Academic Year/course: 2022/23

26699 - Undergraduate Dissertation

Syllabus Information

Academic Year: 2022/23
Subject: 26699 - Undergraduate Dissertation
Faculty / School: 107 - Facultad de Educación
202 - Facultad de Ciencias Humanas y de la Educación
301 - Facultad de Ciencias Sociales y Humanas
Degree: 298 - Degree in Primary School Education
          299 - Degree in Primary School Education
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ECTS: 9.0
Year: 4
Semester: Annual
Subject Type: End of Grade Dissertation
Module:

1. General information

1.1. Aims of the course

The main objective of the subject is to delve into issues related to the different areas of the degree, integrating the knowledge and skills acquired throughout the curriculum and applying them to the chosen subject. And specifically: To integrate the skills of the different subjects studied in the degree and to be able to apply the knowledge to professional practice. Understand learning as a global, complex and transcendent fact, being able to critically reflect on educational ideas and practices, use and apply Information and Communication Technologies (ICT) to learn, communicate and share knowledge in different contexts, organise their own continuous training and motivate the improvement of teaching quality, research on their own professional practice, search, manage, process, analyse and communicate information effectively, critically and creatively.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (https://www.un.org/sustainabledevelopment/es/), so that the acquisition of the learning outcomes of the subject provides training and competence to contribute to some extent to their achievement:- Goal 4: Quality education. By 2030, substantially increase the number of young people and adults who have the necessary skills, in particular technical and vocational skills, to access employment, decent work and entrepreneurship. In this way, significantly increase the supply of qualified teachers.

1.2. Context and importance of this course in the degree

The Final Degree Project is a fourth-year course that contributes to consolidating and integrating the knowledge, skills, knowledge of the knowledge, skills and attitudes acquired by students during their degree studies.

1.3. Recommendations to take this course

In order to enrol in this subject, students must have passed at least 70% of the credits of previous courses and requires the registration of all pending credits or their recognition.

This subject requires the student to assume the responsibility of carrying out an autonomous academic work. This requires intellectual effort, work discipline, the ability to make decisions and act on them, and to accept opinions other than one's own and integrate them into one's work. The student is the main protagonist of the dissertation and, given that the result of his/her work will depend to a large extent on the order, clarity and punctuality of the work, clarity and punctuality in the completion of their tasks, they should strive to meet all formal requirements (deadlines, documents, etc.), formal requirements (deadlines, documents, etc.), as well as to follow the indications received from your director in relation to the design, development and preparation of the TFG. It is important to be familiar with and consult the general regulations on the TFG of the University of Zaragoza, available at
http://www.unizar.es/sg/pdf/acuerdos/2014/2014-09-11/5.1.%20TFG%20y%20M%20aprobada%20CdG.pdf and the specific regulations of the Faculty in which the degree program is being studied, available on their respective websites.

2. Learning goals

2.1. Competences

CG01 - Organise teaching within the framework of the epistemological paradigms of the subjects of the degree and know the curricular areas of primary education, the interdisciplinary relations within them, the evaluation criteria and the body of didactic knowledge around the subject.

CG02 - Design, plan and evaluate teaching-learning processes, both individually and in collaboration with other teachers and professionals in the centre. Consider evaluation not only in its accreditation function, but also in its pedagogical function as a regulatory.

GC03 - To deal effectively with language learning situations in multicultural and plurilingual contexts. Encourage the reading and critical commentary of texts from the various scientific and cultural domains contained in the school curriculum. Express themselves orally and in writing correctly and master the use of different techniques of expression in the different areas of knowledge.

CG04 - Design and regulate learning spaces in contexts of diversity and that attend to gender equality, equity and respect for human rights, which shape the values of citizenship education.

CG05 - Promote coexistence in the classroom and outside it, solve discipline problems and contribute to the peaceful resolution of conflicts.

CG06 - Know the organisation of primary schools, adult education centres and the diversity of actions involved in their functioning. Carry out the functions of tutoring and guidance with students and their families, attending to the unique their families, attending to the unique educational needs of the students. Know how to identify and give support to students who do not reach their learning potential, or those who have behavioural, emotional or social difficulties, being aware of the resources of the social difficulties, knowing the resources of the educational system and the community. Assume that the exercise of the teaching function has to be and adapting to scientific, pedagogical and social changes throughout life.

GC07 - Collaborate with the different sectors of the educational community and the social environment. Assume the educational dimension of the teaching function and foster democratic education for an active and committed citizenship, paying particular attention to the the promotion of the values of human dignity, equality between men and women, freedom and justice.

