

**TEMÀTIQUES TREBALL DE FI DE GRAU**

**GRAU EN EDUCACIÓ PRIMÀRIA EN ANGLÈS (CODI CONVOCATÒRIA 1259)**

**CURS 2025/26**

## GRAU EN EDUCACIÓ PRIMÀRIA EN ANGLÈS

## Departament o unitat departamental: Didàctica de l'Expressió Plàstica

Temàtiques a desenvolupar del TFG	Nom professor responsable/correu electrònic/telèfon/tutories	Modalitat TFG	Estudiants	Codi oferta
<p><b>Art, Nature and Education</b></p> <p>Art and nature are two essential elements in the training of teachers and in the education of children. These are elements that allow us to explore our senses, our sensitivity and to reconnect ourselves with our body and the environment in an increasingly virtualised context. We will explore how they can be interlinked and design interdisciplinary strategies to incorporate art and nature in primary school as tools for learning.</p> <p><b>Innovative projects of artistic education: childhood, creativity and imagination</b></p> <p>We understand art as a rich and essential form of growth for the individual and we want to re-establish artistic education in the educational context. We are interested in researching innovative educational projects in the field of Primary Education that understand art as an expressive</p>	<p>NOVES ALEJANDRO, LAIA  <a href="mailto:Laia.Noves@uab.cat">Laia.Noves@uab.cat</a>            935812650            Tutories matí o tarda</p>	<p>-Intervenció</p> <p>-Emprenedoria</p> <p>-Creació i innovació</p>	5	61357

<p>tool necessary for the children's holistic growth. We believe it is necessary to incorporate concepts such as creativity and imagination in the school. The TFG will embark on innovative educational projects that will make us rethink the link between art, school and society.</p> <p><b>Performative education of the arts. Artistic processes as learning processes</b></p> <p>Understanding "art as what makes life more interesting than art" (Filliou), we want the students to experiment with a creative process to see how art is a unique and rich learning process that helps us to develop ourselves. In this TFG we will design strategies to incorporate artistic processes into elementary school as a learning tool. We will link artistic education with other areas, observing how artistic education can be a tool for interdisciplinary work within the school.</p>				
<p><b>Innovative projects in arts education</b></p> <p>Research on innovative arts education models and projects that are currently being developed anywhere in the world. Also included in this theme is work oriented towards the analysis of</p>	<p>CIFUENTES, JULIANA  <a href="mailto:Juliana.Cifuentes@uab.cat">Juliana.Cifuentes@uab.cat</a>  Tutories matí o tarda</p>	<p>-Recerca empírica  -Recerca bibliogràfica  -Intervenció  -ApS  -Emprenedoria  -Creació i innovació</p>	<p>1</p>	<p>61358</p>

<p>models, competencies and strategies of Arts Education that are currently being developed in schools. As well as research into educational projects in which the presence of the artist is one of the main characteristics.</p> <p><b>School-museum relationship</b></p> <p>Visual arts education needs the reference point of art so that children can achieve the competences of the area: what does contact with works of art bring? are they present in schools? are they used as reference points? works of art, museum education departments (what they are, how they work, how they design their projects/workshops, etc.), artists, etc. Research current art education projects related to the topic.</p> <p><b>Educating through art</b></p> <p>can all the competences of Primary Education be developed through art? research interdisciplinary and/or transdisciplinary projects through Art and/or design and implement new ones and analyse them. As well as researching educational projects in which the presence of the artist is one of the main characteristics.</p>				
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**Art, nature and education**

Art and nature are two essential elements in the training of teachers and in the education of children. They are elements that allow us to explore our senses, our sensitivity and reconnect with our bodies and the environment in an increasingly virtualised context. We will explore how they can be interrelated and design interdisciplinary strategies to incorporate art and nature into primary school as learning tools.

