Universitat de Lleida

DEGREE CURRICULUM
BACHELOR'S THESIS

Coordination: LOPEZ TEULON, MARIA PAZ

Academic year 2023-24

Subject's general information

Subject name	BACHELOR'S THESIS
Code	100917
Semester	ANUAL CONTINUED EVALUATION

Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Social Educator	4	COMPULSORY	Attendance-based

Course number of credits (ECTS)	12

Type of activity, credits, and groups	Activity type	TFG
	Number of credits	12
	Number of groups	1

Coordination	LOPEZ TEULON, MARIA PAZ
Department	EDUCATION SCIENCES
Important information on data processing	Consult this link for more information.

BACHELOR'S THESIS 2023-24

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
AGULLO MORERA, MA JESUS C.	mariajesus.agullo@udl.cat	1,5	
ARMENGOL VALLS, BELEN	betlem.armengol@udl.cat	1,5	
BENITO HERRAEZ, EVA MARIA	eva.benito@udl.cat	3,75	
BERNAD CAVERO, OLGA	olga.bernad@udl.cat	1,5	
CATALÀ SANCHO, MARIA DEL MAR	mar.catala@udl.cat	,75	
DE LA FUENTE ROMERO, JUAN FRANCISCO	juanfran.delafuente@udl.cat	2,25	
DELGADO DURAN, ANTONIO	antonio.delgado@udl.cat	1,5	
ET TALYDY BAHIJ, ABDERRAFIE	abderrafie.ettalydy@udl.cat	1,5	
FERNÁNDEZ JOVÉ, ARES	ares.fernandez@udl.cat	3,75	
FORNÉ SAMITIER, MARIA ALBA	mariaalba.forne@udl.cat	2,25	
FRANCO BERGUA, LLUIS ANTONI	luis.franco@udl.cat	3,75	

BACHELOR'S THESIS 2023-24

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GARCIA DE ARCO, JANET	janet.garcia@udl.cat	6	
LAPRESTA REY, CECILIO	cecilio.lapresta@udl.cat	,75	
LLEVOT CALVET, NURIA	nuria.llevot@udl.cat	2,25	
LOPEZ TEULON, MARIA PAZ	paz.lopez@udl.cat	2,25	
MATEO GONZALEZ, DIEGO	diego.mateo@udl.cat	3	
MORA TOSQUELLA, ESTHER	esther.mora@udl.cat	1,5	
MUÑOZ CANCHO, DANIEL	dmunozc07@gmail.com	2,25	
PEREGRINO GUTIERREZ, ANTONIO JESUS	antonio.peregrino@udl.cat	,75	
RIBES CASTELLS, RAMONA ANA	ramona.ribes@udl.cat	3,75	
SALLA MATEU, ANNA	anna.salla@udl.cat	1,5	
SEGURA TORRES, JOAN	joan.segura@udl.cat	1,5	

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
SOLDEVILA BENET, ANA MARIA	anna.soldevila@udl.cat	3,75	
TORRES GONZÁLEZ, TERESA	teresa.torresgonzalez@udl.cat	4,5	
URREA MONCLUS, AIDA	aida.urrea@udl.cat	1,5	
VAQUERO TIO, EDUARD	eduard.vaquero@udl.cat	,75	

Competences

- CG1 Develop critical capacity, analysis, synthesis, organization and planning.
- CG2 Exercise autonomous learning, adaptation to new situations and openness towards lifelong learning and the development of creativity, initiative and entrepreneurial spirit.
- CG3 Show ability to work in teams, to lead and lead groups, to resolve conflicts, make decisions and develop skills for interpersonal relationships.
- CG4 Assume the commitment of personal and professional development with oneself and the community.
- CG5 Develop capacity for the selection, management of knowledge and information.
- CT1 Have a correct oral and written expression
- CT3 Master the ICT
- CT4 Respect the fundamental rights of equality between men and women, the promotion of Human Rights and the values of a culture of peace and democratic values.
- CE7 Show an empathetic, respectful, supportive and trustworthy attitude towards the subjects and institutions of social education.
- CE9 Design and carry out initiation projects in the research of the social and institutional environment in which the intervention is carried out.

