



BACHELOR'S THESIS

*(Bachelor's degree in
Pedagogy)*

Universidad Católica de Valencia

Year 2020/2021



TEACHING GUIDE OF THE MATTER AND/OR SUBJECT

		ECTS
Subject: BACHELOR'S THESIS		12
Matter: BACHELOR'S THESIS		12
Module: PRACTICUM AND BACHELOR'S THESIS		28.5
Type of Education (1): BASIC	Year: 4th	Semester: 2nd
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ORGANISATION OF THE MODULE

PRACTICUM			16.5 ECTS	
Duration and temporal location within the curriculum				
Matters and Subjects				
Matter	ECTS	SUBJECT	ECTS	Year/ Semester
PRACTICUM	16,5	Practicum 1	6	2nd/2nd
		Practicum 2	4,5	3rd/1st
		Practicum 3	6	4th/2nd
BACHELOR'S THESIS	12	Bachelor's Thesis	12	4th/2nd

¹ Basic Education (common matter), Compulsory, Elective, Practicum, Bachelor's Thesis.



**TEACHING GUIDE SUBJECT:
BACHELOR'S THESIS**

Prerequisites: Its public defence will not be possible until 80% of the total credits of the degree have been passed.

GENERAL GOALS

The BT entails that the student craft an individual project or original study under the supervision of a director who will be a professor in the degree. After the submission of the written work, it will have to be presented and defended before a Committee formed by two professors of the degree. In any case, the process pursues some common objective in the educational path of all the student body:

- A) To research on a subject related to some of the domains of the profession of the degree, showing the ability to pass own's own reflective judgements of critical, logical and creative thought.
- B) To apply in the paper the skills acquired in the education received.
- C) To use the required methodology for the elaboration of socio-educational works of research: documentary search, data analysis and information processing of, presentation of conclusions and writing of the work.
- D) To argue and to defend orally in a synthetic way before the committee the work carried out.

CROSS-SECTIONAL SKILLS	Importance of the skill			
	1	2	3	4
1.- To acquire the capacity to analyse and synthesise information				x
2.- To organise and plan				x
3.- To communicate orally and in writing in the mother tongue(s)				x
4.- To communicate in a foreign language			x	
5.- To use ICTs in the domain of study and professional context				x
6.- To manage information, particularly the one of the pedagogical domain				x
7.- To solve problems and to make decisions				x
8.- To acquire a good critical and self-critical capacity				x
12.- To develop a personal and professional ethical commitment in the speciality of Pedagogy				x
13.- To take on attitudes that allow the respect for the fundamental rights and equality between men and women				x
14.- To acquire proper values for the culture of peace and democracy				x



15.- To learn with autonomy				x
16.- To have the ability to adapt to new situations				x
17.- To develop creativity			x	
19.- To develop Initiative and an enterprising spirit				x
20.- To take on learning throughout all life like a personal, professional and social necessity				x
21.- To acquire the value of the commitment with the identity, development and professional ethics				x
SPECIFIC SKILLS	Importance of the skill			
	1	2	3	4
1.- To especially know, contextualise and analyse the educational systems in the international domain and in the countries and initiatives of the European Union			x	
2.- To analyse the historical processes of the systems, the professions and the institutions and/or organisations of education			x	
3.- To identify and analyse the theoretical and epistemological bases of education and the educational processes				x
5.- To know the bases of human development (theoretical, evolutionary and sociocultural)			x	
6.- To know the models, principles and approaches of the educational, school and professional direction in diverse educational contexts				x
9.- To know and apply with criterion the methods and strategies of education				x
10.- To know the educational legislation				x
11.- To design, develop and evaluate programs of educational intervention adapted to the differential characteristics of subjects and situations, in the different educational domains				x
12.- To design, develop and evaluate programs of direction adapted to the differential characteristics of subjects and situations, in the different educational domains				x
13.- To design, develop and evaluate programs of education adapted to the differential characteristics of subjects and situations, in the different educational domains				x
14.- To design techniques and to construct diagnostic instruments and detection of variables that justify one educational action (diagnosis of needs, capacities, factors of exclusion and social discrimination, difficulties of learning, etc.)				x



LEARNING OUTCOMES	SKILLS
1.- He/she makes manifest through the practicum period and reflection papers before, during and after them, which he has attained the professional skills that the degree demands. It becomes specified in the following results	T - All All
1.A.- He or she organises the presentation times of subtasks in an autonomous manner	T2, T7, T8, T12, T15, T19, T20
1.B.- He or she shows in his or her writings an adequate management of the information and knowledge of the subject matter	T1, T2, T3, T4, T5, T6, T13, T14, T20, T21, E1, E2, E3, E5, E6, E9, E10
1.C.- He or she shows in his work the mastery of the methodological strategies of socio-educational research	T - All All
1.D.- He or she presents orally the synthesis of his BT providing critical, creative and logical conclusions	T1, T3, T7, T8, T13, T16, T17, E9