**TOTAL**

**6**

GRAU EN EDUCACIÓ PRIMÀRIA EN ANGLÈS

Departament o unitat departamental: Didàctica de l'Expressió Musical

Temàtiques a desenvolupar del TFG	Nom professor responsable/correu electrònic/telèfon/tutories	Modalitat TFG	Estudiants	Codi oferta
<b>The Voice in School</b>  The Final Degree Project (TFG) on <i>The Voice in School</i> invites students to explore all aspects related to the use of voice by teachers, future teachers, and primary school students. The TFG can cover various aspects of the voice, chosen by the student, ranging from analyzing the vocal reality of a group, the use of the voice, what sound communicates, to proposing an intervention or action within the school related to the voices of teachers, students, or families. Any work that explores an aspect where the voice is involved is welcome. The TFG can be approached from both spoken voice and sung voice perspectives.	MOLINS MACAU, NÚRIA <a href="mailto:Nuria.Molins@uab.cat">Nuria.Molins@uab.cat</a> 935812672 Tutories matí	-Creació i innovació -Recerca empírica -Intervenció -Recerca bibliogràfica	3	61359
<b>The Voice in School</b>  The Final Degree Project (TFG) on <i>The Voice in School</i> invites students to explore all aspects related to the use of voice by teachers, future teachers, and primary school students. The TFG can cover various aspects of the voice, chosen by the student, ranging from analyzing the vocal reality of a group, the use of the voice, what sound	GARCÍA CADENA, MARTA <a href="mailto:Marta.Garcia.Cadena@uab.cat">Marta.Garcia.Cadena@uab.cat</a> Tutories matí o tarda	-Creació i innovació -Intervenció	1	61360

communicates, to proposing an intervention or action within the school related to the voices of teachers, students, or families. Any work that explores an aspect where the voice is involved is welcome. The TFG can be approached from both spoken voice and sung voice perspectives.				
<b>The Voice in School</b>  The Final Degree Project (TFG) on <i>The Voice in School</i> invites students to explore all aspects related to the use of voice by teachers, future teachers, and primary school students. The TFG can cover various aspects of the voice, chosen by the student, ranging from analyzing the vocal reality of a group, the use of the voice, what sound communicates, to proposing an intervention or action within the school related to the voices of teachers, students, or families. Any work that explores an aspect where the voice is involved is welcome. The TFG can be approached from both spoken voice and sung voice perspectives.	GODOY, ANNA <a href="mailto:Anna.Godoy@uab.cat">Anna.Godoy@uab.cat</a> Tutories tarda	-Creació i innovació -Recerca empírica -Intervenció -Recerca bibliogràfica	2	61361
TOTAL			6	

GRAU EN EDUCACIÓ PRIMÀRIA EN ANGLÈS

Departament o unitat departamental: Didàctica de l'Expressió Corporal

Temàtiques a desenvolupar del TFG	Nom professor responsable/correu electrònic/telèfon/tutories	Modalitat TFG	Estudiants	Codi oferta
<p><b>Teaching and methodology in physical education</b></p> <p>This project explores various teaching methodologies in the field of physical education. In particular, it addresses bibliographic research, assessment instruments and tools, the role of "TIC" in physical education, and the analysis of student relationships from the perspective of complex adaptive systems.</p>	<p>VÁZQUEZ JUSTES, PABLO</p> <p><a href="mailto:Pablo.Vazquez@uab.cat">Pablo.Vazquez@uab.cat</a></p> <p>935813193</p> <p>Tutories tarda</p>	<p>-Recerca empírica</p> <p>-Recerca bibliogràfica</p> <p>-Intervenció</p> <p>-Creació i innovació</p>	<p><b>4</b></p>	<p>61362</p>
<p><b>Sport and Gender, under a critical perspective</b></p> <p>This research explores the various challenges related to sexism, homophobia, transphobia, discrimination, power dynamics, bullying, and violence within the context of body culture. It examines the influence of social media, the roles of teachers, educators, coaches, families, and the overall school climate. Additionally, the study analyzes existing protocols, resources, and campaigns aimed at addressing these issues. It also considers strategies to promote</p>	<p>PRAT GRAU, MARIA</p> <p><a href="mailto:Maria.Prat@uab.cat">Maria.Prat@uab.cat</a></p> <p>935813193</p> <p>Tutories tarda</p>	<p>-Recerca empírica</p> <p>-Recerca bibliogràfica</p> <p>-Intervenció</p> <p>-Creació i innovació</p>	<p><b>2</b></p>	<p>61363</p>



critical thinking as a way to effectively confront and mitigate these problems.				
<b>TOTAL</b>			<b>6</b>	

