carried out autonomous, based on a topic agreed with the teaching staff that will supervise its completion.
The final document of the FYP must be different and individual for each student, therefore, it will not be possible to accept works that present any section that is equal to the other work presented. This, however, does not prevent sharing knowledge between students and being part of the research together.

Competences

- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Design plans, programs, projects, activities and resources adapted to the education and training contexts, in the face-to-face and virtual forms.
- Foster improvement process on the basis of the results of research or needs assessment processes.
- Generate innovative and competitive proposals in research and professional activity.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.
- Manage information related to the professional environment for decision-making and reporting.

Learning Outcomes

1. Acquire the main conceptual and epistemological references that make up the main theories of education.
2. Analyse the current educational reality by properly applying the philosophical and anthropological concepts.
3. Assessing the value of correction, adaptation and acceptability in oral and written productions.
4. Design plans and programs that are adapted to the educational and training contexts in face-to-face and virtual form.
5. Design projects and actions adapted to the education environment and the recipients thereof.
6. Design quantitative and qualitative descriptive studies based on given problems or needs.
7. Produce an innovation plan for educational institutions.
8. Properly formulate research problems and hypotheses in real or simulated contexts.
9. Selecting the strategies and procedures for change according to the context.
10. Understand the characteristics and conditions that make up educational proposals in contexts of diversity.
11. Understand the theoretical and legal references of educational institutions and demonstrate an understanding of the diversity of actions involved in their operations.
12. Writing reports about the socio-educational context in an area based on the data obtained from this area.

Content

The FYP offers a wide range of topics related to the different areas of degree.

Methodology

The FP subject does not include class teaching. The MOODLE CLASSROOM and the TFE space that are enabled through the UAB's VIRTUAL CAMPUS are used for the exchange of information between the coordination team, tutors and students. In addition, these vitual spaces will be used for the delivery of the different assignments required throughout the course. Therefore, it is essential to consult the information in these spaces periodically, as well as the email associated with the enrolment in the subject, to ensure that all the necessary information is received for the completing the FP.

Students will be able to select the topic of their FP from those offered in strict order of their grade point average, within the time period established at the beginning of the course.

The teaching/learning methodology is divided into supervision sessions, autonomous work and evaluation activities. The supervised activity includes two different types of tutorials that can be done in group or individually: compulsory tutorials and extension tutorials. Up to 16 hours of compulsory tutorials are required, at 4 different moments. Students may also request up to 8 hours of extension tutorials which will be agreed upon with the tutor. The first mandatory tutorial (it is recommended that it be in a group) must be done in person. The remaining tutorials (compulsory and extension) can be done in person (preferably) or virtually. In any case, the format of the tutorials must be agreed upon by students and tutors during the first mandatory face-to-face tutorial. Face-to-face tutorials will be conditioned by the evolution of the pandemic. In the case of students in mobility programs, all tutorials can be carried out virtually.

The development of the FYP is a continuous process with 3 different phases: an initial one in which the project is defined (with an approximate workload of 25 hours), a development phase (with an approximately workload of 75 hours) and a closing phase that includes the presentation of the final report (with an approximate workload of 50 hours).

The FP process will begin with a plenary session in which general aspects will be explained, and in which a roundtable will be held with students from the previous year.

Once the designation of topic has been definitively published, tutors must call students to the first of the face-to-face tutorials relating to the initial phase of the FP.

The rest of the compulsory tutorials - which must not exceed 8 hours - and the extension tutorials - up to a maximum of 4 additional hours - will be scheduled by mutual agreement. Two compulsory tutorials must be held (one on the topic and objectives, and another on the project design) before the first submission of the presentation of the work plan and/or project. The third mandatory tutorial must be held before the second submission and deal with the development of the project. The fourth mandatory tutorial will be about the methodology and results, and it must be held before the final FYP submission.

