



Universitat de Lleida

DEGREE CURRICULUM

MASTER'S THESIS -

GEOGRAPHY, HISTORY AND

ART HISTORY

Coordination: BALLESTE ESCORIHUELA, MARC

Academic year 2023-24

Subject's general information

Subject name	MASTER'S THESIS - GEOGRAPHY, HISTORY AND ART HISTORY			
Code	14316			
Semester	UNDEFINED			
Typology	Degree	Course	Character	Modality
	Master's Degree in Secondary Education Teacher, Training and Language Teaching	1	COMPULSORY	Blended learning
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	TFM		
	Number of credits	6		
	Number of groups	1		
Coordination	BALLESTE ESCORIHUELA, MARC			
Department	EDUCATION SCIENCES			
Important information on data processing	Consult this link for more information.			
Language	Catalan			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BALLESTE ESCORIHUELA, MARC	marc.balleste@udl.cat	1,5	It will be specified through email.
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STOEBER , KAREN	karen.stober@udl.cat	1,5	

Learning objectives

- Reflect on the teaching performance itself and on the educational reality of the center from a critical perspective of improvement.
- Design a proposal for teaching innovation that aims to present possible lines of action in the classroom or outside of it to work on and compare the problem studied.
- Know the cultural context in which the professional action takes place.

Competences

The Master's Final Project summarizes the training acquired throughout all the teachings described throughout the Master and will reflect the competences of the different subjects of which said Master is composed.

CG2. Oral and written communication

GC3. Analysis and synthesis capacity

GC4. Organization and planning capacity.

GC5. Information management skill

GC6. Critical and self-critical capacity

GC9. Problem resolution

GC11. Use of the foreign language (students of the English specialty)

GC12. Ability to design and manage a project.

CE4. Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates.

CE22. Know and apply innovative teaching proposals in the field of specialization studied

CE23. Critically analyze the teaching task, good practices and the task of educational guidance using quality indicators.

CE24. Identify the problems related to the teaching and learning of the subjects of the specialization and propose alternatives and solutions.

CE25. Know and apply basic methodologies and techniques of educational research and evaluation and be able to design and develop research, innovation and evaluation projects.

CE29. Participate in proposals for improvement in various fields of education based on reflection based on practice.

Subject contents

- Specific knowledge in the formative stages to which the specialization of the master's degree is directed.
- Teaching innovation
- Teaching/learning processes in Secondary Education and Vocational Training
- Didactic and organizational aspects of teaching and learning subjects in the stages of Secondary Education and Vocational Training.
- Evolutionary and sociological characteristics of the students

Methodology

The TFM is developed taking into account one of the two modalities presented below:

Modality A: EDUCATIONAL INTERVENTION

Students carry out interventions that want to transform, change and improve educational practices in a specific context, collect evidence and evaluate the impact of the intervention.

Modality B: INNOVATIVE OR SINGULAR PROPOSAL

The student detects a unique aspect related to the teaching-learning methodologies and resources, the organization and educational management and/or the relationship with the educational community and the environment and theoretically justifies this uniqueness and as long as it has a clear connection with the specialty. taken in the master's degree. Plan a didactic program and/or design an innovative action, explaining how it would be carried out in a specific context. At the end, he reflects on this potential implementation.

In both modalities, the TFM report will have a **length of 8,000 words** (not including bibliographic references or annexes) and the oral presentation will be accompanied by a **poster**.

Each student will be assigned a tutor who will guide their TFM and with whom they will carry out the relevant tutorials. **For each tutorial, students must fill out a registration form and upload it to the Shared Space of the Virtual Campus within the week following the tutorial.**

Likewise, the following training activities will be carried out:

- 1 intersubject credit of the specific module will be allocated to the general orientation for the completion of the Master's Final Project.
- Discussion and orientation seminars for the completion of the Master's Final Project with the TFM tutor.

*Para una mayor concreción en relación con los aspectos formales del trabajo, se recomienda consultar el Dossier del TFM, disponible en el apartado de Recursos y en la web del máster: <https://mastersecundaria.udl.cat/ca/pla-formatiu/treball-final/>

Development plan

Actions to prepare the TFM and delivery dates:

October - Explanation by the coordinator about the preparation of the TFM.

During observation practices - The student identifies possible themes.

Mid-December - 1st Tutorial (student-tutor) and delivery of Doc. 1.

End of January - Delivery of Doc. 2 and evaluation of the proposal by the tutor. Final acceptance of the TFM proposal.

Mid-March - Delivery of Doc. 3 and student and tutor decide the call for delivery of the TFM.

*(First term - June)**

Mid-May - Delivery of Doc. 4. Follow-up of the previous sections.

May 24 - Delivery of the complete TFM document to the tutor.

May 31 - Latest comments and ratings from the tutor.

June 3 - Maximum delivery of the work in PDF format on the Virtual Campus.

June 17-21 - Defense.

July 3 - Closing of events.

(Second term - September)

Beginning of June - Delivery of Doc. 3.

End of June - Delivery of Doc. 4.

July 23 - Delivery of the complete TFM document to the tutor.

July 30 - Latest comments and ratings from the tutor.

September 2 - Maximum delivery of the work in PDF format on the Virtual Campus.

September 16-20 - Defense.

September 28 - Closing of events.

*The Master's Final Project is a **single call**. The student can choose one of the two deadlines indicated to present and defend his or her work.

**For greater specificity in relation to the actions and documents mentioned, it is recommended to consult the TFM Dossier, available in the Resources section and on the master's website: <https://mastersecundaria.udl.cat/ca/pla-formatiu/treball-final/>

Evaluation

In the evaluation of the TFM, attendance and use of tutorials, the written quality of the work and its presentation and public defense will be considered. The weight of each section is detailed as follows:

Tutor Monitoring - 30%

Written Work - 50% (Tutor - 20% + Commission - 30%)

In-person Oral Defense - 20%

NOTES ON THE EVALUATION

A minimum grade of 50% is necessary in each of the three sections (Tutor Monitoring, Written Work and Oral Defense).

They will be recorded as **NOT SUBMITTED**:

- Evidence **not delivered or delivered outside the established deadline**.
- Those evidences that, according to the instructions, must be **presented through the Virtual Campus and that are not presented through this tool**.

*To consult the rubrics and evaluation indicators for each section, it is recommended to consult the TFM Dossier, available in the Resources section and on the master's website: <https://mastersecundaria.udl.cat/ca/pla-formatiu/treball-final/>

Bibliography

Barton, K. (2020). Investigación sobre las ideas de los estudiantes acerca de la historia. *Enseñanza de las Ciencias Sociales. Revista de Investigación*, 9, 97-

113. <https://raco.cat/index.php/EnsenanzaCS/article/view/191362>

Gómez Carrasco, C.J., López Facal, R., & Rodríguez Medina, J. (2019). La investigación en Didáctica de las Ciencias Sociales en revistas españolas de Ciencias de la Educación. Un análisis bibliométrico (2007-

2017). *Didáctica de las ciencias experimentales y sociales*, 37, 67-88. <https://doi.org/10.7203/dces.37.14440>

Prats, J. (2002). Hacia una definición de la investigación en didáctica de las ciencias sociales. *Enseñanza de las ciencias sociales: revista de investigación*, 1, 81-89. <https://raco.cat/index.php/EnsenanzaCS/article/view/126132>

Prats, J. (2010). La historia investigada y enseñada como conocimiento significativo en Educación. *Revista internacional. Magisterio, Educación y Pedagogía*, 45.