GRAU EN EDUCACIÓ PRIMÀRIA EN ANGLÈS Departament o unitat departamental: Didàctica de la Llengua i la Literatura				
Temàtiques a desenvolupar del TFG	Nom professor responsable/correu electrònic/telèfon/tutories	Modalitat TFG	Estudiants	Codi oferta
<b>Learning foreign languages in the knowledge society</b>  Students enrolled in this undergraduate dissertation (TFG) will work on the topic of foreign language learning in the knowledge society. Engaging in this dissertation will require the student to delve into the field of foreign language teaching by integrating skills acquired in other subjects pertaining to the English sub-specialization.  The undergraduate dissertation will be research-oriented and will be written in an article format in English. The study will be based on analysis of data collected at school during internship (IV or V), on the analysis of existing teaching materials, or deeper exploration of a topic related to a chosen theoretical concept in the field of foreign language teaching. Topics that may be investigated include, but are not limited to, the following: (a) learning foreign languages	CANADELL, CRISTINA <a href="mailto:Cristina.Canadell@uab.cat">Cristina.Canadell@uab.cat</a> Tutories tarda	-Recerca Empírica	<b>6</b>	61364

through projects; (b) the role of technologies and social media in foreign language learning, (c) integrated learning of foreign languages and content, (d) audiovisual and multimodal resources for learning a foreign language.  Format: article				
TOTAL			6	

GRAU EN EDUCACIÓ PRIMÀRIA EN ANGLÈS

Departament o unitat departamental: Didàctica de les Ciències Socials

Temàtiques a desenvolupar del TFG	Nom professor responsable/correu electrònic/telèfon/tutories	Modalitat TFG	Estudiants	Codi oferta
<p><b>Imagining the Future in Primary Education</b></p> <p>Description: Teaching social studies in the primary classroom should be connected to futures education. Beyond learning foreign languages and social content, it is necessary to explore scenarios, possible, probable, and desirable futures, and develop a commitment towards our attitudes and actions for the future through critical thinking.</p> <p>TFG Proposals:</p> <ul style="list-style-type: none"> <li>- Analyze the connections between the three elements of historical time: past - present - future.</li> <li>- Analyze the creation of suitable materials for learning for the future in primary school.</li> </ul> <p>Design strategies to help students learn for the future in primary education.</p>	<p>ANGUERA CERAROLS, CARLES</p> <p><a href="mailto:Carles.Anguera@uab.cat">Carles.Anguera@uab.cat</a></p> <p>Tutories tarda</p>	<p>-Recerca empírica</p> <p>-Intervenció</p> <p>-Creació i innovació</p>	<p><b>6</b></p>	<p>61365</p>
<b>TOTAL</b>			<b>6</b>	

GRAU EN EDUCACIÓ PRIMÀRIA EN ANGLÈS

Departament o unitat departamental: Didàctica de la Matemàtica

Temàtiques a desenvolupar del TFG	Nom professor responsable/correu electrònic/telèfon/tutories	Modalitat TFG	Estudiants	Codi oferta
<b>Modelling and problem solving in primary-school mathematics classrooms</b>	<p>PROFESSOR/A PENDENT DE DETERMINAR</p> <p>Tutories matí o tarda</p> <p>Per rebre informació sobre aquesta temàtica, contactar amb la professora Digna Couso (<a href="mailto:Digna.Couso@uab.cat">Digna.Couso@uab.cat</a>)</p>	<ul style="list-style-type: none"> <li>-Recerca empírica</li> <li>-Recerca bibliogràfica</li> <li>-Intervenció</li> <li>-Emprenedoria</li> <li>-Creació i innovació</li> </ul>	<b>6</b>	61366
<b>TOTAL</b>			<b>6</b>	

GRAU EN EDUCACIÓ PRIMÀRIA EN ANGLÈS

Departament o unitat departamental: Didàctica de les Ciències Experimentals

Temàtiques a desenvolupar del TFG	Nom professor responsable/correu electrònic/telèfon/tutories	Modalitat TFG	Estudiants	Codi oferta
<p><b>Methodologies, materials and curriculum: towards meaningful teaching proposals</b></p> <p>This topic aims to critically and transformatively analyse and rethink classroom methodologies, materials and science teaching proposals (G01). It may include topics such as the use and analysis of textbooks, the creation or adaptation of materials, the planning of activities or teaching sequences, or the revision of assessment proposals (G02). The goal is to explore how to create more contextualised, interdisciplinary, participatory learning experiences that connect with children's interests and realities (G03, G04).</p> <p>TFGs within this line may involve an analytical approach (on materials, methodologies or content), a design of original teaching proposals, or a combination of both. They can also incorporate a focus on values such as inclusion, gender perspective or sustainability (G03, G04).</p>	<p>SAMBOLA, ANNA</p> <p><a href="mailto:Asambol2@xtec.cat">Asambol2@xtec.cat</a></p> <p>Tutories tarda</p>	<p>-Recerca empírica</p> <p>-Creació i Innovació</p>	6	61367