EDUCATIONAL ACTIVITIES OF CLASSROOM WORK

ACTIVITY		Teaching-Learning Methodology	Relation with skills of the module	ECTS
ACTUAL ACTIVITY IN THE UNIVERSITY	Seminar	Monographic sessions referred to the preparation and evaluation of the Bachelor's Thesis based on its goals/skills.	ALL	0.2
	Position of advisor	Customised attention and/or in small groups. Direction by an advisor with the aim of facilitating the work carried out and the pursuit of the BT of the student body.	ALL	1.2
	Assessment	Presentation of the BT to the advisor. Defence of the BT before a committee.	ALL	0.5

EDUCATIONAL ACTIVITIES OF INDEPENDENT WORK OF THE STUDENT

ACTIVITY	Methodology of Education-Learning	Relation with skills of the module	ECTS
INDIVIDUAL WORK	Personal study and elaboration of the BT on the basis of the previous planning jointly elaborated between the director of the work and the student.	ALL	10.6



Total	12
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BRIEF DESCRIPTION OF CONTENTS OF EACH SUBJECT
The BT will be carried out in the second semester of the last year of the degree and will consist of a supervised work of reflexion derived from the developed educational activity in the Practicum. In any case, the student will have to demonstrate his/her capacity to elaborate a scientific or professional report and to present it and defend the BT before a committee.

SYSTEM OF EVALUATION OF THE ACQUISITION OF THE SKILLS AND MARKING SYSTEM OF	
Assessment instrument	Allocated percentage
Attendance and performance in practical activities, seminars and interviews	10%
Submission of final bachelor's thesis	60%
Present and oral defence of the work - research	30%

In order to pass it will be essential to obtain 50% of the score in each one of the sections

CRITERIA FOR THE CONCESSION OF DEGREE OF PASS WITH HONOURS:

The qualification of the BT consists of the valuation of the director and the valuation of the committee, the mentioned valuations have to be of maximum excellence.

DESCRIPTION OF CONTENTS	SKILLS
Organisation in blocks of content or thematic groupings. Development of the contents in didactic Guides.	(Indicate, numerically, the related skills)
Block I: Presentation of Bachelor's Thesis <ul style="list-style-type: none"> - Model of management - Typologies of papers - Formal and methodological characteristics - System of evaluation 	T1, T2, T20, E9
Block II: Update of the knowledge on the chosen subject and design of the Paper. <ul style="list-style-type: none"> - Elaboration of the index - Elaboration of bibliographical searches and content. 	T1, T2, T4, T5, T6, T7, T12, T15, T17, T19, T20, E1, E2, E3, E6, E9



Block II: Theoretical framework <ul style="list-style-type: none"> - Description of the content of the introduction - Theoretical 	T1, T2, T3, T6, T7, T12, T15, E1, E2, E3, E5, E6
Block IV: Practical proposal <ul style="list-style-type: none"> - Proposal of research or intervention - Methodological application based on the proposal designed 	T2, T3, T5, T7, T12, T15, T17, T19, T21, E3, E6, E9
Block V: Conclusions and Discussion <ul style="list-style-type: none"> - Structure - Development 	T1, T2, T3, T7, T8, T12, T13, T14, T15, T17, T19, T21, E3
Block VI: Presentation of the defence of Bachelor's Thesis <ul style="list-style-type: none"> - Forms of presentation of the Work carried out (oral presentation, summary, press note, poster, PP, etc....) 	T1, T2, T3, T5, T7, T8, T12, T13, T14, T15, T16, T17, T19

TEMPORAL ORGANISATION OF LEARNING (Students of first enrolment):		
	BLOCK OF CONTENT/DIDACUNIDAD	Number of sessions
I	Presentation of Bachelor's Thesis	1
II	Update of the knowledge on the chosen subject and design of the Work.	3
III	Theoretical framewok	4
IV	Practical proposal	4
V	Conclusions and Discussion	3
VI	Presentation of the defence of the Bachelor's Thesis	1



BIBLIOGRAPHY

- Carr, W. y Kemmis, S (1988). *Teoría crítica de la enseñanza. La investigación-acción en la formación del profesorado*. Barcelona. Martínez-Roca.
- 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.
- González, J.; León, A. y Peñalba, M. (2014). *Cómo escribir un Trabajo Fin de Grado. Algunas experiencias y consejos prácticos*. Madrid. Síntesis
- 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.
- Puig, I. (1999) *Com fer un treball escrit*. Barcelona. Octaedro.
- Quivy, R.; Van Carnpenhoudt L. (2005) *Manual de investigación en ciencias sociales*. México. Limusa.

Webgraphy

- Regulations on the Bachelor's Thesis at UCV

https://www.ucv.es/documentos/estudios/Normativa%20Trabajo%20Fin%20Grado_CG_13_05_11.pdf



Addendum to the Course Guide of the Subject

(Degree)

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.



In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:





The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide	Adaptation
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Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.