

Bachelor's Degree Final Project

Code: 101628
ECTS Credits: 12

Degree	Type	Year	Semester
2500261 Education Studies	OB	4	0

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.

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 in Pedagogy.

The FYP is carried out autonomously, 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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Manage information related to the professional environment for decision-making and reporting.

- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Acquire the main conceptual and epistemological references that make up the main theories of education.
2. Analyse a situation and identify its points for improvement.
3. Analyse the current educational reality by properly applying the philosophical and anthropological concepts.
4. Assessing the value of correction, adaptation and acceptability in oral and written productions.
5. Communicate using language that is not sexist or discriminatory.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Design plans and programs that are adapted to the educational and training contexts in face-to-face and virtual form.
8. Design projects and actions adapted to the education environment and the recipients thereof.
9. Explain the explicit or implicit code of practice of one's own area of knowledge.
10. Identify situations in which a change or improvement is needed.
11. Properly formulate research problems and hypotheses in real or simulated contexts.
12. Propose new methods or well-founded alternative solutions.
13. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
14. Propose viable projects and actions to boost social, economic and environmental benefits.
15. Propose ways to evaluate projects and actions for improving sustainability.
16. Selecting the strategies and procedures for change according to the context.
17. Understand the characteristics and conditions that make up educational proposals in contexts of diversity.
18. Understand the theoretical and legal references of educational institutions and demonstrate an understanding of the diversity of actions involved in their operations.
19. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
20. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
21. 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 the degree.

Methodology

The FYP subject does not include class teaching. That is why the virtual classroom enabled through the Virtual Campus is the space for the exchange of information between the coordination team, the tutor figure and the students, as well as the space where the different evidence requested throughout the course. It is essential, therefore, that students consult the virtual classroom periodically, as well as the e-mail address associated with it, to ensure that they receive all the information necessary to monitor it properly.

Students will be able to select the topic of their FYP 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 compulsory tutorial sessions 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. Compulsory tutorials are face-to-face. The first mandatory tutoring is recommended to be group. Students in mobility programs can take virtually any tutorial.

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 FYP process will begin with a plenary session where the general aspects of the elaboration of the TFG will be explained.

The process requires:

- A 1st. Compulsory tutorial on Topics and Objectives, before November 3st., convened by the tutor figure once the subject assignments have been definitively published. During this tutorial, the rest of the compulsory tutorials will be scheduled by mutual agreement - which should not exceed 16 hours of dedication - and the extension tutorials - which should not exceed 8 hours.
- A 2nd. Compulsory tutorial on the approach of the project before the 1st delivery.
- A 3rd. compulsory tutoring on Development before the 2nd delivery.
- A 4th. and last compulsory tutorial on Methodology and Results before the last delivery (Final report of the FYP).

During this process, students must submit the 3 evaluation evidences (which are detailed in the Evaluation section) on the established dates. All deliveries will be made through the enabled virtual space.

ORIENTATION AND FYP TYPES

There are two different types of FYP: 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 FYP can be agreed on by tutor and student (report format or research article format).

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

The FYP 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 FYP. 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 FYP. A proposal aimed at designing, creating or developing educational and/or socioeducational products or services in a specific context.
- Entrepreneurial FYP. Developing a proposal for entrepreneurship (traditional or social) in the educational or socioeducational field.
- Service-learning FYP. A project with real application in an institution, requiring close collaboration with that institution. (More information at: [Més que un TFG!](#)). This option only supports annual FYPs (excluding February call).

In the case of FYPs 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 FYP must be completely different or will be considered as self-plagiarism, leading to failing the FYP.

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).
- 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:

-Autonomous University of Barcelona

-Name of the author

-FYP title

-Date and sitting of the submission

-Degree

-Tutor's name and Department.

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

2) SCIENTIFIC ARTICLE FORMAT

Students choosing to present the FYP 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:
 - Autonomous University of Barcelona
 - Name of the author
 - FYP title
 - Date and sitting of the submission
 - Degree

- Tutor's name and Department.

In the event that the tutor figure saw this as feasible, students may be encouraged to publish the article in a journal. The tutor figure should therefore help students in adapting the article to the criteria of rigor and presentation of the chosen journal. The intellectual property of the TFG will belong to the author of the work. In the event that it is disclosed, the consent of both the author and the guardian figure will be required, who must be listed as a co-author in the second term.

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			
Plenary session	2	0.08	5, 7, 8, 13, 14
Type: Supervised			
Tutorials	14	0.56	1, 6, 3, 2, 18, 17, 5, 7, 8, 9, 11, 10, 20, 15, 12, 13, 14, 16, 19, 4
Type: Autonomous			
Autonomous Work	284	11.36	1, 6, 3, 2, 18, 17, 7, 8, 11, 10, 20, 15, 12, 13, 14, 21, 16, 19, 4

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 11 (February Evaluation) or December 16 (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 9 (February Evaluation) or March 3 (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 20 (February Evaluation), June 2 (June Evaluation) or September 1 (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 space within the established deadlines. Feedback from the tutor figure must also be sent through this space no later than 15 days after the closing date of the delivery in the ordinary call.

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

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

1. The presentations will take place on.

February call: throughout the week of 13 to 16 February.

June call: throughout the week from 26 to 30 June.

September call: September 6.

3. The schedule of the presentations will be from 9:00 a.m. to 2:00 p.m.
4. The presentation of the TFG before the court will take place in a maximum of 10 minutes. The court will ask any questions or considerations it deems appropriate.
5. In order to evaluate the TFG, the court has a rubric that will be made public in the enabled virtual space.
6. Students are required and required to attend the entire TFG presentation act of the court they have been assigned.
7. Since the defenses are public, in addition to the court and the students summoned, other people who wish may attend as a public, as long as they respect the schedules and procedures of the defense of the TFG.

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. Each of the activities (project report 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.

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%	11/11/2022 (February Evaluation)	18/11/2022
					16/12/2022 (June Evaluation)	13/01/2023
Development		We 3-4 (2nd Sem)	1,5	30%	09/12/2022 (February Evaluation)	16/12/2022

				03/03/2023 (June Evaluation)	17/06/2023
Methods and results	We 11-12 (2nd Sem)	1,5			
Final report FYP		55%		20/01/2023 (February Evaluation)	29/01/2023
				02/06/2023 (June Evaluation)	16/06/2023
				01/09/2023 (September Evaluation)	04/09/2023

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 space) the relationship of presentations with the assignment of the students to each of them.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Project Presentation	40%	0	0	6, 5, 9, 11, 15, 13, 14, 19
Project Report	60%	0	0	1, 6, 3, 2, 18, 17, 5, 7, 8, 11, 10, 20, 15, 12, 13, 14, 21, 16, 4

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

None specific software is used for developing this subject.