GC08 - Assume the ethical dimension of the teacher and understand the responsibilities that derive from his/her social function, as well as the possibilities and limits in the authoritative and the possibilities and limits in the self-regulation of their task. Maintain a critical and autonomous relationship with regard to knowledge, proposals and values. Critically analyse new concepts and proposals on education coming from research, innovation and educational administration. innovation, as well as from educational administration.

GC09 - Value individual and collective responsibility in achieving a sustainable future.

GC10 - Reflect on classroom practices in order to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among their future students. Assume the need for continuous professional through reflection, self-evaluation and research on their own practice.

GC11 - Know and apply information and communication technologies in the classroom as an added value to teaching-learning activities. guided and autonomous teaching-learning activities. Discern selectively the audiovisual information that contributes to learning, to the contribute to learning, civic training and cultural richness.

GC12 - Understand the role, possibilities and limits of education in today's society and the core competences affecting primary schools and their professionals. Knowing models of quality improvement applicable to schools.

GC13 - Be committed to motivating and fostering students' academic progress within the framework of a comprehensive education, and promote autonomous learning based on the objectives and contents of each educational level, with positive expectations of student progress, renouncing established stereotypes external to learning, developing strategies to avoid exclusion and discrimination.

CB1 - That students have demonstrated possession and understanding of knowledge in an area of study which starts from the basis of general secondary education, and is usually at a level which, while relying on advanced textbooks, also includes some aspects which involve knowledge from the forefront of their field of study.

CB2 - Students are able to apply their knowledge to their work or vocation in a professional manner, and possess the competences typically demonstrated through the development and defence of arguments and problem solving in their field of study.

CB3 - Students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements which include reflection on relevant social, scientific or ethical issues.

CB4 - Students are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

CT01 - Integrate the competences of the different subjects to guide the Final Degree Project and be able to apply knowledge to professional practice.

CT02 - Understand learning as a global, complex and transcendent fact, designing and developing situations that attend to the diversity of students and involve them in their learning and that attend to the diversity of students and involve them in their learning and work.

CT03 - Manage and self-regulate the progression of learning, adapting to new situations and interrelating knowledge to develop new ones. knowledge in order to develop new ones.

CT04 - Work in a team, being able to exercise different roles within the group.

CT05 - Use and apply Information and Communication Technologies (ICT) to learn, communicate and share knowledge in different contexts.

CT06 - Develop the ability to communicate in order to teach in one's own language and in one or more other European languages.

CT07 - Seek, manage, process, analyse and communicate information effectively, critically and creatively.

CT08 - Understand and reflect on educational practice in rural environments.

CT09 - Develop, manage, process and analyse processes related to research applied to education.

CE01 - Understand the learning processes related to the 6-12 period in the family, social and school context.

CE02 - Knowing the characteristics of these students, as well as the characteristics of their motivational and social contexts, in order to develop their autonomy.

CE03 - Master the necessary knowledge to understand the development of the personality of these students and to identify dysfunctions, helping them to acquire an adjusted concept of themselves.

CE04 - Identify learning difficulties, report them and collaborate in their treatment.

CE05 - Knowing the current proposals and developments based on learning competences.

CE06 - Identify and plan the resolution of educational situations that affect students with different abilities and different

learning paces.

CE07 - Analyse and understand the educational processes in the classroom and outside the classroom relating to the 6-12 period.

CE08 - Knowing the fundamentals of primary education.

CE09 - Analyse teaching practice and the institutional conditions that frame it.

CE10 - Knowing the historical evolution of the educational system in our country and the political and legislative conditioning factors of educational activity.

CE11 - Knowing the processes of interaction and communication in the classroom.

CE12 - Address and solve discipline problems.

CE13 - Promote cooperative work and individual work and effort.

CE14 - Promote actions of education in values oriented towards the preparation of an active and democratic citizenship, based on knowledge of the most important values of the Constitution.

CE15 - Knowing the different democratic ways of facing diversity and dealing with school situations in multicultural contexts, favouring the multicultural contexts, favouring openness, dialogue and non-exclusion.

CE16 - Design, plan and evaluate teaching activity and learning in the classroom.

CE17 - Knowing and applying innovative experiences in primary education.

CE18 - Participate in the definition of the educational project and in the general activity of the centre in accordance with quality management criteria.

CE19 - Know and apply methodologies and basic techniques of educational research and be able to design innovation projects identifying evaluation indicators.

