



DEGREE CURRICULUM
MASTER'S THESIS

Coordination: DEL ARCO BRAVO, ISABEL

Academic year 2023-24

Subject's general information

Subject name	MASTER'S THESIS		
Code	14463		
Semester	UNDEFINED		
Typology	Degree	Course	Character
	Master's Degree in Psychopedagogy	1	COMPULSORY
	Modality Attendance-based		
Course number of credits (ECTS)	6		
Type of activity, credits, and groups	Activity type	TFM	
	Number of credits	6	
	Number of groups	1	
Coordination	DEL ARCO BRAVO, ISABEL		
Department	EDUCATION SCIENCES		
Important information on data processing	Consult this link for more information.		
Language	Català		

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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Learning objectives

- Promote innovation processes through the design of a research project
- Know the social and cultural environment in which the professional action of the educational psychologist is developed.
- Integrate the different aspects that make up the professional activity of the educational psychologist and the structure of the organization.
- Develop the skills and competences of the educational psychologist, taking into account the different environments.

Competences

General Competences

CG1. Integrate the knowledge and advances of psychopedagogy in their professional performance, with a reflective and critical attitude, making decisions based on an analysis of problems, integrating knowledge and facing the complexity derived from incomplete information.

CG2. Engage in lifelong learning, recognizing the critical aspects that must improve the exercise of the profession, acquiring independence and autonomy as an apprentice, and taking responsibility for one's own learning and the development of their skills to maintain and increase professional competence.

CG3. Become aware of their beliefs and stereotypes about their own culture and other cultures or groups, and their implications for professional performance respecting individual, social and cultural differences.

CG4. Know how to communicate their professional decisions, (and conclusions), the knowledge and ultimate reasons that support them to both specialized and non-specialized audiences, in a clear way and adapted to their needs.

CG5. Know how to solve problems in new or little-known environments, and in broader or multidisciplinary contexts, as well as generate innovation and change processes.

CG6. Respect for the fundamental rights of equality between men and women, the promotion of Human Rights and the values of the culture of peace and democratic values,

CG7. Apply ICT,s in professional practice. CG8. Use a foreign language.

Specific competences

CE4. Design, implement and evaluate programs, projects, services, policies and socio-educational practices, in order to respond to the needs of specific people, organizations and / or groups.

CE6. Analyse, interpret and act in a manner consistent with educational policies derived from a dynamic social context and continuous evolution.

CE7. Motivate innovation in social and educational intervention, taking into account the results of research in different fields.

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Subject contents

The student must demonstrate the acquisition of the competences of the master's degree in the deepening of a specific topic and related to the Psychopedagogical processes of the various areas of professionalization of the master's degree: educational, socio-labor and / or social action.

It would be important for the student to select the subject of study of the Master's Final Project in any problem of the professional field where he would like to locate professionally or in a subject of his personal interest.

[see dossier of the Master's Final Project]

Methodology

2-Structure

The final master's project must have the basic structure of an educational research project, designing a small investigation.

For this TFM it is sufficient to carry out the first four sections plus the bibliography: 1. Introduction, 2.- Background / Theoretical framework, 3.- Formulation of a hypothesis or research questions, 4.- Design of the research and 7. References.

DESIGN OF AN EDUCATIONAL RESEARCH (HYPOTHETICAL-DEDUCTIVE PROCESS)

<p>1. Introduction It is about developing a justification that explains an intuition and formulates a problem that is intended to be solved.</p>
<p>2. Background / Theoretical framework It is about developing a justification that explains an intuition and formulates a problem that is intended to be solved.</p>
<p>3. Formulating a hypothesis or research questions It is the concretion of the topic to be investigated, written in the form of hypotheses when using the quantitative paradigm and / or in research questions when investigating in qualitative paradigm.</p>
<p>4. Research design Method that will be used to approach the reality we study. Population and sample where data are collected to test hypotheses or test research questions. Tools we will use to collect data. Data collection process.</p>
<p>5. Interpretation and analysis of results Grouping of data, application of statistical formulas, etc.</p>
<p>6. Conclusions The conclusions are a discussion between the data collected, the problem posed and the hypotheses or questions formulated.</p>
<p>7. References We must correctly cite all the documentation we use for our study.</p>

The work will be presented in a written document (paper or digital) that has between 30 and 60 pages. If necessary it can be completed with annexes.

For the drafting of the document you can consult the guide of the faculty:

<http://www.fce.udl.cat/Recursos/guies/guiatreballs.pdf>

For bibliographic references it is recommended that the APA standard be used.

