

[Keynote Talk]: Three Key Ideas to Undergraduate Thesis Project Tutoring

Authors : M. T. Becerra-Traver, M. Montanero, R. Alejo, A. Antúnez, P. Cañamero, M. J. Fernández, M. Gómez, A. L. Medialdea, J. D. Martínez, A. M. Piquer-Píriz, M. J. Rabazo

Abstract : The introduction of new subjects at university level, brought about with the implementation of the European Higher Education Area (EHEA), has meant changes for students and lecturers that, in the case of the latter, have also revealed a need for further training. In our context, one of the main changes has been the introduction of Undergraduate Thesis Projects (UTPs) in the degrees taught in our faculty: Pre-Primary and Primary Education. The aim of this paper is to analyze UTPs and to provide some suggestions that can help both students and lecturers in the process. UTPs complete the university training cycle of the Degree Studies and entail the elaboration of a written piece of work, supervised by a professor and presented to a panel in order to ensure that students acquire the required competences of these Degrees to develop an autonomous, responsible and comprehensive activity. In addition, UTPs develop students' abilities for oral presentations and to defend and argue their own ideas. One of the first difficulties in the supervision of UTPs is that most of the students do not know how to write an academic text. To solve this problem, we propose a three-phase model based on planning, textualization and review. The implementation of this model has enabled us to see a successful evolution in the correct development of the academic dissertations that students submit at the end their degrees.

Keywords : academic task, student, tutoring, university

Conference Title : ICEP 2017 : International Conference on Education and Pedagogy

Conference Location : Venice, Italy

Conference Dates : April 13-14, 2017