



## COURSE DATA

### Data Subject

<b>Code</b>	42252
<b>Name</b>	Master's final project: Speciality in physical education
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2024 - 2025

### Study (s)

<b>Degree</b>	<b>Center</b>	<b>Acad. Period year</b>
2024 - Master's Degree in Secondary Education	Faculty of Teacher Training	1 Annual

### Subject-matter

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2024 - Master's Degree in Secondary Education	67 - Practicum: Specialty physical education	Optional

### Coordination

<b>Name</b>	<b>Department</b>
FERRIZ MORELL, ROBERTO FRANCISCO	95 - Didactics of Physical, Artistic and Music Education

## SUMMARY

The Master's Thesis (TFM) is an individual monographic work through which each student must demonstrate their ability to skillfully confront the aspects covered in the course content.

Given that the TFM comprehensively assesses the knowledge and competencies acquired in the master's program, its defense must take place at the end of the study period. As stated in the Curriculum, students pursuing the master's program on a part-time basis are required to enroll in the TFM during the second year.

At the beginning of each academic year, the Academic Coordination Committee (CCA) will organize the procedure for assigning a tutor to students enrolled in the TFM. For this purpose:

- Each specialization coordinator will publish a list of faculty members within the specialization who are eligible to supervise TFMs. Additionally, they may also publish a list of thematic lines for TFMs in the specialization, agreed upon with the tutors.

- Each coordinator will prepare a proposal for assigning tutors to students within the specialization.

Faculty members eligible to supervise TFMs in a specialization of the master's program include doctoral professors affiliated with the departments responsible for teaching specific modules in that specialization,



provided they have obtained prior approval from the CCA.

In accordance with the Resolution of the Vice-Rector for Postgraduate Studies dated February 2010, when departments responsible for teaching specific modules in a specialization do not have a sufficient number of doctoral professors to supervise students enrolled in the TFM, non-doctoral professors from these departments may also serve as tutors.

Note: For the specialization in Physical Education, specific instructions outlined in the "TFM Guides" provided by the specialization coordinator through the virtual classroom of the Master's Thesis course must be carefully followed.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

For the completion of the Master's Thesis (TFM), it is necessary for students to be able to apply the competencies and learning outcomes acquired in the subjects of the master's program, especially those specific to the specialization in Physical Education.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 2024 - Master's Degree in Secondary Education

- Conocer los contenidos curriculares de las materias relativas a la especialización docente correspondiente, así como el cuerpo de conocimientos didácticos en torno a los procesos de enseñanza y aprendizaje respectivos. Para la formación profesional se incluirá el conocimiento de las respectivas profesiones.
- Planificar, desarrollar y evaluar el proceso de enseñanza y aprendizaje potenciando procesos educativos que faciliten la adquisición de las competencias propias de las respectivas enseñanzas, atendiendo al nivel y formación previa de los/as estudiantes así como la orientación de los mismos, tanto individualmente como en colaboración con otros docentes y profesionales del centro.
- Buscar, obtener, procesar y comunicar información (oral, impresa, audiovisual, digital o multimedia), transformarla en conocimiento y aplicarla en los procesos de enseñanza y aprendizaje en las materias propias de la especialización cursada.
- Concretar el currículo que se vaya a implantar en un centro docente participando en la planificación colectiva del mismo; desarrollar y aplicar metodologías didácticas tanto grupales como personalizadas, adaptadas a la diversidad del alumnado.
- Diseñar y desarrollar espacios de aprendizaje con especial atención a la equidad, la educación emocional y en valores, la igualdad de derechos y oportunidades entre hombres y mujeres, la formación ciudadana y el respeto de los derechos humanos que faciliten la vida en sociedad, la toma de decisiones y la construcción de un futuro sostenible



