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# **Master of Arts in Communication Management**

**Academic guidance Project**

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## **1. Introduction: learning from projects in the UPF Barcelona School of Management**

In the teaching model promoted by the UPF Barcelona School of Management, participant projects are seen as the integrative axis of learning.

The project has a threefold purpose:

- It is the means by which the participants achieve learning objectives, assimilating the knowledge, outlooks, and abilities of multiple disciplines.
- It is a tool for connecting theory with the practical application of interrelated knowledge.
- It is an instrument employed by the institution to equip the participants with meaning and motivate them in their learning process.

### **1.1. What is the project?**

We understand the project to be a coordinated, planned collection of activities that the participant completes in order to achieve specific objectives within an established time frame.

The projects are classified and oriented differently depending on the nature of the program in which they take place. To equip this model of learning proposed by the UPF Barcelona School of Management with coherence, the projects function according to the following stages:

- **Immersion:** the first phase, in which the participant defines, together with program leadership, the project that they would like to develop.
- **Development:** once the project has been defined and a mentor has been assigned, the participant starts developing the work using a guide that, together with their mentor, the participant will adapt to the needs specific to their project. This phase integrates two intermediate milestones that will make it possible to contrast the progress of each project, ensuring that learning objectives are achieved, and teamwork is guaranteed through active cooperation and peer evaluation.
- **Emersion:** the closing phase of the program in which the participants conclude the learning process. This phase will include the submission of the final project dissertation and its public defense before a panel.

## 2. The project at MACOMM

The development of the project within the framework of the Master of Arts in Communication Management involves the application of knowledge, abilities, tools, and techniques that are acquired in the program through the development of a written product. The resulting final project must allow for the incorporation of contents of the subjects that are the objective of the program, as well as other information and the experience and judgment capacity of the participants.

Thus, the objective of the project is for the participant to coherently integrate the knowledge acquired through the program in such a way that the participant must put into practice their diagnostic and problem-solving abilities.

2 possible project types are proposed: a type involving research, and another involving application. At the same time, the latter also subdivides into two types: the development of a communication plan or the development of a project related to an internship. Each participant must select a classification that will correspond with the type of project they will develop over the course of the program. There is no specific restriction for the choice, although within the chosen typology the participants must find topics of sufficient interest, and of the right size and relevance to be accepted by the program's Academic Board.

Types of Capstone Project:

- **Type 1. Thesis/dissertation:** involves an original investigation carried out by the candidate, conducive to the execution of an academic research project in the field of communication.
- **Type 2. Applied Capstone Project:** consists of a project with an applied and practical approach, in which the candidate carries out (for example) an analysis or organizational communicative audit, a case study, or the creation of a communication plan.

**Subtype 2.1. Capstone internship project:** This option consists of developing a specific project in the field of the communication within an organization or specific company with which an agreement is reached for the development of the work. In this case the students will have, in addition to an academic mentor, a professional mentor in the company that guides and advises them in carrying out the project. It is a thorough, investigative, applied report under the guidance of a faculty mentor and professional in the field, resulting from an internship.

Ultimately, what differentiates type I projects from type II is that type II have an applied, pragmatic focus that uses knowledge and theory to illuminate real-world issues in real-world settings.

The project will be developed individually during the program, and the participant will have the support of a mentor assigned by the Academic Board. During the development of the project, the participant will have to carry out 2 partial deliveries (which correspond with the so-called "intermediate milestones") and a final delivery (which corresponds with the last milestone of the project).

The intermediate milestones are on-campus sessions with the whole group-class, during which the students will work on aspects related to the participants' projects. Before each session and for every intermediate milestone, each participant must make a delivery, the details of which will be offered throughout the program.

Regarding the final delivery or last milestone of the project, the participant must make a delivery of the final dissertation on the project and carry out the oral defense of their project before a panel.

### 3. Project milestones and calendar

Trimester 1	Milestone 0. Introduction to the project in the program.	October 30 <sup>th</sup> , 2018
	Milestone 1. Presentation of the project idea.	December 20 <sup>th</sup> , 2018
Trimester 2	Milestone 2. Presentation of the project proposal.	March 14 <sup>rd</sup> , 2019
Trimester 3	Milestone 3.1. Delivery of the final project dissertation.	June 25 <sup>th</sup> , 2019
	Milestone 3.2. Oral defense of the project.	July 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 2019

**Milestone 1.** Introduction of the project idea: in this session, every participant will present their initial project idea, justifying their idea by using reasons that sustain it and some initial references.

**Milestone 2.** Introduction of the project proposal: in this session, each participant will present their project proposal to the rest of their classmates, including the progress they have made regarding each section of the project from its beginning to the time of the presentation. The proposal must be approved by the mentor. The Thesis/Dissertation or Applied Capstone Proposal includes the following required elements:

- A thesis statement (type 1 thesis/dissertation capstone) or a statement on the goals or objectives (type 2 applied capstone) and the project's anticipated benefits or significance.
- A preliminary review of the literature.
- The Capstone Project design and work plan.
- A schedule of deadlines and tasks.
- A statement of anticipated results.
- A statement of anticipated obstacles and plans for dealing with them.

**Milestone 3:** Final draft of the final project:

**3.1.** Final project dissertation: delivery of the final draft of the final dissertation.

**3.2:** Introduction: introduction and oral defense of the project before the corresponding panel.

**4. Milestone reports**

For every milestone, the completion of a written report is to be delivered by each participant and graded. This report must be delivered using eCampus prior to the corresponding on-campus session.

During the project process, the objectives, methodology, evaluation, and characteristics that must be met for each delivery will be specified for each milestone session.

**5. Milestone introduction sessions**

After the delivery of each milestone report, the corresponding group-class session will take place, in which there will be some type of presentation and/or group work related to the projects within the framework of MACOMM.