<p><b>Teaching science: practices and professional development</b></p> <p>This proposal focuses on the role of primary education teachers and how they approach the teaching of science. It invites an exploration of how teachers understand, plan and implement activities related to scientific thinking and knowledge of the natural and social world (G01). Possible areas of research include the methodologies they use, the challenges they face, their beliefs and expectations regarding science and science teaching, or how they have been trained to teach this subject (G03).</p> <p>TFGs may involve the observation and analysis of actual teaching practices, interviews with teachers, case studies, or the design of training proposals. The aim is to better understand how science is taught and to provide insights for professional development in this area (G01, G04).</p> <p><b>Teaching science: teaching practice and classroom transformation</b></p> <p>This line of work explores how primary school teachers teach science, how they were trained to do so, and how they develop their practice in the classroom (G01). It invites analysis of the teaching proposals they use (textbooks, projects, inquiry-based activities, etc.), as well as reflection on their pedagogical decisions,</p>				
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<p>the challenges they face, their beliefs about science and science teaching, and the processes of professional learning and development they go through (G03).</p> <p>TFGs in this line may include the observation and analysis of teaching practices, interviews or surveys with teachers, the study of teaching materials, or the design and transformation of sequences for more meaningful, contextualized and inclusive science education (G01, G02). Interdisciplinary approaches or those connected to sustainability, equity, or pedagogical innovation may also be included (G03, G04).</p> <p><b>Equitable Science Education in and out of school</b></p> <p>This set of TFGs explores the possibilities of scientific education in the different spaces available both in formal education (field trips, school garden, library, ...) and non-formal education to promote more equitable practices. The goal is to achieve high quality science education for all students, connected with other disciplines and with a transforming and community perspective.</p> <p>Proposals can explore different topics and be carried out from different perspectives involving relevant values, such as promoting aspects of equity and gender, ethical or social justice, sustainability and</p>				
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environmental education, etc. The objective of the TFG is to design and / or adapt educational interventions and analyze its potential for including minoritised groups in formal and/pr non-formal science education, especially in the activity of doing, thinking and talking science. This means giving children opportunities to participate in small investigations, create and evaluate models and / or argue about controversial situations, among others.				
TOTAL			6	



GRAU EN EDUCACIÓ PRIMÀRIA EN ANGLÈS

Departament o unitat departamental: Psicologia Bàsica, Evolutiva i de l'Educació

Temàtiques a desenvolupar del TFG	Nom professor responsable/correu electrònic/telèfon/tutories	Modalitat TFG	Estudiants	Codi oferta
<p><b>Learning by creating teaching materials</b></p> <p>At schools, high schools and universities, we increasingly ask students to generate products, including teaching materials, that is, resources that other people can use to learn. There are many types of teaching materials that students can create. We can group them: audio/visual materials, questions, texts and educational games. Audio/visual materials (videos, animations, photographs, posters, slides, comics or podcasts). Multiple-choice, true-false or short-answer questions, which may include feedback for the answerer. Texts, in the form of wikis, blogs, e-books or magazines. Or educational games, including board games, puzzles, trivia games, video games, PowerPoint games, simulations or virtual worlds. These practices have an important social and community value because they contribute to the democratization of knowledge.</p>	<p>RIBOSA MARTÍNEZ, JESÚS</p> <p><a href="mailto:Jesus.Ribosa@uab.cat">Jesus.Ribosa@uab.cat</a></p> <p>935813199</p> <p>Tutories matí o tarda</p>		3	61368
<p><b>Peer assessment</b></p> <p>Peer assessment is a practice in which learners evaluate and determine the level, value, or quality of a peer's work or performance. The student being assessed can receive valuable feedback from the peer, and the student who is assessing may also learn from providing feedback. Nearly any product generated by students can be</p>	<p>RIBOSA MARTÍNEZ, JESÚS</p> <p><a href="mailto:Jesus.Ribosa@uab.cat">Jesus.Ribosa@uab.cat</a></p> <p>935813199</p> <p>Tutories matí o tarda</p>	<p>-Recerca empírica</p> <p>-Intervenció</p>	3	61369

used for peer assessment, such as writing, videos, oral presentations, singing, or the execution of a physical technique, provided the teacher supports them in how to provide quality feedback. These practices may help teachers generate learning opportunities for both those who provide and receive the feedback, emphasising the role of classrooms as learning communities.				
TOTAL			6	