- Adquirir estrategias para estimular el esfuerzo del estudiante y promover su capacidad para aprender por sí mismo y con otros, y desarrollar habilidades de pensamiento y de decisión que faciliten la autonomía, la confianza e iniciativa personales.
- Conocer los procesos de interacción y comunicación en el aula, dominar destrezas y habilidades sociales necesarias para fomentar el aprendizaje y la convivencia en el aula, y abordar problemas de disciplina y resolución de conflictos
- Diseñar y realizar actividades formales y no formales que contribuyan a hacer del centro un lugar de participación y cultura en el entorno donde esté ubicado; desarrollar las funciones de tutoría y de orientación del alumnado de la etapa o área correspondiente, de manera colaborativa y coordinada; participar en la evaluación, investigación y la innovación de los procesos de enseñanza y aprendizaje.
- Conocer la normativa y organización institucional del sistema educativo y modelos de mejora de la calidad con aplicación a los centros de enseñanza.
- Conocer y analizar las características históricas de la profesión docente, su situación actual, perspectivas e interrelación con la realidad social de cada época.
- Informar y asesorar a las familias acerca del proceso de enseñanza y aprendizaje y sobre la orientación personal, académica y profesional de sus hijos.
- Adquirir los conocimientos y estrategias para poder programar las áreas, materias y módulos que tengan encomendados.
- Dominar estrategias y procedimientos de evaluación del proceso de aprendizaje del alumnado, así como de la evaluación de los procesos de enseñanza.
- Conocer los procedimientos de tutoría del alumnado, dirección y orientación de su aprendizaje y apoyo en su proceso educativo.
- Conocer las estrategias y programas generales de orientación educativa, académica y profesional del alumnado.
- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- It generates innovative and competitive proposals in professional activity and in educational research.



- It is effective to communicate in both verbal and nonverbal terms.

## **LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

1. Acquire experience in planning, teaching, and evaluating specialized subjects.
2. Demonstrate proficiency in oral and written expression in teaching practice.
3. Master the skills necessary to foster a climate conducive to learning and coexistence.
4. Participate in improvement proposals in various fields based on reflective practice.
5. Apply acquired knowledge and solve problems in new or unfamiliar environments within broader (or interdisciplinary) contexts related to their area of study.
6. Integrate knowledge and tackle the complexity of forming judgments based on incomplete or limited information, reflecting on the social and ethical responsibilities linked to their knowledge and judgments.
7. Communicate conclusions, knowledge, and underlying reasons clearly and unambiguously to both specialized and non-specialized audiences.
8. Possess self-directed or autonomous learning skills to continue studying independently.
9. Understand the curriculum contents of the corresponding teaching specialization, as well as the didactic knowledge around teaching and learning processes. Understand the professions linked to this specialization.
10. Plan, develop, and evaluate the teaching and learning process by enhancing educational processes that facilitate the acquisition of competencies specific to respective teachings, taking into account the level and previous education of students, as well as their guidance, both individually and in collaboration with other teachers and professionals at the center.
11. Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge, and apply it in the teaching and learning processes of the subjects specific to the specialization pursued. Acquire the knowledge and strategies to program the areas, subjects, and modules under their teaching responsibility.
12. Specify the curriculum to be implemented in an educational center by participating in its collective planning. Develop and apply didactic methodologies, both group-based and personalized, adapted to the diversity of students.
13. Design and develop learning spaces with special attention to equity, emotional education, values, equal rights and opportunities between men and women, civic education, and respect for human rights, promoting societal living, decision-making, and sustainable future construction.
14. Acquire strategies to stimulate student effort in the corresponding stage or area and promote their ability to learn independently and with others. Develop thinking and decision-making skills that enhance personal autonomy, confidence, and initiative.



15. Understand classroom interaction and communication processes, master social skills and abilities necessary to promote learning and coexistence in the classroom, and address discipline issues and conflict resolution.
16. Design and conduct formal and non-formal activities that contribute to making the center a place of participation and culture in its surrounding environment.
17. Develop tutoring and guidance functions for students in the corresponding stage or area, collaboratively and coordinately. Inform and advise families about the teaching and learning process, as well as the personal, academic, and professional orientation of their children.
18. Understand the regulations and institutional organization of the educational system and quality improvement models applicable to educational centers.
19. Participate in the evaluation, research, and innovation of teaching and learning processes. Master strategies and procedures for evaluating student learning processes, as well as those for evaluating teaching processes.
20. Understand and analyze the historical characteristics of the teaching profession, its current situation, prospects, and interrelation with the social reality of each era.
21. Understand the business typology corresponding to productive sectors and comprehend the most common organizational systems of companies.

## **DESCRIPTION OF CONTENTS**

**1. To formulate in a well-founded manner a problem or an innovation or research project on teaching and learning.**

**2. Develop the aforementioned problem or project by formulating relevant working hypotheses.**

**3. Apply the body of knowledge and skills acquired throughout the remaining modules of the Master's program.**

**4. Synthesize and present the work in a report or thesis.**

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Graduation project		100
Attendance at events and external activities	7,00	0
Study and independent work	140,00	0
Preparation of evaluation activities	3,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

The periodic, individual, and collective tutorials with the university tutor will serve as guidance for the students. Additionally, tutorials with the director of the Master's Thesis.