During this process, students must submit, on the dates set out in the table below, the 3 documents that are detailed in the evaluation section. All submissions will be made through the TFE space, and the third (final) submission must also be uploaded to the MOODLE CLASSROOM for the FYP.

ORIENTATION AND FYP TYPES

There are two different types of FP: the professional option and the research option (which can be basic research on a topic or in-depth research on a theoretical concept). Regardless of the option chosen, the format of the FP can be agreed on by tutor and student (report format or research article format).

Whichever format is chosen, the FP must be written in CATALAN.

The FP must include a references section and citations within the text according to APA rules. APA rules can be consulted at: https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

A) Professional Option

An intervention/innovation project in a given context. This option allows for four types of FP:

- Intervention FP. A proposal for educational or socioeducational action in a specific context. This can be materialised in a) a diagnostic study, b) the design and implementation of a project in the professional field, c) the evaluation of an existing project (it is necessary that the project is being implemented).
- Creation and innovation FP. A proposal aimed at designing, creating or developing educational and/or socioeducational products or services in a specific context.
- Entrepreneurial FP. Developing a proposal for entrepreneurship (traditional or social) in the educational or socioeducational field.
- Service-learning FP. A project with real application in an institution, requiring close collaboration with that institution. (More information at: *Més que un TFG!*)

In the case of FPs which are based in the same school or institution where work placements are being carried out, students will be able to draw on the analysis of the context and other data gathered as part of their placement; but in NO CASE may they copy the content from one assignment to another. That is, the placement report and the FP must be completely different or will be considered as self-plagiarism, leading to failing the FP.

B) Research Option

- Empirical research FP. An analytical project including a theoretical framework, a working hypothesis or objectives and an empirical section with results, discussion and conclusions. This modality should include basic research methodologies and techniques (search for, selection and use of tools to capture information, aswell as for analysis and interpretation).
- Systematic research review FP. A theoretical project that involves a theoretical, critical or comparative analysis as a basis for the in-depth presentation and argumentation of a topic. This modality should include a broad literature review on the subject matter and an explicit discussion in relation to the theoretical framework and state-of-the-art.

STRUCTURE OF THE FINAL PROJECT (third submission)

Regardless of the FP option chosen, the third submission, which corresponds to the final version of the FP, can be presented in two different formats:

1) REPORT FORMAT

This format must meet the following requirements:

- Max. length of 70,000 characters (including spaces). This does not include the references or annexes.
- The cover page must include:

-University

-Name of the author

-FP title

-Date and sitting of the submission

-Degree

-Tutor's name and Department.

After the cover page, you must include the index of the FP including page numbers. In addition, an abstract in Catalan, Spanish and English must be included.

2) SCIENTIFIC ARTICLE FORMAT

Students choosing to present the FP in this format must emulate the structure and presentation of an article published in a scientific or professional journal. The following are generic guidelines:

- The maximum length is 30,000 characters (including spaces).

- 7-8 line abstract in Catalan and translation into English.

- A list of 5-8 keywords.

- Reference list and in-text citations following APA format.

- Structure: introduction, context, theoretical framework, methodology or proposal plan, results, discussion, conclusions/final assessment.

- Schemes, tables, charts, photos and/or audio-visual recordings may be included at the end of the article.

- The cover page must include:

- University
- Name of the author
- FP title
- Date and sitting of the submission
- Deegree
- Tutor's name and Department.

If the tutor considers it feasible, the student may be encouraged to publish the article in a scientific journal in the area of study. The tutor must help the student in adapting the article to the criteria of rigor and presentation of the chosen journal. The intellectual property of the FP will belong to the author of the FP. In any case, it is understood that the tutor has also contributed to the preparation of the study, and of the article, so consent from author and tutor is needed for publication. The tutor may appear as co-author in second place.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes

Type: Supervised			
Tutorials	10	0.4	1, 2, 11, 10, 6, 4, 5, 7, 8, 9, 3
Type: Autonomous			
Autonomous Work	290	11.6	1, 2, 11, 10, 6, 4, 5, 7, 8, 9, 3

Assessment

The FYP Pedagogy degree evaluation arises from two differentiated activities:

- Project Report.
- Project Presentation.

