

**COURSE DATA****Data Subject**

<b>Code</b>	33743
<b>Name</b>	Degree final project
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	8.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	4	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1307 - Degree in Pedagogy	87 - Degree Final project in Pedagogy	End Labour Studies

**Coordination**

<b>Name</b>	<b>Department</b>
CHISVERT TARAZONA, MARIA JOSE	100 - Education and School Management
CHIVA SANCHÍS, INMACULADA	270 - Research Methodology, Educational Diagnosis and Assessment

**SUMMARY**

Final Project Work is the culmination of the learning process of students along the Degree. Necessarily it must be drawn in the fourth year, annually and on an individual basis. It possible to check, with global extent, if the skills and competencies have been acquired and they enable students to exercise the profession. The design, development and presentation of results will be tutored by teachers of the Degree.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

To have passed 150 credits of the degree

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1307 - Degree in Pedagogy

- Be able to conduct educational research in different contexts.
- Understand the theoretical references that constitute the human being as an active player in education.
- Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Apply and coordinate educational programmes and methodologies for personal, social and professional development.
- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Know the principles and fundamentals of attention to diversity in education and implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.
- Support and collaborate in teaching activities in different socio-educational contexts.
- Know and understand the current educational and training systems in the international context.
- Know and interpret the historical processes of education and training systems, institutions and organisations.
- Design training plans for teachers, trainers and other professionals that are suited to new situations, needs and contexts.
- Design programmes, projects and innovative proposals for training and for developing educational resources in work, family and institutional contexts, in both face-to-face and virtual environments.
- Develop strategies and techniques to promote participation and lifelong learning.



- Be able to evaluate educational policies, institutions and systems.
- Be able to evaluate educational and training resources.
- Be able to evaluate the teaching-learning processes and the educational agents.
- Organise and manage schools and educational institutions, services and resources.
- Develop quality management models and processes for education and training.
- Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.
- Be able to advise on the pedagogical use and curricular integration of teaching media.
- Be able to analyse, design and evaluate the ICT applications associated with educational and training processes.
- Skills in analysis and synthesis.
- Capacidad de comunicación en una lengua extranjera.
- Capacidad de resolución de problemas y toma de decisiones.
- Capacidad para reconocer y valorar los procesos afectivos.
- Gestión de la calidad.
- Conocer y analizar las políticas educativas, su desarrollo legislativo y su incidencia en las reformas socioeducativas.
- Elaborar instrumentos para la recogida y análisis de información educativa.
- Facilitar y gestionar la cooperación en los procesos educativos y profesionales.
- Supervisar y evaluar planes, programas, proyectos y centros.
- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- Capacidad de trabajar en equipos multi e interdisciplinarios.
- Capacidad para integrarse y comunicarse con expertos de otras áreas y en distintos contextos.
- Reconocimiento y respeto a la diversidad y fomento de la interculturalidad.
- Compromiso con la identidad, desarrollo y ética profesional.
- Diagnosticar necesidades, situaciones complejas y posibilidades de las personas para fundamentar las acciones educativas.
- Develop the capacity for organisation and planning.
- Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.
- Capacidad de gestión de la información.
- Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.
- Capacidad de aprendizaje autónomo a lo largo de la vida.



- Capacidad de adaptación a situaciones nuevas.
- Desarrollo de la innovación y la creatividad en la práctica profesional.
- Capacidad crítica y autocrítica.
- Iniciativa y espíritu emprendedor.
- Compromiso ético activo con los derechos humanos y la sostenibilidad.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

- Apply knowledge acquired in the different subjects of the Degree of Education, proving to be able to strictly define and limit a topic, problem or area of study.
- Ask questions reasoned and argued in a topic, problem or area of study given to them by the very construction of knowledge.
- Collect, analyze and interpret information to generate a conclusion or proposal within a topic, problem or area of study, supported by argument or reasoning consistent.
- Basing a systematic and critical an issue, problem or area of study, incorporating theoretical and available knowledge and judgments that include reflection.
- Become aware of the importance of reflection as an engine of change in teaching and learning processes and key element in the task of the pedagogue.
- Acquiring personal commitments and responsibilities, attending tutorials and seminars raised and implementing work habits during their implementation.
- Using Information Technology and Communication as a tool and resource support for tasks associated with the performance of work to grade, as well as in written and oral presentation of it.
- Develop a written text that meets quality standards and academic conventions within own area of study and to collect systematically the approach, process and outcome of final project work
- Transmit knowledge and skills acquired, presenting a rigorous and convincing work, written and oral.