Once the presentation has been completed by every participant, a collaborative session between the participants will start. Each student will help form a group of 3-4 to work jointly on what each of them has exhibited in their presentation. The objective of this phase is to generate dialogue and debate among the participants and, in doing so, learn about different points of view that serve to enrich the projects of all participants.

Once the collaborative part of the session has been completed, the participants who have exhibited their milestone will present again, this time on the conclusions they have reached after participating in the group work, or all participants - both those who presented and those who did not - will express the conclusions that they have reached and how these conclusions can help them advance their project.

The collaborative work will help the participants consider other points of view and receive *feedback* through their classmates' opinions, thus being able to use everything that they worked on during this part of the session by incorporating it into their project with the aim of improving it.

The teacher present at the milestone presentation session will also be able to make the contributions they consider appropriate, once each of the presentations has been completed and/or during the group work.

## 6. Final dissertation on the project

The following is a proposal for the outline of the final project. This proposal is a working guide. Therefore, it is not intended to be a fixed definition you must follow, but rather, can be adapted to each case according to needs and the evolution of each project.

Thus, in each case and together with a mentor, it will be agreed whether there is another form of project dissertation organization that is more appropriate.

Proposal for project structure and content:

### Components and Content

#### Introduction

It contains three elements. First, is a general overview of the state of affairs of the topic to be investigated. The facts and reality regarding the topic should be discussed. Citations are appropriate. Next is the Statement of the Problem. This section should clearly and concisely explain what is occurring in the communication arena (the problem) that necessitates the research. The third section is the Statement of Purpose. This should be a clear, concise, definitive statement of purpose, along with research questions (thesis/dissertation) or guiding questions (applied project). The topics from the guiding questions become the major headings in the literature review. Thesis and applied projects may benefit from a Definition of Terms or Key Concepts section. In this section, all terms pertinent to the topic of study are defined in a list.

#### Literature Review

It presents a review of the literature that expands on the context, background, and purpose of the thesis or applied project. The purpose statement should be restated as the first sentence of this chapter. Keywords in the statement of purpose will become the subtopics for the literature review. This chapter should be a logical, sequential, exhaustive review of literature, which reflects the ideas, both implicit and explicit, embedded in the thesis or project. The majority of the literature reviewed should be primary sources and should also be empirical studies. Most sources used should have been published within the past ten years. A minimum of 20 different sources should be cited. When citing sources, the past tense should be used since the authors have already done their studies and published their findings.

#### Methods (thesis) or Criteria (applied project)

It begins with a restating of the thesis or project purpose. This section is divided into two parts-elements for a thesis and elements for a project.

*-Elements of a thesis/dissertation.* This is the section that describes the method of collecting and analyzing the data. It begins with the identification of the design. Next is a description of the population that was studied, along with how this sample was selected. Third is a complete description of the measuring tools or instruments. The next section describes the procedures that were followed in conducting the study, along with any procedures used to meet ethical considerations and maintain confidentiality and anonymity. Finally, a description of the data analysis plan is described.

*-Elements of an applied project.* This is the section that describes the criteria developed using the guiding questions. It presents the detailed elements that should be included in an ideal applied project. The criteria have a theoretical and research foundation which was previously discussed in the literature review. The criteria then become the framework for the development of the applied project.

### **Results or Project**

It presents the results from the data analysis (thesis) or the actual applied project. It should begin with a statement of purpose.

*-In a thesis/dissertation.* The writer should explain how the data will be presented in order to answer the research questions. Results from all measures must be presented. Data may be presented using tables, figures or narratives. Tables and figures must be uncluttered and self-explanatory. They should stand alone, but must also be discussed in the text; patterns and trends should be noted. Evaluative statements should be avoided; the presentation of results should be clear and concise.

*-In an applied project.* This is the section/chapter that presents the created project (analysis or organizational communicative audit, a case study, or the creation of a communication plan).

### **Discussion**

This is the final chapter and should begin with the statement of purpose. This chapter presents the conclusions, recommendations, limitations, and implications regarding the completed research or applied project. Conclusions must be based on the information presented in the previous section. Recommendations and limitations are directed to other experts in communication management and researchers. The recommendations section for an applied project should discuss the next steps in terms of implementation as well as a plan for disseminating the new product. For both the thesis and the project, this section should also discuss the strengths and weaknesses of the research or project. From the limitations, the writer should be able to offer suggestions for areas of future inquiry. A discussion of the implications should follow. This is a summary of what was learned and how this information can benefit the community of professionals of communication- the importance of the study. The writer should also bring the discussion full circle by explaining how the thesis or project contributes to the field, and aids in addressing the problem discussed in section 1. This section is followed by a list of the References and any Appendixes.

**Length:** The Capstone Project must be between 9,000 and 12,000 words. This translates to approximately 35 to 50 pages of double-spaced text with 1-inch margins (references included, appendixes not included).

**Formatting and style rules:** when formatting tables and figures, as well as including citations (intratextual) and bibliographic references (at the end of the project dissertation) -NO bibliography- it is necessary to follow the reference standard. Therefore, we provide you with the following resource, where you can consult the updated **APA regulations** (*American Psychological Association*) using the menu located on the left side of the screen:

<https://owl.english.purdue.edu/owl/resource/560/1/>

The final dissertation will be delivered on June 25, 2019 in digital format, using eCampus. Likewise, 3 hard copies will also be delivered by the program manager.

## 7. Project defense

Every participant will present and defend their project before a panel made up of 3 experts (belonging to the teaching staff and/or program mentors, as well as the mentor assigned by the company in the case of the internship capstone projects).

Every defense will last a maximum of 30 minutes: 15 minutes of presentation by the participant + 15 minutes of comments and questions from the panel members to which the participant must respond.

