

**COURSE DATA****Data Subject**

Code	42266
Name	Master's final project: specialties of socio-cultural and community services
Cycle	Master's degree
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
2024 - M.U. en Profesor/a de Educación Secundaria 09-V.1	Faculty of Teacher Training	1	Second term

Subject-matter

Degree	Subject-matter	Character
2024 - M.U. en Profesor/a de Educación Secundaria 09-V.1	81 - Practicum in the specialties of socio-cultural and community services	Optional

Coordination

Name	Department
MARTINEZ AGUT, MARIA DEL PILAR	335 - Education Theory
SENENT SANCHEZ, JOAN M.	120 - Comparative Education and History of Education

SUMMARY

The TFM consists of an individual monographic work, through which each student must demonstrate their ability to confront with skill the aspects contemplated to the contents of the subject.

Since the TFM has a comprehensive nature of the knowledge and skills acquired in the master, its defense must be carried out at the end of the master's study period. As indicated in the Study Plan, the students who study the Master with part-time dedication will have to enroll in the TFM in the second year.



Each specialty coordinator will make public a list of the professors of the specialty who may be tutors of the TFM, and where appropriate may also make public a list of thematic lines for the TFM of the specialty, agreed with the tutors.

Each coordinator will prepare a proposal for assigning tutors to the students of the specialty.

Doctoral professors assigned to the departments responsible for teaching the specific module in this specialty who have previously obtained the approval of the CCA may be tutors of a TFM specialty.

In application of the Resolution of the Vice-Rector for Postgraduate Studies of February 2010, when the departments responsible for teaching the specific module in a specialty do not have a sufficient number of professors / doctors to tutor the students of the specialty enrolled in the TFM, They may be tutors / teachers / as non-doctors of these departments.

The CCA will organize at the beginning of each academic year the procedure for assigning a tutor to the enrolled students of the TFM. for it:

Each specialty coordinator will publish a list of the professors of the specialty who may be tutors of the TFM, and where appropriate may also make public a list of thematic lines for the TFM of the specialty, agreed with the tutors.

Each coordinator will prepare a proposal for assigning tutors to the students of the specialty.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements



OUTCOMES

2024 - M.U. en Profesor/a de Educación Secundaria 09-V.1

- 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

Each student has to demonstrate their ability to skillfully confront the following aspects:• Posing in a substantiated way a problem or an innovation and / or research project on teaching-learning or on the educational context of the specialty in which he has completed the master's degree. • Develop the aforementioned problem or project by posing the working hypotheses relevant, in order to draw relevant empirical or theoretical conclusions. • Apply the baggage of knowledge and skills acquired throughout the others modules of the master. • Synthesize and present the work done in a TFM report.

**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
TOTAL	150,00	

TEACHING METHODOLOGY

The memory of the TFM must be between 30 and 50 pages (not counting the cover, the index and the annexes). 2. The memory of the TFM can have a diversity of structures and contents, all depending on the preferences and traditions of the different specialties. As a suggestion, the following possible scheme is proposed: 0. Title and index. 1. Introduction. 2. Approach, problem, question or hypothesis and justification of your interest. 3. Objectives. 4. Bibliographic review. 5. Theoretical framework. 6. Methodological framework. 7. Analysis and discussion. 8. Conclusions. 9. Bibliography. 10. Annexes.

EVALUATION

1. To be evaluated, the student must deposit three printed copies of the memory of the TFM, one for each of the members of the court, and a digital version (CD or DVD) that must contain all the supporting information for the work, as well as the complete memory. The digital version of the TFM will be deposited where the CCA has. 2. Each student will make the deposit of their memory of the TFM to their tutor, by default, to the coordinator of the specialty or, by default, to the secretary of the department to which their tutor is assigned. A receipt will be delivered. Upload to Entreu with the document of agreement of the tutor / a with the secretariat seal. 3. The deposit must be made at least 15 calendar days before the date set for the defense. The memory will bring the approval of the tutor. The student will defend the work done before the court during the time and the form established by the court, and then, the members of the court will be able to discuss with the student the aspects considered pertinent about their work. The date, time and place of the defense of each TFM will be made public through each of the courts, once the memory deposit has been made, with a minimum notice of 7 calendar days from the date of reading. Once the defense of the TFM has been carried out, the court and the tutor will become a qualifying committee and will proceed to the qualification of the TFM. The tutor can participate with voice but without vote. For the evaluation of a TFM, the courts may take into account criteria such as: The formal presentation and the clarity of the work (writing, structure and balance between the parts, correct use of bibliographic citation, etc.). The originality and authorship of the work done. The TFM must be unpublished. Plagiarism or excessive use of excerpts from other publications will lead to a suspense rating. The belonging or interest of the topic (innovative aspect, not very elaborate, applicability, etc.). The theoretical foundation (application of the contents of the master, deepening, conceptualization, etc.). The methodology used (techniques used, rigor in the application, etc.). The results and conclusions presented (interest, rigor, relevant contributions, etc.). The tutorials carried out (use of the interviews, attitude, perseverance, commitment, etc.). TFMs will be scored numerically from 0.0 to 10.0 with a single decimal. In addition, the qualification of: Suspense: Corresponding to scores between 0.0 and 4.9 Passed:



Corresponding to scores between 5.0 and 6.9 Notable: Corresponding to scores between 7.0 and 8.9 Excellent or Excellent with Honor Roll: Corresponding to scores equal to or greater than 9.0 In what refers to the qualification regime, the granting of Honor Registrations and the Extraordinary Master's Prizes, the provisions of the Regulations of the University of Valencia will apply.

REFERENCES

Basic

- Màster Universitari En Professor/a d Educació Secundària. Universitat de València. Comissió de Coordinació Ac

Martínez-Agut, M. P. (2020). Orientaciones para el Trabajo Final de Máster. Curs 2019-2020. Màster en Profes
a la Comunitat. Disponible en: <https://aulavirtual.uv.es/course/view.php?id=11982>

Orellana, N. (2014). Normas Básicas para la Elaboración de Trabajos. (2ª edición, adapt
https://www.researchgate.net/publication/271508049_NORMAS_BASICAS_PARA_LA_ELABORACION_DE_TR