## DESCRIPTION OF CONTENTS

### 1. 1- Review papers and research literature related to the degree

### 2. 2-Experimental or professional application related to the degree

**3. 3- Work in coordination with the external practices of the degree****WORKLOAD**

ACTIVITY	Hours	% To be attended
Graduation project		100
Attendance at events and external activities	6,00	0
Study and independent work	37,50	0
Readings supplementary material	20,00	0
Preparation of evaluation activities	37,50	0
Development of a final project	99,00	0
<b>TOTAL</b>	<b>200,00</b>	

**TEACHING METHODOLOGY**

To carry out various learning activities involving the development of a GFR, will be held different methodological strategies:

- Tutorials with the tutor assigned to design and follow the development of the Final Project Work
- Student work oriented to design of Final Project Work, development of tools, data collection, data analysis, interpretation of results, support readings
- Assistance and support seminars on the topic of the TFG and seminars sharing of results
- Exhibition techniques and participatory analysis, synthesis and evaluative reflection of the activity

**EVALUATION**

Evaluation of Final Project shall be based on written work, oral presentation and defense, interest and involvement and student self-assessment. The overall grade will be assigned based on the numerical scale of 0 to 10, with expression of a decimal, which is added the corresponding qualitative rating. The president of the Commission's Final Project and the secretary will sign the minutes of qualifications.

Defending the Final Project will be made publicly and in person before a court and shall consist of a presentation and question and debate. In the exhibition, the student should outline the objectives, methodology, content and conclusions of the Final Project in within twenty minutes. We will briefly turn to ratings, comments, or questions by the court.

For proper assessment of the Final Project work, according to the skills that students must achieve in this subject is given below criteria which may be considered by the evaluation committee:



**Regarding the quality of work:**

- a. The update and completeness of the theory and literature review.
- b. The adequacy of the design process and research / development for the final goal targeted by the TFG.
- c. The adequacy of the information gathering and originality in analysis and interpretation of it.
- d. The integration in the synthesis of the results in relation to existing theory and previous research and / or other authors consulted.
- e. Reflections and / or proposals for prospective and / or continued the theme.

**Regarding the report of the Final Project, as a communication, it shall be taken into account:**

- f. Formal adaptation of the report (structure and presentation, to which must contain a properly indexed paged).
- g. The writing, so that is understandable to the reader.
- h. The appropriateness, clarity and communicative value of work performed (tables, charts, graphs, arguments ...).
- i. Typographical neatness and spelling.
- j. The adequacy of the citation form.
- k. The association of the citations in the text regarding the bibliography (or references) contained in the Report.
- l. The extension.

**Regarding the oral presentation of Final Project, it will be considered:**

- m. Quality of Exposure: structure, fluency, oral expression.
- n. Using multimedia to support the presentation (if applicable).
- o. Accuracy in responses to questions from the Evaluation Commission.

In each academic year students will be entitled to two acts of submission and assessment of Final Project Work.

## REFERENCES

### Basic

- American, Psychological y Association. (2001). Publication Manual of the American Psychological Association: Fifth Edition. Washington DC: APA.
- Ander-Egg, E. (1995). Técnicas en Investigación Social. Buenos Aires: Lumen.
- Eco, U. (2001). Cómo se hace una tesis. Barcelona: Gedisa.
- Fernández Cano, A. (2000). Impacto de la Investigación Educativa como un Indicador de Impacto de



la Calidad. En D. González, E. Hidalgo y J. Gutiérrez (Eds.), Innovación en la Escuela y Mejora de la Calidad Educativa (pp. 157-164). Granada: Grupo Editorial Universidad.

Fernández Prado, J. S. y Rojas, A. J. (1998). El Informe de Investigación. En A. J. Rojas, J. S. Fernández Prado y C. Pérez (Eds.), Investigar mediante encuestas. Fundamentos teóricos y aspectos prácticos (pp. 179-198). Madrid: Síntesis.

Krathwohl, D. R. (1998). Methods of Educational and Social Science Research: An Integrated Approach. White Plains, N.Y.: Longman.

Scott, D. (2000). Reading Educational Research and Policy. Londres: Routledge Falmer.

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

**English version is not available**