All program participants will attend the project presentation and defense sessions.

The participant presenting their project will submit a digital copy of their presentation support material during the 3rd trimester on the date indicated.

The project defenses will be carried out on July 2nd, 3rd, and 4th of 2019, as indicated in the calendar.

## 8. Criteria for evaluation

The participants' knowledge about their project is evaluated on an individual basis. The evaluation will be carried out taking into account both the process followed by the participant during the mentoring (proactive attitude and progressive development of the project in relation to the mentor) and in the milestone sessions (written deliveries, presentations, and group work), such as the product developed (the final project dissertation) and its defense.

The evaluation criteria are:

- |   |            |
|---|------------|
| • Process monitoring                                    | <b>10%</b> |
| • Completion of intermediate milestones (1-2):          | <b>25%</b> |
| - <i>Milestone 1 (presentation of project idea)</i>     | <i>10%</i> |
| - <i>Milestone 2 (presentation of project proposal)</i> | <i>15%</i> |
| • Final project:  | <b>65%</b> |
| - <i>Written dissertation</i>                           | <i>50%</i> |
| - <i>Presentation/oral Defense</i>                      | <i>15%</i> |

The process will be evaluated by the participant's **mentor**.

The intermediate milestones will be assessed by the program's **Academic Board**.

The written project dissertation will be assessed by the **mentor**.

The oral defense of the project will be assessed by the three members who will form the **panel**.

In the event that any project does not meet the minimum academic level required, the program's Academic Board will have full right to veto the project's presentation during the project's public oral defense. In this event, the participant will be able to present the project after it has been completed.

At the end of this document (see Appendix), we provide you with the rubrics that will be used as support instruments in the evaluation of your project, including the process followed. Specifically, we give you:

- A **rubric** that reflects the criteria for **process evaluation** that you will follow throughout the program regarding the development of your project, characterized by levels of proficiency or achievement. This rubric will be applied by your mentor, who will assess your process.
- A **rubric** that reflects the criteria for the **evaluation of the final draft of your project's written dissertation**, characterized by levels of proficiency or achievement. This rubric will be applied by your mentor, who will assess your dissertation on the project you develop.
- A **rubric** that reflects the criteria for **evaluation of the oral presentation** of your project, characterized by levels of proficiency or achievement. This rubric will be applied by the members of the panel before which you will present your project.
- **Two rubrics** that reflect the evaluation criteria for **milestone 1** and **milestone 2**, characterized by levels of proficiency or achievement. This rubric will be applied by the program's Academic Board, which will attend milestone sessions and assess products and processes associated with these milestones.

These rubrics, beyond being an instrument for evaluation, are also supporting element for the **regulation of your learning process**. The fact that, from the beginning of this process of developing your project, you know the criteria by which you will be evaluated, which can help you to start revising, improving, and handling both your process and the products (written dissertation, support material for the oral presentation, milestone deliveries if applicable...) and actions (oral presentation of the project, presentations in

the milestone sessions...) that you will develop. Moreover, when **shared with your mentor**, you can use the evaluation criteria as a reference for assessing and reviewing your process together at any time.

## 9. The Mentoring process at the UPF Barcelona School of Management

During the development of your project, every participant will have the support of a mentor, who will guide and supervise the progress of the participant's project.

The shared process between both mentor and participant will take into account the following aspects:

- **Clarity in limits:** from the beginning of the shared process, mentor and participant will establish the basis of their relationship around a series of negotiated and shared norms that will help everyone involved to know the *rules of the game*, with the aim of promoting mutual responsibility.
- **Availability:** the mentor will be available so that every participant can ask the questions they need, but always respecting the rules mentioned above.
- **Emphasis on empowerment:** the autonomy of the participant will be promoted so that they can assume responsibility for the development of their own project.
- **Commitment:** From the moment a project is assigned to them, the mentor will assume the responsibility of being a reference for their assigned participant throughout the shared learning process.
- **Contribute positive experiences:** the mentor's experiences and knowledge will be of great help to the participant in the development of their project. This is one of the reasons why the program's Academic Board will assign to each mentor the project or projects that best fit their experience.
- **Ongoing evaluation of the mentoring process:** the constant feedback provided by the relationship will allow for the participant's self-regulation of the process, the proposal of improvement measures, and the strengthening of positive aspects.

### 9.1. Mentors

The mentor will facilitate the participant's active learning and will advise them in the achievement of the personal and learning goals related to the project. A personalized relationship will be established between the mentor and the participant, in which the former will share knowledge, experiences, and time with the latter so that they can develop all their potential through the project.

As a teacher of reference, the mentor does not need to be knowledgeable about all the subjects of the program, but rather, serve as a connection between the participant and the rest of the teachers and experts who can help the participant resolve the learning needs that emerge over the course of the project.

## 9.2. Participants

The participant, as the engineer of their own learning who is ultimately responsible for their project, will play a proactive role in the mentoring process.

During this process, the participant must:

- Be responsible for their own personal and professional development.
- Believe in the project on which they will work and view it as instrument for reaching the learning objectives.
- See the mentor as a facilitator and not as a transmitter of knowledge or project consultant.
- Be able to accept constructive criticism and the competing ideas posed by the mentor. Understand that beyond their own project, the projects of the other participants will also serve as a source of knowledge, contrast, and improvement for their own learning.
- Actively participate in the cooperative activities that will take place in the on-campus sessions associated with the project milestones.
- Make informed contributions to the projects of the other program participants.

## 9.3. The process of step by step mentoring

*Step 1:* during the first program sessions, the participant will work creatively in the classroom in order find the project **idea** through which their whole learning process will be carried out.