CE20 - Show social skills to understand families and make themselves understood by them.

CE21 - Knowing and knowing how to exercise the functions of tutor and counsellor in relation to family education in the 6-12 period.

CE22 - Relate education to the environment, and cooperate with families and the community.

CE23 - Critically analyse and incorporate the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and screens; changes in gender and intergenerational and intergenerational relationships; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development.

CE24 - Knowing the historical evolution of the family, the different types of families, lifestyles and education in the family context.

CE25 - Understanding the basic principles and fundamental laws of the experimental sciences (Physics, Chemistry, Biology and Geology),

CE26 - Know the school curriculum of these sciences.

CE27 - To pose and solve problems associated with science in everyday life.

CE28 - Value science as a cultural fact.

CE29 - Recognise the mutual influence between science, society and technological development, as well as the relevant civic behaviours to ensure a sustainable future.

CE30 - Develop and evaluate the contents of the experimental sciences curriculum by means of appropriate didactic resources and promote the acquisition of basic competences.

CE31 - Understand the basic principles of social sciences.

CE32 - Knowing the school curriculum of the social sciences.

CE33 - Integrate historical and geographical study from an instructional and cultural orientation.

CE34 - Encourage the democratic education of citizenship and the practice of critical social thought.

CE35 - Value the relevance of public and private institutions for peaceful coexistence among peoples.

CE36 - Knowing the religious fact throughout history and its relationship with culture.

CE37 - Develop and evaluate the contents of the social sciences curriculum through appropriate didactic resources and promote the corresponding competences in students.

CE38 - Acquire basic mathematical competences (numerical, calculus, geometric, spatial representations, estimation and measurement, organisation and interpretation of information, etc.), taking into account the epistemology and phenomenology of mathematical contents.

CE39 - Know the school mathematics curriculum.

CE40 - Analyse, reason and communicate proposals for the teaching of mathematics.

CE41 - Propose and solve problems related to everyday life.

CE42 - Value the relationship between mathematics and science as one of the pillars of scientific thought.

CE43 - Develop and assess the contents of the mathematics curriculum by means of appropriate didactic resources and promote the corresponding competences in students.

CE44 - Understand the basic principles of language and communication sciences.

CE45 - Acquire literary training and knowledge of children's literature.

CE46 - Know the school curriculum of languages and literature.

CE47 - Speak, read and write correctly and adequately in the official languages of the corresponding Autonomous Community.

CE48 - Knowing the process of learning written language and its teaching.

CE49 - Promote reading and encourage writing.

CE50 - Knowing the difficulties in learning the official languages of students of other languages.

CE51 - Tackling language learning situations in multilingual contexts.

CE52 - Express oneself orally and in writing in a foreign language.

CE53 - Develop and evaluate the contents of the language curriculum using appropriate didactic resources and promote the corresponding competences in learners.

CE54 - Understand the principles that contribute to cultural, personal and social education through the arts.

CE55 - Knowing the school curriculum of arts education, in its plastic, audiovisual and musical aspects.

CE56 - Acquire resources to foster lifelong participation in musical and plastic activities inside and outside school. outside school.

CE57 - Develop and evaluate contents of the curriculum of music, plastic and visual education, through appropriate didactic resources and promote corresponding competences in students.

CE58 - Understand the principles that contribute to cultural, personal and social training through physical education.

CE59 - Knowing the school curriculum of physical education.

CE60 - Acquire resources to promote lifelong participation in sporting activities in and out of school.

CE61 - Develop and evaluate contents of the physical education curriculum through appropriate didactic resources and promote the corresponding competences in students.

CE62 - Acquire a practical knowledge of the classroom and its management.

CE63 - Know and apply the processes of interaction and communication in the classroom and master the necessary social

skills and abilities to foster a classroom climate that facilitates learning and coexistence.
CE64 - Control and monitor the educational process and in particular the teaching-learning process through the mastery of the necessary techniques and strategies.
CE65 - Relate theory and practice to the reality of the classroom and the centre.
CE66 - Participate in the teaching activity and learn to know how to do, acting and reflecting from practice.
CE67 - Participate in proposals for improvement in the different areas of action that may be established in a centre.
CE68 - Regulate the processes of interaction and communication in groups of students aged 6-12 years.
CE69 - Knowing ways of collaborating with the different sectors of the educational community and the social environment.
CE70 - Knowing the characteristics of educational organisations that take care of children from 0 to 12 years of age.
CE71 - Knowing how to use ICT in the personal and educational spheres.