The report is evaluated by the tutor at three different times:

1. Approach of the project. A document that is delivered on November 12 (February Evaluation) or December 17 (June and September Evaluation) and that represents 15% of the qualification in the work report.
2. Development of the work. A document that is delivered on December 10 (February Evaluation) or March 4 (June and September Evaluation) and that represents 30% of the final qualification of the work report.
3. Final report. A document that is delivered on January 21 (February Evaluation), June 3 (June Evaluation) or September 2 (September Evaluation) and that represents 55% of the final qualification of the work report.

These three deliveries are mandatory and not recoverable. If a student does not provide any evidence, the qualification of this will be 0. These documents must be delivered through the enabled spaces by the coordination of Pedagogy degree in the virtual classroom within the established deadlines. The tutor's feed-back must also be sent through this space according the dates showed in table (evaluation).

Both the characteristics of the three documents and the rubrics of their evaluation will be published in the virtual classroom.

On the other hand, the TFG is evaluated by a group of three teachers of the Pedagogy Degree with the following procedure:

1. The presentations will take place on 14-17 February (February Evaluation), June 27-July 1 (June Evaluation) and 6-8 September (September Evaluation).
2. The schedule of the presentations will be from 9:00 a.m. to 2:00 p.m.
3. The presentation of the TFG will take approximately 10 minutes. Teachers will ask the questions or considerations they deem convenient.
4. To evaluate the TFG, teachers have a rubric that will be published in the virtual classroom.
5. All students must be in each of the presentations where he or she presents their work.

The final grade of the TFG is the result of the evaluation of the tutor and the professors of the presentation in the percentages assigned to each activity.

In the event that a plagiarism percentage of more than 20% is detected, the FYP qualification will be 0. Although students can work on the same subject, the final report document must be completely individual. In accordance with the regulations of the UAB, the execution of other measures can be applied.

To be able to present the work in September it is necessary that the students request the change in the established period. Otherwise, the qualification that will appear in June will be a NOT Evaluable and there will be no possibility to present the work in September.

The evaluation of February is possible when the required conditions are met.

The following table shows the calendar of deliveries, tutorials and activities related to the FYP of the Degree in Pedagogy as regards the preparation of the FYP report.

Moments	Responsible	Timing	Hours	% Assessment	Delivery date	Feed-back date
FYP Presentation	Coordinator	We 2. (1st Sem)	1,5			
Topics and goals	Tutor	We. 6-8 (1st Sem)	1,5			
Start of the project.		We. 13-14 (1st Sem)	1,5	15%	12/11/2021 (February Evaluation)	11/19/2021
					17/12/2021 (June Evaluation)	01/14/2022
Development		We 3-4 (2nd Sem)	1,5	30%	10/12/2021 (February Evaluation)	12/17/2021
					04/03/2022 (June Evaluation)	03/18/2022
Methods and results		We 11-12 (2nd Sem)	1,5			
Final report FYP				55%	21/01/2022 (February Evaluation)	01/30/2022
					03/06/2022 (June Evaluation)	06/17/2022
					02/09/2022 (September Evaluation)	09/05/2022

Once the students submit to each of the calls (February, June, September), the coordination will make public in the communication spaces (website of the Faculty and virtual classroom) the relationship of presentations with the assignment of the students to each of them.

Each of the activities (project raport and project presentation) must be qualified with a minimum rating of 5. If one of the activities is lower than 5, this will be the final qualification of FYP.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Project Presentation	40%	0	0	8
Project Raport	60%	0	0	1, 2, 11, 10, 6, 4, 5, 7, 8, 12, 9, 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.

More information in DDD wher the bets FYP are published.

Software

No specific software is used for the development of this subject.