*Step 2:* Once each participant has decided which project they want to carry out, the program Academic Board will assign each participant the most suitable mentor based on the mentor's knowledge and experience.

*Step 3:* When the program Academic Board has distributed the projects among the different mentors, each participant will receive a welcome email from their mentor.

*Step 4:* in the first meeting, the mentor and each participant will establish the basis for their future relationship. Mentor and participant will come to agreement on how best to monitor the project. In this session, some aspects that will be worked on are the commitment letter and the work plan.

*Step 5:* considering the active role that the participant must play in the creation of the project, the participant will be the one to pose questions to the mentor. These questions, depending on their complexity, may be managed by the mentor using e-mentoring or in an on-campus mentoring session. Receiving questions prior to each meeting will help the mentor prepare for on-campus sessions so that they can be more beneficial.

*Step 6:* the last objective is the presentation of the project before a panel. The presentations will be carried out in front of the class group in order to close the circle in which the rest of the participant projects are another aspect that helps increase the knowledge that each participant will acquire during the program.

*Step 7:* the members of the panel will assess each project and, once the presentation has been completed, the panel will issue ungraded *feedback* that will help the participant to see how the most significant aspects of the project and the presentation have been valued.

*Step 8:* the mentor will be responsible for closing the mentoring process. The above-mentioned close will be adapted to nature of the relationship that has been established between the mentor and the participant.

#### **9.4. Frequently asked questions**

- What if the participant is not interested in developing a project?

The project is the main axis of the participants' learning process and, as such, is the key piece that will allow them to assimilate the knowledge, outlooks, and abilities that are key to the program, contributing to the participants' preparation for having professional success in the future.

- What obstacles will the participants face, and how can their mentors help them?

The mentor will be very important during the earlier phase of the process, since the participant may need counseling about:

- *Study themes that are too broad:* It is necessary for the participants to write down the subject of their project, since it could be that the objectives are excessively broad and not very acceptable. Mentors may be able to help the participants make their project's subject matter more viable and develop a suitable work schedule.
- *Identification and selection of tools and activities:* The mentor, through questioning and reflection, will help the participant to discover which tools are the most appropriate according to the project's theme and the different phases through which the project passes.
- *Access to information:* with their experience, mentors will help the participants detect and develop the resources necessary to access the information that is key for the development of their project.

- What are the keys to effectively monitoring the mentoring process?
  - Every mentoring session, whether on-campus or through e-mentoring, will have an agenda.
  - Both parties should prepare for the meetings. Prior to each session, in the period of time that mentor and participant have agreed upon, the participant will send the mentor the aspects and doubts that need to be handled during the session. Using this communication, the mentor will be able to prepare the session.
  - The agreements and action plans that are reached during the meeting will be recorded using a monitoring sheet.

- How will the mentor monitor the participant's progress?

Combining on-campus meetings and e-mentoring. What will be taken into account to ensure a good follow-up:

- The use of the appropriate communication channels and times to perform e-mentoring.
- The participant's previous work, which will help the mentor to adequately prepare the meetings and make them as beneficial as possible.
- The adjustment of the number of on-campus meetings depending on the needs of the project, keeping in mind the recommendation to have at least one monthly on-campus meeting.

## **10. A safe environment**

### ***Confidentiality***

The project takes place in a framework of confidentiality that is shared and respected by all participants (students, Director, teaching staff, other participants in the program and company/ies and/or institutions, as well as the UPF Barcelona School of Management) as a guarantee for the generation of an environment of trust and respect in which the project can be carried out under optimal conditions and which preserves the ownership and exploitation, where appropriate, of the final result thereof by its legitimate owners.

### ***Intellectual property***

The final result of the project may be subject to protection via industrial and/or intellectual property in the event that the legal requirements in this regard concur. In this regard, the Policy on the protection and exploitation of intangibles approved by the UPF Barcelona School of Management, which seeks to preserve the recognition of the authorship and ownership of the corresponding exploitation rights in favor of the student, as well as the company and/or institution that has helped the participant to reach the final result of the project, is applicable, respecting the applicable legal regulations.

# APPENDIX

## Rubrics for project evaluation

## Project - Milestone 1 evaluation rubric

### INSTRUCTIONS

1. Enter the name and surname of the participant you evaluate in each rubric, as well as the title of the project for identification.
2. Each of the four evaluation criteria listed in the column on the left is valued with reference to three levels of achievement: 0, 1.25, and 2.5. In the "Score" column (to the right of the rubric) you must enter, therefore, a score of 0, 1.25, or 2.5 points for each of the criteria. The final mark, between 0 and 10 points, is calculated or obtained automatically.
3. In the column "Observations by criterion" you can add, if you consider it necessary, some additional commentary to the evaluation of each criterion. Also, if this is the case, in the "General Observations" row you can add some comments about the process of preparing the project as a whole.

