

Bachelor's Degree Final Project

Code: 103546
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OB	4	A

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

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 (Social Education).

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.
- 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 processes to obtain, record, analyse and make decisions for educational action.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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. Analyse a situation and identify points for improvement.
3. Approach educational reality through the application of techniques for obtaining primary data on educational activities, describe them ethnographically and analyse them critically.
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. Comprehensively and critically analyse research models and evaluate their contribution to improving the profession.
7. Critically analyse the principles, values and procedures that govern the exercise of the profession.
8. Design projects and actions adapted to the education environment and the recipients thereof.
9. Discern the educational particularities of environments and subjects according to different variables (life cycle, sex, social group).
10. Explain the explicit or implicit code of practice of one's own area of knowledge.
11. Identify situations in which a change or improvement is needed.
12. Knowing how to defend or refute the assigning or use of philosophical and anthropological paradigms based on one's own interests and objects of educational interest.
13. Learn and master the different sources of disciplinary knowledge.
14. Making philosophical-pedagogical proposals for improving the educational action.
15. Produce reports based on results received
16. Propose new experience-based methods or alternative solutions.
17. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
18. 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.
19. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

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

Methodology

The virtual classroom enabled is the TFE Platform (<https://tfe.uab.cat>), it is the space for the exchange of information between the coordination team, the tutor and the students, as well as the space where the different evidences that are requested throughout the course are handed in. Therefore, it is essential to consult this space periodically, as well as the email address associated with it to ensure that all the necessary information is received for the proper development and monitoring of the TFG.

Students will be able to select the subject of the TFG from those available in strict order of the average mark on their academic transcript during the period established at the beginning of the course.

The working methodology is divided into supervised sessions, autonomous work and assessment activities. The supervised activity contains two different forms of seminars that can be group or individual: compulsory seminars and extension seminars. There are 4 compulsory seminars spread over the different phases of the process. The compulsory seminars are face-to-face. The first compulsory seminar is recommended to be a group seminar. In the case of students on mobility programmes, all seminars can be taken virtually. Students may also request up to 4 hours of extension seminars, which will be mutually agreed with the tutor. In view of the autonomous nature of the work, no more than 4 hours of extension seminars may be taken without a justification for diversity.

The preparation of the TFG is planned as a continuous process in 3 different phases: a starting phase in which the work is specified and proposed (with an approximate workload of 25 hours), a development phase (with approximately 75 hours of work), and a final and closing phase that includes the presentation of the final report (with an approximate workload of 50 hours). The TFG process will begin with a plenary session in which the general aspects of the preparation of the TFG will be explained.

As part of the process, the following must be carried out:

- A first compulsory seminar on topics and types of work and the process and follow-up to be agreed between the tutor and the student. This seminar will be convened by the tutor once the assignments have been definitively published. After this seminar, the rest of the compulsory seminars - which must not exceed 8 hours of dedication - and the extension seminars, up to a maximum of 4 additional hours, will be scheduled by mutual agreement.
- A second compulsory seminar on at least two of the first sections of the script. This seminar can be held before or after the first delivery, depending on the needs of the work. The date of the second seminar must be fixed in the first seminar.
- A third compulsory seminar on the progress of the project, consistent with the sections of the script and the agreements established between the tutor and the student. This seminar must be completed before the second delivery.
- A fourth and last compulsory seminar on the progress of the project, where all the sections are worked on, before the last delivery (final report of the TFG).

The seminars, lasting up to 90 minutes, are designed as a space for discussion, resolution of doubts and proposals to advance the project. It is recommended that students present the working document prior to the seminar with the progress and doubts so that the tutor can prepare the meeting.

During this process, students must compulsorily hand in the 3 evaluation evidences (detailed in the evaluation section). All deliveries will be made in the virtual space provided.

ORIENTATION AND TYPOLOGY OF THE THFG

You can choose between two different types of dissertation: the professional option and the research option (which can be basic research on a topic or an in-depth study of a theoretical concept). Regardless of the option chosen, the form of presentation of the dissertation (report or research article format) can be agreed with the tutor.

Regardless of the format chosen, the dissertation must be written in CATALAN.