Subject contents

The student may choose, in accordance with their tutor, the type of TFG from two options:

1. Jobs that "simulate" professional situations such as socio-educational intervention projects, socio-educational material / resources design, social entrepreneurship projects, etc.
2. Theoretical / empirical research:

   - Critical review work, documentary, theoretical update ... in depth of a specific subject.
   - Qualitative, quantitative or mitigated research on a specific topic that contains a theoretical foundation and empirical work.

Methodology

- Individual and / or small group tutoring.
- Training sessions for bibliographic management, documentary search, citation and poster elaboration.
- Self-contained search, management and analysis of information.
- Elaboration of the project.
- Public presentation of the work.

Development plan

The calendar with a development plan of the subject will be facilitated at the beginning of the course. It will include compulsory training sessions and tutorials.

Training sessions:

- The student will have to complete the training sessions included in the development plan on documentary search, bibliographic management, citation and presentation of results in poster format.

Tutorials:

- The student will agree with the tutor / subject and type of work during the first month. Once the design is approved by the tutor, a theme change can not be made.
- There will be a minimum of four tutorials in which he will present the work process, following the established schedule.
- The student will have to draw up a minutes of the agreements in each tutorial and hang it in the space of activities of the virtual campus.
- There is an ordinary delivery deadline written by the end of May and a public presentation during June.
- The student can request within the term provided, a postponement of the delivery until September, whenever it is justified, previous consensus with the tutor.

Evaluation

The subject contemplates a single type of evaluation, continuous, and is divided into six evidence of evaluation:

- Design of work at the first or second tutoring: 10%
- Presentation of the third tutoring work: 20%
- Presentation of the work fourth tutoring: 15%
- Take advantage of tutorials: 15%
- Written work: 25%
- Presentation poster: 15%

The final grade of the subject is the result of the weighted average of the different evaluation evidences according to the percentages detailed above. The evaluation criteria for each of the evaluation evidences are included in the assessment headings. The assessment headings will be available at the beginning of the subject on the virtual campus of the subject.

The subject is considered surpassed when the student has obtained a final grade equal to or greater than 5 out of 10. However, in the event of not presenting or not passing any of the evidence of evaluation, this may be a reason not to exceed the subject. If the student does not present any evidence can not be evaluated as not presented. In the event of suspense, the registration process must be re-enrolled and the process again begins, although it may continue with the same subject and / or tutor or may decide to change the subject and / or tutor.

An indispensable requirement is linguistic and formal correction in written productions following the work guide. The works with more than 10 misspellings or incorrectly presented will be returned to the student to make the correction. Non-correction will penalize to a point, the final grade of the subject. The TFGs will have to adapt to the work guide of the Faculty and the APA citation regulations (6th edition).

Student productions must be original. Plagiarism or copying in a single evidence of evaluation is sufficient reason that is suspense of the evidence and may entail the suspense of the matter. The faculty will be able to use the

tools and criteria antiplayal and antiplagi that it deems appropriate.

The tutor will evaluate all the evidence of evaluation. The presentation in poster format will be evaluated, in addition to the academic tutor, by another teacher. The poster developed by the student will have to follow the criteria and norms stipulated in the bibliography for the production of posters.

Bibliography

Refernces

García Sanz MP, Martínez Clares P, (2012) *Guía práctica para la realización de trabajos fin de grado y trabajos fin de máster.* Murcia: Universidad de Murcia.

González García, J. M. (2014). *Cómo escribir un trabajo de fin de grado : algunas experiencias y consejos prácticos*. Madrid : Síntesis.

Sancho, J.(2014). *Com escriure i presentar el millor treball acadèmic*. Vic. Eumo Editorial

Walker, M.(2000). *Cómo escribir trabajos de investigación*. Barcelona: Gedisa,

Castelló, M. et al.(2007). *Escribir y comunicarse en contextos científicos y académicos.Conocimientos y estrategias*. Barcelona: GRAÓ,

Guides

Com citar i elaborar bibliografies

Mendeley: gestor de referències bibliogràfiques

Recursos per al Treball Final de Grau (TFG)

Pòster científic

Information resources

Guia per a la presentació de treballs FEPTS

Recomanacions per a l'ús no sexista ni androcèntric del llenguatge i de les imatges en els mitjans de comunicació