**Participant:**

**Project title:**

CRITERION	0	1.25	2.5	Score	<i>Observation by criterion</i>
<b>Identification and articulation of the problem</b>	Presentation fails to both adequately describe the statement of the problem and provide relevance to existing bodies of knowledge; purpose statement is absent or weak.	Statement of the problem is presented; flaws in scope may be present. Relevance to existing knowledge is described and purpose statement is presented; there is a lack of some necessary supporting details.	Statement of the problem is clearly and succinctly presented; provides evidence of a thorough analysis of the existing bodies of knowledge; a compelling purpose statement is presented.		
<b>Specific aims</b>	Specific aims are not clear and are supported by little or no preliminary literature; specific aims are not connected to the purpose of the study.	Specific aims are presented; some literature is provided to support the feasibility of the specific aims; there is an attempt to connect specific aims to the purpose of the study, but it is not completely achieved.	Specific aims are clearly spelled out and connected to the purpose of the study; each specific aim is supported by the preliminary literature.		
<b>Significance</b>	The project only addresses an issue that has very limited scientific/professional value and only produces some incremental information.	The project is not especially innovative; even so, it is interesting and addresses an important scientific/professional issue; it has the possibility to fill an existing knowledge gap in a particular field.	The project addresses an important scientific/professional issue with high potential/value; the findings from the proposed study are expected to increase the existing scientific/professional knowledge.		
<b>Communication/ presentation skills</b>	Presence of at least three of the five following elements: 1. The volume is so low and/or the rate is so fast that you cannot understand most of the message. 2. The pronunciation and enunciation are very unclear. 3. No eye contact with audience. 4. The presentation lacked organization. 5. There is little evidence of preparation.	Presence of at least three of the five following elements: 1. The volume is occasionally too low or too loud and/or the rate is too fast or too slow. 2. The pronunciation and enunciation are occasionally unclear; speaker/s occasionally exhibit/s disfluencies, such as "ahs," "uhms," or "you knows"; the listener has difficulty understanding the words in the message. 3. Consistent use of direct eye contact with audience most of the time. 4. The presentation had organizing ideas. 5. It could have been much stronger with better preparation.	Presence of at least three of the five following elements: 1. Speaker/s deliver/s the message in a confident, poised, enthusiastic fashion; the volume and rate varies to add emphasis and interest. 2. Pronunciation and enunciation are very clear; speaker/s exhibit/s very few disfluencies, such as "ahs," "uhms," or "you knows". 3. Attention of the entire audience is held with the use of direct eye contact. 4. The presentation was well organized. 5. The presentation was well prepared and easy to follow.		
<b>General observations</b>				<b>MILESTONE 1 SCORE:</b>	

## Project - Milestone 2 evaluation rubric

### INSTRUCTIONS

1. Enter the name and surname of the participant you evaluate in each rubric, as well as the title of the project for identification.
2. Each of the seven evaluation criteria listed in the column on the left is valued with reference to three levels of achievement: Poor (0-5), Good (6-8), and Excellent (9-10). In the "Score" column (to the right of the rubric) you must enter, therefore, a score between 0 and 10 points for each criteria. The final mark, between 0 and 10 points, is calculated or obtained automatically.
3. In the column "Observations by criterion" you can add, if you consider it necessary, some additional commentary to the evaluation of each criterion. Also, if this is the case, in the "General Observations" row you can add some comments about the process of preparing the project as a whole.

<b>Participant:</b>							
<b>Project title:</b>							
CRITERION	WEIGHT	Poor (0-4)	Good (6-8)	Excellent (9-10)	Score	Weighing	Observation by criteria
Problem & purpose statement & anticipated benefits or significance	0,15	Problem and/or purpose are poorly stated or absent and anticipated benefits and/or significance are not mentioned.	Problem and purpose are adequately stated and anticipated benefits and/or significance are mentioned.	Problem and purpose are perfectly stated and anticipated benefits and/or significance are clearly described.			
Preliminary review of the literature (minimum 10 sources)	0,2	Preliminary literature review is not complete: less than 10 sources or unrelated to topic.	Preliminary literature review is adequate: minimum of 10 sources and most of them are related to topic.	Preliminary literature review is complete: minimum of 10 sources and all of them are related to topic.			
Project design and work plan	0,15	Project design and/or work plan are poorly described.	Project design and work plan are adequately described.	Project design and work plan are very well described.			
Schedule of deadlines and tasks	0,1	Schedule of deadlines and tasks is poorly explained.	<b>Schedule of deadlines and tasks is adequately explained.</b>	<b>Schedule of deadlines and tasks is very well explained.</b>			
Statement of anticipated results	0,15	<b>Statement of anticipated results is absent or poorly formulated.</b>	<b>Statement of anticipated results is adequately formulated.</b>	Statement of anticipated results is very well formulated.			
Statement of anticipated obstacles and plans for dealing with them	0,1	Statement of anticipated obstacles and plans for dealing with them is absent or poorly formulated.	Statement of anticipated obstacles and plans for dealing with them is adequately formulated.	Statement of anticipated obstacles and plans for dealing with them is very well formulated.			
Communication/presentation skills	0,15	Presence of at least three of the five following elements: 1. The volume is so low and/or the rate is so fast that you cannot understand most of the message. 2. The pronunciation and enunciation are very unclear. 3. No eye contact with audience. 4. The presentation lacked organization. 5. There is little evidence of preparation.	Presence of at least three of the five following elements: 1. The volume is occasionally too low or too loud and/or the rate is too fast or too slow. 2. The pronunciation and enunciation are occasionally unclear; speaker/s occasionally exhibit/s disfluencies, such as "ahs," "uhms," or "you knows"; the listener has difficulty understanding the words in the message. 3. Consistent use of direct eye contact with audience most of the time. 4. The presentation had organizing ideas. 5. It could have been much stronger with better preparation.	Presence of at least three of the five following elements: 1. Speaker/s deliver/s the message in a confident, poised, enthusiastic fashion; the volume and rate varies to add emphasis and interest. 2. Pronunciation and enunciation are very clear; speaker/s exhibit/s very few disfluencies, such as "ahs," "uhms," or "you knows". 3. Attention of the entire audience is held with the use of direct eye contact. 4. The presentation was well organized. 5. The presentation was well prepared and easy to follow.			
<b>General observations</b>					<b>MILESTONE 2 SCORE:</b>		

## Project - Process evaluation rubric

### INSTRUCTIONS

1. Enter the name and surname of the participant you evaluate in each rubric, as well as the title of the project for identification. Also enter your first and last name, as a mentor.
2. Each of the five evaluation criteria listed in the column on the left is valued with reference to three levels of achievement: 0, 1, and 2. In the "Score" column (to the right of the rubric) you must enter, therefore, a score of 0, 1, or 2 points for each of the criteria. The final mark, between 0 and 10 points, is calculated or obtained automatically.
3. In the column "Observations by criterion" you can add, if you consider it necessary, some additional commentary to the evaluation of each criterion. Also, if this is the case, in the "General Observations" row you can add some comments about the process of preparing the project as a whole.