2.2. Learning goals

In order to pass this course, the student must demonstrate the following results...

- Prepares an academic work containing original contributions, applying the knowledge, skills, aptitudes and attitudes acquired throughout the degree studies.
- Works autonomously and responsibly to achieve the proposed objectives.
  Critically assesses his/her own work.
- Exposes his/her work, both orally and in writing, and defends it with order, clarity, argumentative rigour and linguistic correctness.

2.3. Importance of learning goals

The TFG is the culmination of the teachers' university training, being an opportunity for the integration and appropriate use of the knowledge they have acquired throughout their studies. A good use of this subject will provide students with the necessary and important competences not only for the exercise of their profession as educators, but also to contribute as citizens to the improvement of society, to critically confront collective problems and to participate in social debates.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The preparation and defence of the Final Degree Project will be in accordance with the regulations on TFG/TFM in force at the University of Zaragoza (https:// zaguan.unizar.es/record/30630/files/Texto_refundido_2018.pdf).
The student must demonstrate that he/she has achieved the expected learning outcomes through the following assessment activities.

ACTIVITY A. Preparation of a dissertation
The topic of the TFG will be established by mutual agreement between the student and his/her director, based on the lines proposed by the departments involved. As a guideline, the following are the modalities that the TFG can follow the TFG can respond to:

- Theoretical review on a specific topic. It may be a study that involves a theoretical analysis of a subject as a basis for its presentation or a subject as a basis for its presentation or in-depth argumentation. It is a report on the state of the question, integration of concepts related to the chosen object of study, comparative analysis, historical review, etc.
- Professional intervention. It can be a contextualised educational intervention project, a project of design of didactic sequences incorporating aspects of educational innovation, elaboration of didactic materials, critical didactic materials, critical description of classroom experiences, etc.
- Empirical research. This can be a qualitative or quantitative analysis of data, obtained by means of data collection techniques, to answer a previously formulated question or to contrast a working hypothesis.

In any case, it must be clear that the dissertation is not the final report of the student's work placement, nor is it a practical work or essay linked to a specific subjects In any of the modalities, the work will include sufficient elements of personal include sufficient elements of personal creation.

The report must be between 10,000 and 18,000 words in length, not including annexes.

The format of the dissertation report must follow the following rules (based in general terms on the APA 7th Edition) APA 7th Edition):

- Times New Roman font, 12 point,
- 1.5 point spacing
- Justified alignment
- Spaces between paragraphs are not used.
- Margins of 2.54 centimetres (top, bottom, left and right).

In the same way, the report will have a general indicative structure containing:

- Title page. It must show the title of the work and the name of the author, the director and the Faculty. The

title should be sufficiently informative to allow the reader to get an initial idea of the content.
- Table of contents. Pointing out headings and sub-headings.
- Summary. This should be a maximum of 200 words and should be followed by a maximum of six key words that allow the reader to quickly locate the content.
- Introduction and justification. Relevance and reasons for the choice of the subject, justification in relation to the professional practice of the corresponding degree.
- Development of the work. It will contain the headings necessary for the orderly presentation of the work depending on the modality chosen.
- Conclusions and personal assessment. Novel or original aspects, strengths and weaknesses, difficulties encountered, future prospects (continuity, application, improvement).
- Bibliographical references.
- Annexes.

The assessment of this evaluation activity corresponds to the director of the work and represents 60% of the final grade. of the final grade.

ACTIVITY B. Involvement and participation of the student in the development of the TFG

Each student will be assigned a TFG director who will draw up a work plan and monitor it, assessing the student's involvement and participation in the development of the TFG. The student's involvement and participation in the fulfilment and development of the work plan will be assessed.

The assessment of this evaluation activity accounts for 10% of the final grade.

ACTIVITY C. Public defence of the dissertation

The TFG will be defended in a public session in front of a panel or director according to the regulations of the Centre and of the of the University of Zaragoza.

This defence will take place within one of the periods established by each centre in their respective regulations, which shall be at least two and which may not coincide with the examination periods. In the same academic year, the student may only use two of these periods.

In order to be able to take part in the public defence of the dissertation, it is necessary to have obtained a mark of 5 out of 10 in each of the A and B activities. The student will have a maximum of 15 minutes to present his/her work, being able to use the following means graphic, audiovisual and computer media that he/she considers appropriate. The selection board may then ask the student any questions it deems appropriate regarding the work presented, for a maximum of 15 minutes.

