

**Bachelor's Degree Final Project**

Code: 102047  
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary 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

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## Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Prerequisites

The Bachelor's Degree Final Project (FP) 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 during the year of enrolment.

In order to enrol in the FP module, students need to have completed at least two thirds of the total ECTS of the whole degree programme.

## Objectives and Contextualisation

The Bachelor's Degree Final Project (FP) is aimed at developing a basic level research project or an innovation carried out in the professional field of the degree programme. In either case, the TFG must comply with the requirements of a research project, and it must allow the skills and knowledge associated with the degree that has been completed to be activated and developed.

The FP is mostly carried out autonomously and is based on a topic agreed on with the tutor supervising the student.

The written FP document must be different and individual for each student. Work including sections that are the same as another submitted FP cannot be accepted. This does not prevent students from sharing theoretical-conceptual knowledge and doing part of the research together.

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt an ethical attitude and behaviour and act in accordance with the deontological principles of the profession.
- Analyse and recognise ones own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Appreciate individual and collective responsibility in the achievement of a sustainable future.

- Assume the educating dimension of the teachers role and foster democratic education for an active population.
- Collaborate in the different sectors of the educational community and of the social setting.
- Critically analyse personal work and use resources for professional development.
- 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 the functions of tutoring and guidance of pupils and their families, attending to the pupils own needs. Understand that a teachers functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Learning about forms of collaboration with the different sectors of the educational community and the environment.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take part and be implicated in the acts, meetings and events at the institution to which one belongs.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand models of quality improvement with application to schools.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Adopt an ethical attitude and behaviour in accordance with the deontological principles of the profession.
2. Analyse a situation and identify its points for improvement.
3. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Be able to work with colleagues who are on placements at the same centre and/ or with the same tutor in different shared activities.
6. Collaborate with school professionals in order to extract relevant information from innovative projects analysed.
7. Conceive innovation as part of professional development and continuing education.
8. Critically analyse personal work and use resources for professional development.
9. Demonstrate respect for individual and social awareness and responsibility regarding the world around us.
10. 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.
11. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
12. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
13. Evaluate the evolution of one's strengths, potentialities and weaknesses throughout the time spent at the school, to understand how these can influence teaching and consider the practical elements that have influenced this evolution.

14. Express critical and objective arguments with respect to the functions and tasks performed by social institutions.
15. Identify situations in which a change or improvement is needed.
16. Identifying experiences involving collaboration between sectors of the educational community and the social environment.
17. Maintain an attitude of respect for the environment (natural, social, cultural) to promote sustainable values, behaviour and practices that respect gender equality, equity and respect for human rights.
18. Participating in the preparation, development and regulation of the everyday classroom tasks and making suggestions for their improvement.
19. Permanently learn and think critically as teachers, making use of shared research-action processes to improve and innovate in teaching.
20. Planning and carrying out activities that promote active citizenship in students.
21. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
22. Selecting the key information for making proposals for improvements in primary education centres.
23. Share specific knowledge with other professionals to ensure a better product or solution.
24. Show interest in understanding and comprehending the functions and tasks performed by social institutions.
25. Understand models of quality improvement with application to schools.
26. Using ICTs and CLTs in the development and production of practical work and in the design of didactic proposals.

## **Content**

The FP covers a wide range of topics related to the different fields of knowledge that are part of the degree program.

## **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 virtual 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 8 hours of compulsory tutorials are required, at 4 different moments. Students may also request up to 4 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 FP 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 FP 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 FP.

### ORIENTATION AND FP 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, except for students taking the degree in English, who must write their FP in ENGLISH.

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](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, as well as for analysis and interpretation).
- 1. 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 chose, the third submission, which corresponds with 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) (20/25 pages approx.). This does not include the references or annexes.
- The cover page must include:
  - The name of the Universitat Autònoma de Barcelona and the degree program
  - Name of the author
  - FP title
  - Date and sitting of the submission
  - 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) (approximately 10-12 A4 pages).

- 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:
  - The name of the Universitat Autònoma de Barcelona and the degree program
  - Name of the author
  - FP title
  - Date and sitting of the submission
  - 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: Directed			
Tutorials	6	0.24	19, 12, 7, 24, 14, 20
Type: Autonomous			

## Assessment

The evaluation of the FP will be based on three submissions:

- Evidence 1: *General project plan*. This document will be delivered on November 12 (for those who opt for the February sitting) or on December 17 (for those who opt for the June or September sitting). It represents 15% of the final grade. Maximum score 1.5.
- Evidence 2: *Development*. This document will be delivered on December 10 (to qualify for the February sitting) or March 4 (to qualify for the June or September sitting). It represents 35% of the final grade. Maximum score: 3.5.
- Evidence 3: *Final Report*. This document, which must follow the structure of the chosen FP format, will be delivered on January 21 (for those who opt for the February sitting), on June 3 (if the June sitting is chosen) or on September 2 (September sitting). It represents 50% of the final grade. Maximum score: 5.