**Participant:**

**Project title:**

**Mentor:**

CRITERION	0	1	2	Score	Observations by criterion
<b>Attendance at mentoring meetings</b>	They miss scheduled meetings without prior notice or without requesting a change of date.	They attend scheduled meetings; they are always or almost always unpunctual (more than 15 minutes), without prior notice.	They attend scheduled meetings and are punctual. If at any time they foresee that they will not be able to attend, they give prior notice and/or request a change of date sufficiently in advance and an objective justification.		
<b>Planning</b>	They either don't plan, or they plan superficially. If they plan, they don't follow what was planned and often don't detect needs for adaptation, nor do they implement actions to cover the latter.	They plan efficiently in the short term. They are less efficient because they establish plans which are adjusted to project objectives in the medium and/or long term. The lack of a global or transversal vision of the process hinders the adequate follow-up of planning. They introduce adaptations, but these sometimes do not respond efficiently to the needs of the project or are not entirely realistic.	They set objectives in their work, it is planned efficiently and consequently in the short, medium and long term. They follow the established planning, revise it regularly, and adapt it according to the needs of the project.		
<b>Flexibility and ability to adapt</b>	They show a rather reactive, unreceptive, and unthinking attitude towards suggestions, constructive criticism, and the confrontation of ideas on the part of the mentor.	They are able to accept suggestions and constructive criticism from the mentor. However, they don't often take advantage of the latter or turn them into ideas or proposals that favour the advancement of the project.	They are able to accept suggestions and constructive criticism from the mentor, as well as confront and modify ideas in an assertive, collaborative, and efficient way to advance the project.		
<b>Commitment</b>	They show little or no interest, initiative, and perseverance. They rarely put forward ideas or questions on their own initiative, or the latter are either superficial and/or not focused on the objectives and needs of the project. They pay little attention to searching for information and resources. They appear rather dependent on the mentor during the process.	They show interest; nevertheless, a greater degree of involvement and initiative would be favorable for a fuller and more adequate elaboration of the project. They usually require a considerable degree of support and follow-up to be constant or effective. From time to time they bring up ideas and questions themselves, on their own initiative, although not as often as would be necessary or desirable for the proper progress of the project. When they have the competence to seek information and resources on their own initiative, they don't always do so.	They show interest, initiative, perseverance, and autonomy. They are responsible for their own personal and professional development through the development of the project. They contribute ideas, raise questions, and seek information and resources on their own initiative; the latter tend to be relevant to the project's objectives and its progress.		
<b>Communication</b>	They don't respond to emails or other communications or do so in an unpunctual manner. Or, they resort to the mentor too frequently given the needs of their project at any given time or for issues on which they have the competence to develop in a more proactive or autonomous way. Regarding the participant, participant-mentor communication should be much more fluid during the process.	They usually respond to emails and other communications. However, on some occasions they don't respond or do so in an untimely manner. Regarding the participant, a somewhat more fluid participant-mentor communication would favor a greater and better development of the process and the project.	They respond to emails or other communications and do so punctually. They take the initiative in communicating when a need arises related to their project that is beyond their competence in this regard and requires support from the mentor to learn and move forward. Regarding the participant, participant-mentor communication is fluid and efficient throughout the process.		
<b>General observations</b>				<b>PROCESS SCORE:</b>	

**Project - Rubric for final project evaluation: explanatory dissertation**

**INSTRUCTIONS**

1. Enter the full name of the participant you evaluate on each rubric, as well as the title of their project for identification. Enter your full name as well, as the evaluator.
2. Each of the five evaluation criteria indicated in the left-hand column is assessed based on three levels of completion: 0, 1, and 2. In the "Score" column (to the right of the rubric) you must enter, therefore, an assessment of 0, 1, or 2 points for each of the criteria. The final grade, between 0 and 10 points, is calculated or obtained automatically.
3. If you so desire, in the column, "Observations by criterion," you may add, if you consider it necessary, some additional commentary to the evaluation of each criterion. Likewise, if you have any comment(s) about the dissertation and/or the project as a whole, you may add them in the "General observations" row.