The assessment of this evaluation activity corresponds to the examining board or director before whom the work is presented and represents 30% of the final grade, broken down as follows:
- Assessment of the presentation phase (20% of the final grade).
- Assessment of the debate phase (10% of the final grade).

Grading criteria

When the marks for each of the activities A and B are equal to or higher than 5 out of 10, the director of the the director of the TFG will approve the public defence of the work, sending the marks to the body indicated by the the body indicated in the Regulations of each Faculty.

In the event that the grade for any of the assessment activities A or B is lower than 5 out of 10, the director of the TFG will point out the defects to the student, indicating the modifications to be made to the work or in the involvement in it, in order to be able to defend it in a later call.

The grade for students who present themselves for the public defence of the dissertation is the weighted sum of the marks obtained in the sum of the grades obtained in the assessment activities A, B and C. Those students who do not the public defence, either because they have not passed the assessment of activities A and B or because they do not attend the public defence on the date on which they have been summoned, will receive a grade of "Not Present".

When the examining board and/or director considers that there is total or partial fraud or plagiarism in the TFG submitted for defence, this will result in the failure of the subject with the minimum grade, in addition to the disciplinary sanctions that the guarantee committee adopts for these cases.

If, once the defence of the TFG has been carried out, the final grade is greater than or equal to 5, the student will have passed the course. If, on the other hand, it is lower than 5, the examining board will inform the student of the changes to be made in the public defence of the TFG with a view to passing the course at a later date.

Evaluation criteria

The following criteria will be taken into account for the assessment of the evaluation activities:

ACTIVITY A. Elaboration of a report
- Adequacy, learning and originality. The adaptation of the work to the contents and skills acquired in the degree will be assessed and skills acquired in the degree, as well as the acquisition of new and relevant knowledge and skills as a result of the chosen subject, also considering the presence of a greater or lesser degree of personal contribution and originality.
  degree of personal contribution and originality. It accounts for 40% of the grade for the report.
- Substantiation and academic rigour. The internal coherence of the work as a whole will be assessed, together with the application of the chosen methodology and the appropriate use of primary or secondary sources and the

recognition of other authors and influences where relevant. It accounts for 40% of the grade for the report.
- Formal and structural aspects. Grammatical and spelling correctness will be assessed, together with a clear, coherent and understandable style, clear, coherent and comprehensible from the parameters of academic discourse, taking into account the respect for the formal requirements established in the teaching guide and, where appropriate, those indicated by the centre where it is carried out, both in terms of presentation and bibliographic citation style. It accounts for 20% of the grade of the report.

ACTIVITY B. Participation in tutorials convened by the director of the dissertation.
- Ability to work autonomously.
- Ability to critically assess their own work and the suggestions of the director of the TFG.
- Ability to plan their work, attending the planned tutorials and complying with the deadlines and planning objectives foreseen.

ACTIVITY C. Public defence of the dissertation
About the presentation phase
- Clear, structured and intelligible presentation of the dissertation.
- A well-founded presentation of the main contributions of the work, pointing out its interest and importance.
- Use of the most appropriate resources to make the presentation more enjoyable and meaningful.

On the discussion phase
- Identification of the most significant questions raised by the assessors and a solvent response to them. to them.
- Responses in which he/she expresses him/herself with conviction and appropriateness.
- Critical justification of your approach to most of the objections raised.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The methodological approach proposed for this subject seeks to generate the appropriate conditions so that the student, with the guidance and supervision of the TFG director the student, with the guidance and supervision of the TFG director, can prepare the written report of the work and prepare its presentation and defence. Each director will try to make a work plan that responds to the proposed objectives with regard to the development of the work by the student. More detailed information can be found in the TFG regulations of each faculty. more detailed information can be found in the TFG regulations of each faculty.

4.2. Learning tasks

The programme offered to the student to help him/her achieve the expected results comprises the following activities activities...

The training activities that make up the subject, and seek to facilitate the achievement of the learning outcomes, are as follows:

- Directed work: there will be information sessions on the characteristics of the subject, and guidance and monitoring sessions for the preparation of the TFG (tutorials).

- Presentation and defence of the work: there will be a session of oral presentation and debate of the TFG.

4.3. Syllabus

This course has no syllabus.

4.4. Course planning and calendar

The calendar of face-to-face sessions is established and published by each of the Faculties in which the degree is taught before the start of the academic year.

The activities and key dates of the subject are published before the start of each academic year on the website of the Faculties in which the degree is taught and / or in the teaching digital platforms.

4.5. Bibliography and recommended resources

The bibliography will be provided by the supervisor.