After the feedback on Evidence 3, and in case the HONORS is awarded, the author will make a final submission that will be published in the DDD.

Only students who obtain a grade of 9 or higher from their tutor and who are selected for presenting their work before a jury may be awarded HONORS by the jury.

The submission of the 3 Evidences is obligatory and they ARE NOT RE-ASSESSABLE. If a student does not deliver an Evidence, the grade for that submission will be 0.

The documents (Evidence 1 to 3) must be submitted through the system provided by the degree coordination on the established dates.

Feedback from tutors must also be sent through the system provided, within a maximum of 15 days after the date of submission of the Evidence. This deadline is based on the ordinary sitting in June.

Evaluation rubrics and any other information of interest will be published in the MOODLE CLASSROOM and TFE.

In the event that a % plagiarism greater than 20% is detected, the FP grade will be 0. Thus, although students can work on the same topic, the final report must be unpublished and completely individual. In accordance with UAB regulations, other penalty measures may be considered.

To be able to present the FP in the September sitting, students must request a change of sitting at *Gestió acadèmica*, during the period established for this. Otherwise, the grade that will be awarded in the June call will be NOT EVALUATED and there will be no chance of sitting in September.

### JURIES FOR AWARDING GRADES OF EXCELLENT / HONORS

The juries will be held in the morning or afternoon depending on the class group.

February sitting: the week of February 14 to 17.

June sitting: the week of June 27 to July 1.

September sitting: September 8.

The number of MH that will be awarded in the February, June and September sittings will be based on the number of students who present, as long as they represent at least 5% of the students enrolled in the subject.

The oral presentation of the FP must be a maximum of 10 minutes. During this time, students are expected to explain their work with the support of a poster (A0 size), in digital format. The members of the jury will then ask

the questions they deem relevant, and the student will have a maximum of 10 minutes to respond. The jury appointed, for the evaluation of the oral presentation, will only evaluate the presentation and defense of the FP, in no case will reference be made to the written document.

Since the presentations and defenses of the TFG are of a public nature, in addition to the jury and the candidates, family members, friends, as well as other professors and students, may attend. All attendees must respect the schedules and procedures of the FP defense. Students are obliged to attend the entire all presentations in the slot assigned to them.

Moments	Person in charge	Period	Hours	% Evaluation max.	Due date	Feedback
Presentation of FP	Coordinator	Week 2 (1st semester)	1.5			
Topic and aims (tutorial)	Tutor	Week 6-8 (1st semester)	1.5			
General project plan (tutorial)	Tutor	Week 13-14 (1st semester)	1.5	15%	17 December	14 January
Development (tutorial)	Tutor	Week 3-4 (2nd semester)	1.5	35%	4 March	18 March
Methodology and results (tutorial)	Tutor	Week 11-12 (2nd semester)	1.5			
Final FP submission				50%	3 June 2 September	17 June 5 September

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Development	35%	0	0	3, 4, 2, 12, 6, 23, 25, 24, 15, 20, 21
Final report	50%	0	0	1, 3, 4, 2, 19, 7, 25, 9, 11, 10, 14, 16, 15, 21, 5
General project plan	15%	0	0	8, 3, 4, 2, 13, 14, 15, 17, 18, 21, 22, 26

## Bibliography

The bibliography will depend on the topic you want to study. Your tutor will guide you on the specific bibliography according to the subject matter. At a general level the following readings are recommended:

Blanch, S., Pérez, E., & Silvente, J. (2018). *Com citar i referenciar en els textos acadèmics. Compilació basada en la normativa APA*. Available at [https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa\\_a2016.pdf](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., & Soria, V. (Eds.) (2012). *El trabajo de fin de grado. Guía para estudiantes, docentes y agentes colaboradores*. Madrid: McGraw-Hill.

Quivy, R., & Van Campenhoudt, L. (2005). *Manual de investigación en ciencias sociales*. Mexico DF: Limusa.

Sánchez, A., Olmos Rueda, P., Torrado Fonseca, M., & 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.

You can also consult the DDD, which FP with HONORS are published.

## **Software**

Specific programs will depend on the research methods used.

TFE and MOODLE CLASSROOM