**Participant:**

**Project Title:**

**Evaluator:**

CRITERION	0	1	2	Score	Observations by criterion
<b>Content</b>	The dissertation omits one or more of the required sections. Or, the dissertation includes all the required sections, but some of them are insufficiently developed and/or argued: the reader is hardly taken into account during the presentation of the project and ideas; the information and arguments included are excessively brief, vague, and/or inconsistent, or, they seem to be personal opinions.	The dissertation includes all the required sections. Overall, the sections are sufficiently developed, with some exceptions: the presentation tries to take the reader into consideration, though perhaps not as often as necessary; realistic and justified objectives are set; the contents of the dissertation are explained and argued, although sometimes only partially, and it is difficult to fully understanding the meaning of the explanation.	The report includes all the required sections. The required sections are sufficiently and suitably developed and argued: the reader is taken into consideration; realistic and justified objectives are set; The contents are clearly and exhaustively explained and justified and, where applicable, they are contrasted against or integrated with different points of view, and a solution is proposed to any discrepancies by way of conciliation or, when possible, a new proposal.		
<b>Information sources</b>	At least one of the following situations occurs: -The project is very poorly or entirely undocumented, very little use of reference sources. -The selection of references is irrelevant or outdated. -The sources used are general manuals or unreliable sources. -The information on which the project is based is too general, unspecific, and not based in the project's corresponding scientific/professional area. -The use of language specific to the scientific/professional area is limited, or it does not conserve the meaning attributed by reference authors and professionals.	At least one of the following situations occurs: -Use of reference sources which, although most are valid, are somehow irrelevant or outdated. -A majority of valid and reliable sources, of proven quality, are combined with some sources of more dubious quality and/or origin. -Information that is specific and particular to the scientific/professional area, although somewhat incomplete to explain, justify, or operationalize the project idea itself. -The use of language specific to the scientific/professional area; for some concepts or ideas, the meaning conferred by reference authors or professionals is distorted.	The project is well-documented. There are a sufficient number of pertinent, current references; if this is the case, they are combined with classic reference texts from the scientific/professional area. Quality and varied sources (specific manuals, contrasted reports, papers, professional literature, etc.) are used. The information upon which the project is based is solid and specific to the scientific/professional area. Sufficient and relevant industry language is used, preserving the meaning conferred by reference authors or professionals.		
<b>Coherence and cohesion</b>	The information is not well-organized. Serious lack of coherence in the organization, integration, and cohesion between ideas and/or sections. The information is rather disjointed and/or incomprehensible, and may even contain contradictory ideas. Lack of a good common thread. The project idea and the objectives sought after are not aligned. Some titles and/or subtitles may not be properly located throughout the written discourse, or may not correspond with the content they precede.	<b>The information is very well-organized. Nevertheless, there are incoherencies that compromise the understanding of some ideas or the audience's ability to follow part of the discourse. Project idea and objectives are connected and aligned. Some titles or subtitles may not correspond with the content they precede, or may not be properly located over the written discourse.</b>	<b>The information is very well-organized. The information is presented in clear blocks, with titles and subtitles that are relevant in terms of their location throughout the written discourse and their correspondence with the information that they precede. Coherence is preserved, from the presentation and justification of the project idea and the exposition of the project objectives, to the project's final conclusions.</b>		
<b>Creativity and innovation</b>	<b>The project idea and the work carried out do not provide an innovative or creative perspective. The work does not make a genuine contribution to its corresponding scientific/professional area and/or does not respond to actual and/or purported needs. The project does not reflect or is difficult to apply to the reality to which it is addressed.</b>	<b>The project idea and the work carried out are not especially innovative or creative with respect to previous works; even so, the proposal is interesting and answers actual needs specific to its corresponding scientific/professional area. The project reflects or is applicable to the reality to which it is addressed, previous minor changes if this is the case.</b>	The project idea and the work carried out denote originality and innovation. They represent an advance with respect to previous works, and make a genuine contribution to the corresponding scientific/professional area and in connection with the needs to which they want to respond. The project reflects or is applicable to the reality to which is addressed.		
<b>Formal aspects</b>	The dissertation meets at least 2 (3 if the last is applicable) of the following aspects: -There is a disconnect between the sections indicated in the index and those included throughout the report. -The pages of the dissertation are not numbered. -The appendixes (if included) are not referenced throughout the report, or they are not referenced in the correct place. -The dissertation includes a considerable number of grammar, spelling, and/or punctuation errors, compromising the understanding of the written discourse. -The reference rule is not applied in tables, figures, citations, and/or bibliographical references; or, it is applied incorrectly throughout all or almost all of the dissertation. -Lack of correspondence between citations (intratextual) and bibliographical references. -If applicable, the dissertation does not meet all or most of the formal characteristics requested (page limit, font type and size, line spacing, margins...).	The sections indicated in the index correspond in name and order with those included throughout the dissertation. The pages of the dissertation are numbered. Moreover, the dissertation meets at least one of the following aspects: -The appendixes (if included) are referenced throughout the dissertation, although they are either not all referenced or some are not referenced in the correct place. -The dissertation includes few grammar, spelling, or punctuation errors; existing errors do not significantly compromise the understanding of the written discourse. -The reference rule is applied in tables, figures, citations, and/or bibliographical references, although with some inaccuracies or errors. -Occasionally, citations (intratextual) and bibliographical references do not correspond with each other. -If applicable, the dissertation meets most of the formal characteristics requested	The sections indicated in the index correspond in name and order with those included throughout the dissertation. The pages of the dissertation are numbered. The appendixes (if included) are properly referenced and in the correct place. The grammar, spelling, and punctuation of the dissertation are correct, which facilitates the understanding of the written discourse. The reference rule is applied correctly in tables, figures, citations, and bibliographical references. Citations (intratextual) and bibliographical references correspond with each other. If applicable, the dissertation meets the requested formal characteristics (page limits, font type and size, line spacing, margins ...).		
<b>General observations</b>				<b>PRODUCT FINAL SCORE:</b>	

**Project - Rubric for the evaluation of the oral presentation**

**INSTRUCTIONS**

1. Enter the full name of the participant you evaluate on each rubric, as well as the title of their project for identification. Enter your full name as well, as the evaluators.
2. Each of the five evaluation criteria indicated in the left-hand column is assessed based on three levels of completion: 0, 1, and 2. In the "Score" column (on the right of the rubric, you will find one column for each evaluator) each evaluator must enter an assessment of 0, 1, or 2 points for each of the criteria. The final grade, between 0 and 10 points, is calculated or obtained automatically. If you would like to qualify this final grade according to the management of the presentation time, you may do so.
3. When appropriate, you may add any additional comment(s) on the evaluation of each criterion in the "Observations by criterion" column. Likewise, if you so desire, in the "General observations" row, you may add a supplementary comment about the presentation and/or the project as a whole.

