

Bachelor's Degree Final Project

Code: 102018
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	4	A

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 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 Final Degree Project (FYP) is a project aimed at developing basic research or innovation that is developed in the professional field of the degree. In any case, the TFG must have all the sections of a research project and must serve to emerge the skills and knowledge associated with the degree that the student has taken.

The FYP is carried out through a mostly autonomous activity, based on a theme agreed with the teachers who will be responsible for supervising its implementation.

The final FYP document must be different and individualized for each student, therefore it will not be possible to accept works that present any section that is equal to that of another work presented. This, however, does not prevent students from sharing knowledge and being part of the research together.

Competences

- Accept that the exercise of the teaching function must be refined and adapted lifelong to scientific, educational and social changes.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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. Adjust one's educational proposals to the maturation of children for whom they are intended.
2. Designing the educational sequence in accordance with the mandatory curriculum for Infant Education.
3. Justifying the need and relevance of permanent training for the active teacher.
4. Propose new methods or well-founded alternative solutions.
5. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
6. 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.
7. Propose projects and actions that incorporate the gender perspective.
8. Propose viable projects and actions to boost social, economic and environmental benefits.
9. Reflecting this attitude in their design and in their execution.
10. Self-assess one's teaching intervention.

Content

The FYP offers a wide range of topics related to the different areas of knowledge of the Early Childhood Education Degree.

Methodology

The FP subject does not include class teaching. The MOODLE CLASSROOM that is 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, during the process. Students may also request up to 4 hours of extension tutorials which will be agreed upon with the tutor. The first mandatory tutorial is recommended that it be in a group. All tutorials must be done in person. 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

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 VIRTUAL CLASSROOM.

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.

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, 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) (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			
Introduction session	2	0.08	4, 6
Type: Supervised			
Tutorials	6	0.24	1, 10, 2
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 11 (for those who opt for the February sitting) or on December 16 (for those who opt for the June or September sitting). It represents 15% of the final grade.
- Evidence 2: *Development*. This document will be delivered on December 9 (to qualify for the February sitting) or March 3 (to qualify for the June or September sitting). It represents 35% of the final grade.
- Evidence 3: *Final Report*. This document, which must follow the structure of the chosen FP format, will be delivered on January 20 (for those who opt for the February sitting), on June 2 (if the June sitting is chosen) or on September 1 (September sitting). It represents 50% of the final grade.

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 VIRTUAL CLASSROOM.

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 finalreport 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 Junecall will be NOT EVALUATED and there will be no chance of sitting in September.

JURIES FOR AWARDING GRADES OF EXCELLENT / HONORS

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

February sitting: the week of February 13 to 16.

June sitting: the week of June 26 TO 30.

September sitting: September 6.

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.

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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) From 2 to 13 of December	1.5	15%	16th december	13Th january
Project development		Week 3-4 (2nd term) From 10 to 21 of February	1.5	35%	3rd March	17th March
Findings		Week 11-12 (2 nd term) From 27 April to 8 th of May				
Final report				50%	2nd june 1st september	17th june 4th september

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Development	35%	0	0	1, 2, 9

Final report	50%	0	0	10, 3, 9
Presentation of the work plan and / or project	15%	0	0	10, 4, 5, 6, 7, 8

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*](#). MadFP: Pirámide.
3. Ferrer, V., Carmona, M., i Soria, V. (Eds.) (2012). *El trabajo de fin de grado. Guía para estudiantes, docentes y agentes colaboradores*. MadFP: 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*. MadFP: 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.

Software

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