The teacher-as-researcher model in the classroom focuses the students' activity on formulating relevant questions, searching for information, analyzing, elaborating, and subsequently communicating. From this perspective, students are expected to approach the preparation of their teaching interventions, supervised by the practice center tutor and the university practice tutor, as well as the preparation of reports on different periods spent in the educational center, particularly focusing on the Master's Thesis and its defense.

The Master's Thesis report should be between 30 and 50 pages (excluding the cover page, table of contents, and annexes).

The structure and content of the Master's Thesis report can vary widely, depending on the preferences and traditions of different specialties. As a suggestion, the following outline is proposed:

0. Title and Table of Contents.
1. Introduction.
2. Problem statement, research question, hypothesis, and justification of its relevance.
3. Objectives.
4. Literature review.
5. Theoretical framework.
6. Methodological framework.
7. Analysis and discussion.
8. Conclusions.
9. Bibliography.
10. Annexes.

**EVALUATION**



To be evaluated, students must submit their Master's Thesis (TFM) through Entreu and Aula Virtual, and also deposit printed copies of the thesis as per the guidelines of their specialty. The thesis must have the approval of the professor supervising the TFM.

Students will defend their work before the tribunal according to the time and format established by the tribunal. Following the defense, tribunal members may discuss relevant aspects of the work with the student.

The date, time, and location of each TFM defense will be made public through the respective tribunals after the thesis has been deposited.

After the defense, the tribunal and the tutor will constitute the evaluating committee and proceed to grade the TFM. The tutor may participate in discussions but without voting rights.

For the evaluation of a TFM, the tribunal may consider criteria such as:

1. Formal presentation and clarity of the work (writing style, structure, balance between parts, correct use of citations, etc.).
2. Originality and authorship of the work. TFMs must be original. Plagiarism or excessive use of fragments from other publications will result in a failing grade.
3. Relevance or interest of the topic (innovative aspect, applicability, etc.).
4. Theoretical foundation (application of master's program content, depth, conceptualization, etc.).
5. Methodology employed (techniques used, rigor in application, etc.).
6. Results and conclusions presented (interest, rigor, relevant contributions, etc.).
7. Tutoring sessions attended (use of interviews, attitude, consistency, commitment, etc.).

TFMs will be graded numerically from 0.0 to 10.0 with one decimal place. Additionally, grades will correspond to:

- Fail: Scores between 0.0 and 4.9.
- Pass: Scores between 5.0 and 6.9.
- Good: Scores between 7.0 and 8.9.
- Excellent or Excellent with Honors: Scores equal to or greater than 9.0.

Regarding the grading system, the awarding of Honors and Extraordinary Master's Awards will follow the regulations of the Universitat de València.

Plagiarism or misuse of artificial intelligence tools may be subject to sanctions according to Article 15 of the Universitat de València's assessment and grading regulations.



## REFERENCES

### Basic

- "Guia orientativa de TFM en l'Especialitat d'Educació Física": cal seguir les indicacions específiques d'aquest document, que serà facilitat per la persona coordinadora de l'especialitat a través de la aula virtual de la matèria Treball Fi de Màster.
- Hernández Sampieri, R., Fernández Collado, C., Baptista Lucio, P., Méndez Valencia, S., & Mendoza Torres, C. P. (2014). Metodología de la investigación (Sexta edición). McGrawHill.
- Sevil, J., Abós, Á., García-González, L., y Sanz-Remacha, M. (2022). Orientaciones para realizar y defender un TFG o TFM de investigación en Educación Física y Ciencias del Deporte. Servicio de Publicaciones. Universidad de Zaragoza.
- Tarí, J. J., de Juana, S., Valdés, J. Andreu, R., Manresa, E., Sabater, V. Fernández, J. A. (2015). El proceso de elaboración y tutorización de los TFG y TFM a examen. En J. D. Álvarez, M. T. Tortosa y N. Pellín (Coords.), Investigación y Propuestas Innovadoras de Redes UA para la Mejora Docente (pp. 1357-1375). Universidad de Alicante.

### Additional

- Sáenz-de-Jubera-Ocón, M., Alonso-Ruiz, R. A., Valdemoros-San-Emeterio, M. A., SanzArazuri, E. i Ponce-de-León-Eliozondo, A. (2016). El Trabajo Fin de Grado (TFG) en la formación del maestro. La acción tutorial como pieza clave del proceso. *Lúdica pedagógica*, 24, 47-55.
- Serrano, R., Huertas, C. A., Osuna, M., Rosas, M., Sánchez, A., Sánchez, M. Murillo, D. (2017). La tutoría piramidal como estrategia de aprendizaje para el diseño y desarrollo del trabajo final de grado en educación. *Revista de innovación y buenas prácticas docentes*, 3, 68-75.