



<Book review>



Ferrer, Virginia; Carmona, Moisés; Soria, Vanessa (Eds.) (2012) *El Trabajo de Fin de Grado. Guía para estudiantes, docentes y agentes colaboradores*. Madrid: McGrawHill

By: Teresa Pagès Costas

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// Author's information

Teresa Pagès Costas; tpages@ub.edu



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Content

This book has been written by a team of eleven authors from different areas of knowledge and with diverse academic positions. It offers a very timely subject of Final year project (FYP) and the challenge for its design, organization, implementation and evaluation. The scope combines interdisciplinarity, mobilization, knowledge transfer and skills assessment.

The authors present a relevant and meaningful, timely and informative proposal, about the FYP, including a review of the international panorama, identifying best practices from several universities.

According to the authors' objectives, this book's mission, is to be a guide, describing open proposals to learning, teaching and mobilization of knowledge produced by the FYP. It is not only directed to students and teachers, but also to any social agent or institution interested in the development of any kind of project for study, research, knowledge transfer and entrepreneurship.

Because the authors are members of various professional fields, the book content is interdisciplinary, so any student or teacher in any field of knowledge can be reflected on it.

The book's structure is divided into five chapters that can be read in any order, but each maintains consistency while independence. These sections are complementary to each other, interconnected, offering alternative views and approaches to FYP. This is a very complete volume covering the conceptual spirit of FYP (features, complexity, knowledge mobilization and innovation, among others), how to teach it (interdisciplinarity, skills, concerns, design, methodology, ethics codes), how to carry out it (student questions, design, form, fundraising, challenges, role of ICTs) and the involved collaborating agents (high college, economy, society, rights and duties, internal and external tutoring, mentoring). As a final complement, the last chapter describes the case study of application of FYP to Social Education Degree at the University of Barcelona.

The present work perfectly fulfills the objective of enabling the development, management and evaluation of the FYP. As a cross-sectional subject, FYP must allow to the training of the students in both academic and professional levels. This book contains useful items, from a wide variety of perspectives, a significant contribution for the consultation and though on the FYP. So, you're welcome to read it, not only by its tangible interest, but also for the opportunity in the topic it covers.

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