All papers must include a reference section (cited in the text according to APA guidelines). The APA guidelines can be consulted at: https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

A) PROFESSIONAL OPTION: Formulation of an intervention/innovation project in a particular socio-educational context. This TFG modality allows four types of work to be considered:

- Intervention TFG. This consists of developing a proposal for educational or socio-educational action in a specific context. This modality can take the form of: a) the diagnostic study of a reality, b) the design and implementation of a project in a professional field, c) the evaluation of an existing project (it is necessary that the project is being implemented).
- TFG on creation and innovation. It consists of developing a proposal aimed at the creation, elaboration, design of educational and/or socio-educational products or services in a specific context.
- TFG on entrepreneurship. It consists of developing a proposal for entrepreneurship (traditional or social) in the educational or socio-educational field.
- Service Learning TFG (ApS). This modality consists of carrying out a work of real application in an entity, and requires close coordination with that entity to develop the project. In addition to the supervision of the academic tutor (more information at: [Més que un TFG!](#)). This modality admits only annual TFGs.

In the case of TFG projects that are contextualised in the same centre or institution where the placement is carried out, students may benefit from the analysis of the context and other data; but in NO CASE can both reports be written with the same content. In other words, the internship report and the TFG cannot be the same in any of their sections. This type of duplicated material will be considered as self-plagiarism, and therefore will mean a fail in the TFG.

B) RESEARCH OPTION:

- TFG empirical research proposal. This consists of an analysis work proposal that will include a theoretical framework, a working hypothesis or objectives, an empirical part with its results, discussion and conclusions. This modality must include basic research methodologies and techniques (search, selection and use of tools to capture information, as well as for the analysis and interpretation of the same).
- In-depth TFG based on a systematic bibliographical review. This consists of a study of theoretical foundations (essay or monograph) that involves a theoretical, critical or comparative analysis as a basis for an in-depth presentation or argument on a subject. This modality must include an extensive bibliographical review of the subject to be dealt with and an explicit discussion of the theoretical frameworks and available knowledge.

STRUCTURE OF THE FINAL REPORT OR MEMORANDUM OF THE TFG (3rd assessment evidence)

Regardless of the TFG option chosen, the 3rd assessment evidence, which corresponds to the final report of the TFG, can be presented in two different formats:

1.- MEMORY FORMAT

The person submitting the dissertation in this format must follow the following formal aspects:

- Maximum length of approximately 70,000 characters (spaces included) (20/25 pages approximately). This does not include the section on bibliographical references and annexes, which should be presented separately with any additional information required.
- The cover page should include:
 - The name of the Universitat Autònoma de Barcelona and the degree taken.
 - Author's name.
 - Title of the TFG.

- Date and call for submission,
- Name and Department to which the tutor is attached.

After the title page, the table of contents of the dissertation must be included, which must correspond to the pagination of the dissertation. In addition, a summary in Catalan, Spanish and English must be included.

2.- SCIENTIFIC ARTICLE FORMAT

The student who chooses to submit the dissertation in this format must follow a presentation policy similar to the requirements for submission to a scientific or popular journal. In this sense, the aim is to simulate that the student submits the text for publication. Therefore, the following generic guidelines are proposed:

The maximum length should be around 30,000 characters including spaces (approximately 10-12 DINAA4 pages).

- Abstract of 7 or 8 lines in Catalan and the translation of the abstract into English.
- A list of 5 to a maximum of 8 keywords.
- Bibliographical references section, cited in the text and according to APA standards.
- Outline: introduction, definition of the context, theoretical approach, presentation of the proposed methodology or planning, results obtained, discussion, conclusions and final evaluations.
- At the end of the text, diagrams, tables, graphs, photographs, and/or video or audio recordings can be attached to make the content of the article more comprehensible.
- The cover page should include:

- The name of the Universitat Autònoma de Barcelona and the degree taken.
- Author's name and e-mail address.
- Title of the TFG.
- Date and call for submission.
- Name and Department to which the tutor is attached.

If the tutor considers it feasible, the student may be encouraged to publish the article in a scientific journal in the field. The tutor must help the student to adapt the article to the criteria of rigour and presentation of the chosen journal. The intellectual property of the TFG will belong to the author of the TFG. In any case, it is understood that the tutor has also contributed to the preparation of the study and of the article, so that in the event that dissemination is required, the consent of the author and of the tutor will be necessary. The tutor will be listed as a second co-author.

Students must take courses on tools and resources for academic work, for better management of the bibliography and preparation of the theoretical framework of their Final Degree Project (the Humanities Library offers a range of virtual courses <https://www.uab.cat/web/que-oferim/cursos-de-formacio-1345708785493.html>). As a minimum, students must take the activity "Eines i recursos per realitzar el teu treball acadèmic", offered by the Humanities Library. The course certificate must be handed in with the final submission of the TFG.