Development plan

Timeline

Task	Date		Place	Responsible
Assignment of tutors de TFM	02/12/2023		Classroom	Coordinator
	1r terms	2nd term	Classroom	
Delivery of the draft de TFM	24/05/2024	21/07/2024	Campus Virtual	Pupil

Delivery of the TFM definite	07/06/2024	12/09/2024	Virtual Campus (Activities)	Pupil
Defence of the Master's Degree Final Project The evaluation committee	15/06 up to 30/06/24	15/09 up to 26/09/24	by determine	Pupil

SUBMISSION OF THE MASTER'S FINAL PROJECT (TFM) MASTER IN PSIOPEDAGOGY

The TFM must be deposited on the Virtual Campus of the UdL taking into account that:

1. The cover must follow the format officially established by the Master's Degree Studies Committee (Annex1)
2. The TFM must include an abstract of a maximum of 300 words in Catalan and Spanish, at least and, where appropriate, in English. Also Keywords in different languages (maximum 5 keywords)
3. The TFM can be written in Catalan, Spanish or English.
4. The deposit of the TFM will be done via Virtual Campus in the Activities section (TFM deposit). In this section the student must upload two different documents: - The final TFM in pdf format. - Suitability report of the TFM tutor signed electronically by the tutor, according to the official form established by the Master's Degree Studies Committee (Annex 2)
5. The deposit of the TFM must be done respecting the maximum date established by the Master's Degree Studies Committee.

Evaluation

The Master's Final Project will be evaluated by:

1. Tutor of the TFM, who through a rubric will qualificarà the quality of the TFM (Global evaluation of the Work, Use of the theories, Research methodology, Formal aspects) and of the tutoring process = 60% of the final grade of the TFM
2. Court of defense of the TFM, formed by three professors who are teachers of the Master of Psychopedagogy. The tutor of the TFM cannot be part of this tribunal. Each member of the tribunal (president + vocal + secretary) will evaluate individually through a rubric the quality of the TFM (Global evaluation of the Work, Use of theories, Research methodology, Formal aspects) and public defense. The final grade will be the average of the three members of the tribunal = 40% of the final grade of the TFM

The Final Assessment Form that the tribunal will make includes a section where the tribunal will decide if the TFM is likely to be incorporated into the open repository of the UdL

Bibliography

- **Barbier, R. (1977):** *La Recherche-Action dans l'Institution Éducative*. Paris. Gauthier-villars.

Capítol II. Punt 2.2.2. Principis generals de la investigació-acció institucional.

Aquest apartat resulta especialment interessant si el que ens proposem és realitzar una investigació-acció en la mateixa institució en la que desenvolupem la nostra tasca professional.

- **Blandez, J. (1996):** *La investigació-acció: Un reto para el profesorado. Guía práctica para grupos de trabajo, seminarios y equipos de investigación*. Zaragoza. INDE Publicaciones.

Capítol III. Guia practica per a desenvolupar una investigació acció. Especialment interessant per a poder dissenyar i planificar un projecte d'investigació-acció. Al estar el capítol estructurat en forma de preguntes i respostes resulta molt estructurat i clar a l'hora de dissenyar la nostra pròpia investigació. Especialment interessant la gràfica de la pàgina 80.

Interessant, també, el següent capítol en el que s'exemplifica el procés d'investigació-acció amb un cas real.

- **Bolivar, A. (1998):** *La investigació biogràfic-narrativa. Guía para indagar en el campo*. Granada. Grupo editorial universitario.

Libre centrat en tècniques qualitatives per a la recollida de dades.

Capítol 22. Metodologia biogràfic-narrativa. Especialment interessant per a entendre les característiques i la forma d'aplicar aquesta tècnica biogràfic-narrativa de recollida de dades.

- **Brubacher, J. W. et al. (2000):** *Cómo ser un docente reflexivo. La construcción de una cultura de la indagación en las escuelas*. Barcelona. Gedisa. Biblioteca de Educación.

Capítol 1. La Tècnica reflexiva i el docent. Interessant per ajudar als professionals de l'educació a tenir consciència de les aportacions que reflexionar sobre la pròpia acció professional pot aportar a la millora de l'educació i de les pròpies tasques diàries.

Interessants, també, els estudis de cas que es relaten en els següents capítols i que poden exemplificar com portar a terme una tècnica d'aquestes característiques.

- **Cardona, M. C. (2002):** *Introducción a los Métodos de Investigación en Educación*. Madrid. Editorial EOS.

Libre que sintetitza els aspectes més rellevants a tenir en compte en els mètodes d'investigació qualitativa i quantitativa. Recomanable per a tenir una idea més clara de les principals diferències entre uns i altres i per a revisar-lo mentre ens plantegem el tema d'investigació i la forma d'abordar-lo.

- **McMillan, J.; Schumacher, S. (2010):** *Investigación educativa : una introducción conceptual*. Barcelona. Editorial [Pearson Alhambra](#)

- **Quintanal, J y Garcia, B. (2012):** *Fundamentos básicos de metodología de investigación educativa*. Madrid. [Editorial CCS](#)

- **Woods, P. (1998):** *Investigar el arte de la enseñanza. El uso de la etnografía en la educación*. Barcelona. Temas Paidós Educación.

- o : Interessant perquè fa una reflexió molt estructurada sobre el paper de l'investigador en la investigació etnogràfica.

Pàg. 74 a 97. Descripció dels dilemes de l'investigador/a a l'hora d'abordar una investigació etnogràfica. Interessant la lectura d'aquests apartats abans d'abordar una investigació utilitzant el mètode qualitatiu.