**Participant:**

**Project Title:**

**Evaluator 1:**

**Evaluator 2:**

**Evaluator 3:**

Length	The presentation did not comply with the established time frame (± 10 minutes).	The presentation complied somewhat with the established time frame (± 5 min).	The presentation complied with the established time frame (± 2 min).					
CRITERION	0	1	2	Evaluator score 1	Evaluator score 2	Evaluator score 3	AVERAGE	Observations by criterion
<b>Content</b>	At least two of the following situations occur: -The participant does not introduce him/herself and/or the idea of the project. -Significant lack of information important and necessary to understand the project, the work carried out, the decisions made, and the conclusions reached. -The information presented is supported by hardly any sources of reference. -The knowledge reached on the subject matter is scant, insufficient, irrelevant, or poorly developed. -The use of language specific to the scientific/professional area is limited, or does not conserve the meaning conferred by reference authors and professionals.	At least two of the following situations occur: -The project idea is introduced, though not at the beginning of the presentation. -Sufficient information is given to understand the project and the work carried out, but not always to justify the ideas presented (decisions, conclusions...). -The information is supported by sources, except on some necessary occasions. -Knowledge has been acquired on the topic addressed, although it is only partially or not at all well-internalized for some relevant aspects. -The use of language is specific to the scientific/professional area, almost always preserving the meaning conferred by authors and professionals, with some relevant exception.	The participant introduces him/herself and the idea of the project to the audience at the beginning of the presentation, helping the audience to orient itself. Sufficient information to understand the project, the work carried out, the decisions made, and the conclusions reached in an arguable, justifiable way. The information is supported by reference sources when necessary. Considerable knowledge has been acquired on the subject addressed. Relevant use is made of the language specific to the scientific/professional area, conserving the meaning conferred by reference authors and professionals.					
<b>Structure</b>	The content of the presentation is fragmented and inconsistent, there is no fluid, well-connected thread. The structure of the presentation seriously compromises the audience's ability to follow and understand the discourse, the idea of the project, and/or the work carried out.	The majority of the content is presented clearly and is well-developed, but transitions between ideas must be improved. The way in which the information is organized hinders the audience's ability to follow and/or understand some points of the introduction.	The content is presented in a clear, well-developed way, following a common thread that facilitates understanding, the integration between sections and information, and the implementation of appropriate transitions. The project idea and the work carried out are clear to the audience.					
<b>Materials</b>	If support materials are used, they result in at least two of the following situations: -The design is very unappealing. -The material does not constitute a support resource (excessive text, repetitive, or does not agree with the oral discourse; absence of figures to represent opaque or complex information). -The font size is too small and/or the color scheme for the font, figures, and background hinders the view of the content. -Remarkable number of grammar, spelling and/or punctuation errors. -The reference rule is not followed or has been applied with many errors in tables, figures, citations (intratextual) and/or references.	If support materials are used, the design is reasonably attractive but its use results in at least two of the following situations: -The support material mainly constitutes a support resource, although in some sections, too much text and/or figures are used, or the material is repetitive to the oral discourse. -Font size and the color scheme for the font, figures, and background allow for a clear view of the content, except for on some slides. -There are some errors in the grammar, spelling, or punctuation. -The reference rule is followed in tables, figures, citations (intratextual) and/or references, with some citation and/or formatting errors.	If support materials are used, they are clear and legible. The design is attractive and the material really constitutes a support resource (text is precise and key to the comprehension of the discourse; the inclusion of figures to support oral discourse and the understanding of complex or opaque information). Font size and the color scheme for the font, figures, and background allow for a clear view of the content. There are no errors in the grammar, spelling, or punctuation. The reference rule is followed, excluding citation and formatting errors, in tables, figures, citations (intratextual) and references.					
<b>Verbal and nonverbal language</b>	Unclear mode of self-expression (voice inaudible or too high; speaking too slowly or too fast; excessive use of clichéd phrases, unnecessary slips of the tongue or repetitions; frequent pausing or stuttering; literal or almost literal reading of slides ...). The presenter demonstrates little control of the situation (self-doubt, nervousness, insecurity, poor posture, little eye contact or focusing in a single direction, gestures that are excessive, insufficient, or strained and/or do not accompany the message, uninvolved and/or monotonous bearing...).	The presentation is given with some clarity, although at some point during the presentation the vocalization is not entirely clear and the volume and rhythm are not entirely constant or appropriate. Although the presentation relies on the use of clichéd phrases, they do not excessively compromise the understanding or rhythm of the explanation. The presenter occasionally stutters or pauses, or has some slip of tongue but is then able to persist. The presenter demonstrates a certain level of control over the situation; though showing some signs of nervousness, the presenter is then able to overcome them and make him/herself understood.	The project is presented with clarity and concision, and necessary corrections to the presenter's oral expression are made (clear vocalization and slow articulation; appropriate volume; constant rate; absence of clichéd phrases, slips of the tongue, and unnecessary repetitions...). The presenter demonstrates control of the situation (professionalism, self-assurance, serenity, enthusiasm, proper posture, eye contact with the audience as a whole, natural gestures according to the message, command of space ...).					
<b>Debate and discussion</b>	Defensive or reticent attitude toward comments, suggestions, and questions posed by the panel. Or an unsatisfactory capacity to respond to issues raised by the panel (unclear statement; lack of response; incomprehensible, incoherent clarifications that are barely supported or entirely unsubstantiated).	A receptive, conversational attitude is shown toward comments, suggestions, and questions posed by the panel. Some issues raised are addressed satisfactorily enough while others are addressed with less competency.	A receptive, conversational attitude is shown toward comments, suggestions, and questions posed by the panel. Satisfactory capacity to respond (information requested is provided; necessary and pertinent clarifications are made with regard to the project, the reference sources, the proposed conclusions ...).					
<b>General observations</b>				<b>PRESENTATION FINAL SCORE:</b>				