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			

General introduction class	2	0.08	7, 6, 5, 15
Type: Supervised			
Tutorials	6	0.24	1, 7, 6, 2, 3, 5, 13, 9, 8, 15, 14, 12
Type: Autonomous			
Autonomous work	142	5.68	1, 7, 6, 2, 3, 5, 13, 9, 8, 15, 10, 11, 19, 16, 17, 14, 12, 18, 4

Assessment

This subject does not provide for a single assessment system.

The evaluation of the TFG will be based on 3 evidences:

- Evidence 1: Project approach. Qualitative assessment. The 1st evidence of evaluation is the document where the project to be developed in the TFG is planned, understanding that it is a proposal that will evolve throughout the course. Depending on the type of TFG to be carried out, the sections to be included will be considered from among the first ones indicated in the script: Statement of the problem or need, objectives, contextualisation, theoretical basis, design/proposal/methodology. In the first seminar, the tutor will agree with the students the sections to be included in each of the deliverables. In the virtual space you will find the rubric to be used for the evaluation. The deadline for submission is 13 November (February session) and 8 January (June and September sessions).
 - Evidence 2: Development. Qualitative evaluation. In this second evaluation evidence, a document must be submitted explaining the development of the project based on what has been proposed in the first evidence and taking into account the indications made in the evaluation of the previous evidence as well as in the seminars. In this second document, progress in the work corresponding to the sections of the script agreed between the tutor and the students must be demonstrated. The rubric to be used in the assessment can be found in the virtual space. The deadline for submission is 11 December (February) and between 19 February and 22 April (June and September).
- Evidence 3. Final Report (Numerical grade from 0 to 10). This 3rd and last evidence is the final report or complete TFG report where all the sections of the TFG script must be included. It must be written in CATALAN. Remember that if plagiarism is detected or if there are problems in the mastery of communicative competence (spelling mistakes, syntactic errors, etc.) the work will be suspended. The rubric to be used for the evaluation can be found in the virtual space. The deadline is 22 January (February), 3 June (June) and 2 September (September).

Evidence submissions are mandatory and ARE NOT RE-EVALUABLE.

If a student does not hand in any evidence, either of the approach or of the development or the quality of the work is very poor, this will have an impact on the grade for the final submission, in the criteria for monitoring the TFG. In addition, if the student does not hand in any of the evidences on the established date, he/she will not be able to do it later on.

The documents must be submitted through the space provided by the degree coordination office on the dates established between the student and the tutor.

The tutor's feedback must also be sent through the space provided for this purpose, within a maximum of 15 days after the date of submission of the evidence. These times are considered for the ordinary call in June. A qualitative assessment rubric with the defined criteria is available for the first two submissions. For the final assessment there is a rubric for each type of TFG, which will result in a numerical mark from 0 to 10. The tutor will have to include feedback comments to all submissions. Both the characteristics of the documents and the assessment rubrics will be published in the virtual space.

In the event that a plagiarism rate of more than 20% is detected, the grade for the TFG will be 0 points. Thus, although students may work on the same topic, the final report must be unpublished and completely individual. In accordance with UAB regulations, the implementation of other measures such as the opening of an academic disciplinary file will be considered.

In order to be able to present the TFG in the September call, the interested party must request the change of call in Academic Management, during the period established for this purpose. Otherwise, the grade that will appear in the June call will be a NOT EVALUATED and the student will not have a call in September.

EXCELLENT / HONOURABLE COURTS

Only those who obtain a grade of 9 or higher from the tutor and can justify that the TFG can be presented in front of an examining board, and aspire to the MH, can access the MH.

The tribunals will be held on the following dates:

February convocation: during the week of 12-15 February.

June session: during the week of 25-28 June.

September convocation: 5 September.

The number of MHs to be awarded to the February, June or September call will depend on the number of students applying for each call, provided that they represent at least 5% of the number of people enrolled.

The presentation of the TFG should be a maximum of 10 minutes. During this time, students are expected to explain their work using a poster in digital format for presentation. The appointed panel will then ask any questions it considers relevant and the student will have a maximum of 10 minutes to respond to the questions posed. For the evaluation of the oral presentation, the panel will only evaluate the presentation and defence of the TFG, in no case will reference be made to the written document.

Given that the presentations and defences of the TFG are of a public nature, in addition to the examining board and the students invited to attend, any other person who wishes to do so may also attend. In public presentations, all those attending must respect the timetables and procedures for the defence of the dissertation. Students are obliged to attend the entire presentation of the TFG of their assigned examining board.

If the student does not pass the TFG, he/she will have to re-enrol again, as there is no recovery option.

Assessment Activities

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

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

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 Carnpenhoudt, 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

NO SPECIFIC MATERIAL OR PROGRAMM