GRAU EN EDUCACIÓ PRIMÀRIA EN ANGLÈS

Departament o unitat departamental: Sociologia

Temàtiques a desenvolupar del TFG	Nom professor responsable/correu electrònic/telèfon/tutories	Modalitat TFG	Estudiants	Codi oferta
<p><b>Educational interventions and resources in and out-school: what works to reduce educational inequalities</b></p> <p>There is vast literature on the relationship between the socioeconomic and cultural status of students and their educational prospects. There's where we talk about social inequalities in education, that can be observed in access to education and school opportunities (inside and outside schools), in the conditions and processes of schooling (school composition and resources), and in pupils' outcomes (learnings and credentials). Students TFG is expected to go on to branches: 1) identifying the scope of these inequalities in a specific education setting (access, conditions or outcomes) using quantitative (questionnaires, PISA, basic competence tests, administrative records...) and/or qualitative data (primary research using interviews, observations, focus groups...); 2) identifying and proposing educational evidence based intervention that can work to reduce such inequalities.</p>	<p>ALEGRE CANOSA, MIQUEL ÀNGEL  <a href="mailto:malegre@fundaciobofill.org">malegre@fundaciobofill.org</a>                      Tutories tarda</p>	<p>-Empirical research                      -Literature review</p>	<p><b>3</b></p>	<p>61370</p>

<p><b>Family, School and Education: inequalities in school choice and its consequences</b></p> <p>What are the factors that have the most weight in the final decision of families when choosing the school? Different studies point to a series of structural factors that guide this choice: the social composition of the school, the proximity of the school to the family home, the pedagogical orientation of the school, the greater or lesser rigidity of the 'control' of the children, etc. In this TFG, it will be necessary to analyze what weight these factors end up having in the final choice of school. The students will be able to choose two schools in the same municipality or educational area with different social composition to analyze the factors that lead families to choose a certain school and the possible effects on the opportunities of school success. The student is invited to analyze educational system factors, school factors and socio-educational factors of families.</p>				
<p><b>Educational measures and resources inside and outside the classroom: The role of museums as an institution transmitting knowledge and its relationship with the school</b></p> <p>The museum is a repository and transmitter of knowledge: it is the place where we meet art and knowledge. They offer guided tours, workshops and teaching materials to approach, work with and understand museum content. But what is its role in the processes of knowledge transmission in the current</p>	<p>BORRÀS IZQUIERDO, ALEXIS  <a href="mailto:Alexis.Borras@uab.cat">Alexis.Borras@uab.cat</a>  Tutories matí o tarda</p>	<p>-Empirical research  -Literature review</p>	<p><b>3</b></p>	<p>61371</p>

<p>context? Through what mechanisms do museums approach educational centers to facilitate learning and transmission of their contents? How do centers and children perceive and assume the pedagogical content of museums? This TFG proposes to carry out a study on the use of the pedagogical resources offered by museums in schools. The TFG will focus on monitoring a specific museum, its pedagogical service and attention to schools, the pedagogical resources it offers and how they are adapted to students, teachers and the educational center</p> <p><b>Family, School and Education: inequalities in school choice and its consequences</b></p> <p>What are the factors that have the most weight in the final decision of families when choosing the school? Different studies point to a series of structural factors that guide this choice: the social composition of the school, the proximity of the school to the family home, the pedagogical orientation of the school, the greater or lesser rigidity of the 'control' of the children, etc. In this TFG, it will be necessary to analyze what weight these factors end up having in the final choice of school. The students will be able to choose two schools in the same municipality or educational area with different social composition to analyze the factors that lead families to choose a certain school and the possible effects on the opportunities of school success. The student is invited to analyze educational system factors, school factors and socio-educational factors of families.</p>				
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<p><b>Socialization and Inequalities: Children in the face of new information and communication technologies</b></p> <p>One of the main changes that the so-called information society has undergone has been the proliferation of artefacts for communication: TV, internet, mobiles, touch tablets, cinema. The appearance of all these devices has changed the patterns of leisure and entertainment, the ways of relating among peers or even of learning in classrooms. In this TFG, the student will be asked to, based on the monitoring of the students in a classroom, investigate what they think of the new technologies in one of the areas already mentioned: the area of leisure, learning or relationships in the peer group. We will study what types of devices are used, how they are used and what they are used for. The effects of its use in the chosen field will also be analysed.</p>				
TOTAL			6	