



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1414401 **Name:** Bachelor's Thesis

Credits: 12,00 **ECTS Year:** 4 **Semester:** 2

Module: Internship and Final Degree Project

Subject Matter: Internship and Final Degree Project **Type:** Final Degree Project

Department: General Didactics, Theory of Education and Technological Innovation

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

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Module organization

Internship and Final Degree Project

Subject Matter	ECTS	Subject	ECTS	Year/semester
Practicum	38,00	Practicum I	5,00	1/2
		Practicum II	6,00	2/2
		Practicum III	6,00	3/2
		Practicum IV	21,00	4/1
Internship and Final Degree Project	12,00	Bachelor's Thesis	12,00	4/2

Recommended knowledge

None

Prerequisites

El trabajo Fin de Grado tendrá 12 ECTS. Deberá realizarse en la fase final del Plan de estudios y estará orientado a la evaluación de competencias asociadas al título. La defensa pública del mismo no podrá realizarse hasta haber superado el 85% del total de créditos del Grado.

El alumno debe estar en posesión del nivel de competencia lingüística B1, antes de proceder a la lectura del Trabajo Final de Grado.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student develops and analyzes an educational topic in depth using various sources of information.
- R2 The student integrates in a written work the competences of the curriculum acquired during his degree studies.
- R3 The student elaborates a written work with an adequate structure, a correct writing and respecting the established citation and bibliography norms.
- R4 The student links theory with practice through an educational proposal.
- R5 The student exposes and defends his/her work with the clarity, coherence and precision required of an undergraduate student.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.				X
CB2	That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.				X
CB3	That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.				X
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X
CB5	That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.				X

GENERAL		Weighting			
		1	2	3	4
G7	To know the educational implications of information and communication technologies and, in particular, of television in early childhood.				X
G9	To know the organization of early childhood education schools and the diversity of actions that comprise their operation. To recognize that the practice of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life.				X



G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.				X
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SPECIFIC		Weighting			
		1	2	3	4
E75	To analyze the results obtained in the teaching-learning processes in order to reflect on them and on one's own knowledge, skills, attitudes and actions in relation to the teaching profession.				X
E76	To design and conduct educational research projects using appropriate resources and methodology.				X
E77	To communicate experiences and reflections on the intervention in the educational center in the academic forums established for this purpose.				X
E78	To know how to publicly defend the final degree project, both the analysis of the relationship between the subjects studied, as well as the proposals for improvement on the aspects worked on during the degree studies.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	60,00%	Submission of the final degree project
R5	30,00%	Presentation and oral defence of the final degree project
R1, R2, R3, R4	10,00%	Attendance and performance of practical activities related to the dissertation.

Observations

To pass the TFG it is necessary to obtain a grade equal to or higher than 5 in the written work by the evaluation panel. If not, the work will be assessed as FAIL and the different assessment instruments will not be averaged.

The faculty is conducting an in-depth revision of the Final Degree Dissertation Format.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M5 WORK AT SEMINARS



M8 INDIVIDUAL TUTORING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M5, M8	R1, R2, R3, R4	25,00	1,00
Presentation in plenary. Application of interdisciplinary knowledge M5	R5	1,00	0,04
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M8	R1, R2, R3, R4, R5	15,00	0,60
TOTAL		41,00	1,64

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M5, M8	R1, R2, R3, R4	259,00	10,36
TOTAL		259,00	10,36



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Block 1: Starting the dissertation	<ol style="list-style-type: none">1. Introduction2. Director and student roles3. Academic work4. Starting point. Purpose of the TFG5. Connection with external internships6. Choice of topic7. Searching for and collecting documentary material8. Tips for organising the material
Block 2: Structure of the TFG	<ol style="list-style-type: none">1. First steps in the preparation of the dissertation2. Structure of the TFG: summary and key words, justification / introduction, theoretical framework, objectives, methodology, development: the proposal, conclusions, references, annexes.3. Order and planning4. Examples
Block 3. Documentation	<ol style="list-style-type: none">1. Continuing with the TFG2. Sources of information3. Plagiarism or copying4. APA Standards: Citation of sources, tables and figures5. List of bibliographical references6. Automatic reference manager: Mendeley7. Annex I: Summary of APA Standards
Block 4: Writing and formatting	<ol style="list-style-type: none">1. Format of written work2. Getting started with word for academic work3. Adding title page and title page4. Page or section breaks5. Title styles6. Images and tables7. Reference manager Mendeley and Word



Block 5: Defence

1. Phase prior to the defence of the dissertation
2. The presentation of the dissertation
3. Design of the presentation
4. The oral presentation
5. The defence protocol

Temporary organization of learning:

Block of content	Number of sessions	Hours
Block 1: Starting the dissertation	2,00	4,00
Block 2: Structure of the TFG	2,50	5,00
Block 3. Documentation	3,00	6,00
Block 4: Writing and formatting	3,00	6,00
Block 5: Defence	2,00	4,00



References

American Psychological Association (2019). Publication Manual of the American Psychological Association. (7^a ed.). American Psychological Association.

Carr, W. y Kemmis, S (1988). Teoría crítica de la enseñanza. La investigación-acción en la formación del profesorado. Barcelona.

Martínez-Roca. Clemente Linuesa, M. (2007). La complejidad de las relaciones teoría-práctica en Educación Social. Teoría de la educación, revista interuniversitaria, 19, 25-46.

Elliot, J. (1990). La investigación-acción en educación. Madrid. Morata.

Fernández Gutierrez, A.M. (2003). La Intervención Socioeducativa como proceso de investigación. Valencia.

Nau Llibres. Ferrer, V., Carmona, M. Y Soria, V. (Eds.) (2012). El Trabajo Fin de Grado. Guía para estudiantes, docentes y agentes colaboradores. Madrid. Mc Graw Hill.

Kemmis, S. y McTaggart, R. (1988). Como planificar la investigación-acción. Barcelona. Laertes.

Mateo, J. (coord.) (2009). Guía para la evaluación de competencias en el trabajo de fin de grado en el ámbito de las ciencias sociales y jurídicas. Barcelona. AQU Agència per a la Qualitat del Sistema Universitari de Catalunya.

Normativa TFG UCV

<https://www.ucv.es/Portals/0/documentos/normativa/202122/docencia/Normativa%20sobre%20TFG.pdf?ver=HUnNHS6VWmRG6YvqEdmw6A%3d%3d>

Perrenoud, P. (2007). Desarrollar la práctica reflexiva en el oficio de enseñar. Barcelona. Graó.

Real Decreto 822/2021, de 28 de septiembre, por el que se establece la organización de las enseñanzas universitarias y del procedimiento de aseguramiento de su calidad.

<https://www.boe.es/buscar/pdf/2021/BOE-A-2021-15781-consolidado.pdf>

NOTE: In order to carry out the TFG it is necessary for the student to use other bibliography specific to the subject of their work. To do this, they can consult the bibliographical references that have been collected throughout the degree in the different subjects.