



**Teaching Guide**

Identifying Data					2023/24
Subject (*)	Dissertation		Code	652513208	
Study programme	Mestrado Universitario en Didácticas Específicas				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	2nd four-month period	First	Obligatory	9	
Language	SpanishGalician				
Teaching method	Face-to-face				
Prerequisites					
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en EducaciónPedagogía e Didáctica				
Coordinador			E-mail		
Lecturers			E-mail		
Web					
General description					

**Study programme competences**

Code	Study programme competences
A1	To know the theoretical basis of interdisciplinary work and identify its centre of interest in school and non-school contexts.
A5	To acquire a methodological training to carry out educational research.
A6	To establish the general descriptors which conform a research project: to select, to develop, to deal with and interpret data and present results according to the purpose of the research.
A7	- To be able to apply theoretical knowledge related to Specific Didactics, both in research as in innovation and evaluation.
A8	To be able to defend and argue in oral and written ways the completed investigation and/or innovation work, using audio-visual aids.
A10	To know the theoretical basis which sustain research and innovation in the field of Specific Didactics.
A11	To know and understand scientific language and use it correctly in different ways of expression and communication.
A14	To know the different types of methodologies used in educational research considering its appropriateness for problem-solving.
A15	To identify quality and control criteria both in research and in the teaching practice, encouraging a critical, reflective and innovative spirit.
A16	To design, justify and evaluate research and innovation projects in the field of Specific Didactics.
A17	To select, adapt and apply materials, resources and ICTs to improve the teaching and learning in different disciplinary fields.
A18	To acknowledge the research and innovation applied to Educational Sciences as a lifelong tool for innovation, educational and social improvement.
B1	To have and understand general knowledge to establish foundations and /or opportunities to stand out in the development and implementation of ideas, mainly in an action- research context.
B2	To be able to apply the acquired foundations and their problem-solving capabilities in new multidisciplinary contexts related to the specific research areas.
B3	To be able to join contents and accept the challenge to formulate complex statements out of a limited or incomplete information, including reflections about social and ethic responsibilities related to the application of their own knowledge and opinions.
B4	To be able to transfer and communicate their conclusions and opinions in a clear and straight manner both in a specialized and a non-specialized audience.
B5	To have the required learning abilities to continue in a life-long-learning and autonomous process.
B6	To be able to analyse and synthesize.
B7	To be able to adapt to new situations.
B8	To work with initiative and in an autonomous way.
B9	To work in a collaborative way.
B10	To be able to organize and plan in curricular and cross-curricular subjects.
B11	To be able to innovate (creativity) within educational and non-educational contexts.
B12	to behave with ethics and with social and environmental responsibility as a teacher and/or researcher.
B13	To be able to communicate with their peers, educational community and with society in general in the field of their areas of knowledge.
B14	To incorporate ICTs for the research process, information management, data analysis and for transferability.



B15	To be able to update knowledge, methodologies and strategies in their teaching practices
C1	To express correctly, both orally and in written texts, in the two co-official languages of the Autonomous Community.
C4	To be able to self-develop for an open, critical, committed, democratic and solidary citizenship.
C5	To understand the importance of the entrepreneurship culture and the available means for entrepreneurs.
C6	To critically value available knowledge, technology and information to solve problems which students must face.
C7	To assume as a professional and as a citizen the importance of life-long-learning.
C8	To value the importance that research, innovation and technical developments have on society's socio-economical and cultural progress.

Learning outcomes			
Learning outcomes	Study programme competences		
Establecer una investigación/innovación en el ámbito de las didácticas específicas, desarrollada con datos empíricos.	AJ5	BJ1	CJ1
	AJ6	BJ2	CJ4
	AJ7	BJ3	CJ5
	AJ8	BJ4	CJ6
	AJ10	BJ5	CJ7
	AJ11	BJ6	CJ8
	AJ14	BJ7	
	AJ15	BJ9	
	AJ16	BJ10	
	AJ17	BJ11	
	AJ18	BJ12	
		BJ13	
		BJ14	
		BJ15	
Reconocer la investigación en el ámbito de las didácticas específicas como herramienta de innovación y mejora educativa y social.	AJ1	BJ1	CJ4
	AJ5	BJ2	CJ5
	AJ10	BJ3	CJ6
	AJ11	BJ4	CJ7
	AJ14	BJ5	CJ8
	AJ15	BJ8	
	AJ17	BJ10	
	AJ18	BJ12	
		BJ13	
		BJ14	

Contents	
Topic	Sub-topic
Diseño de un proyecto de investigación/innovación	
Desarrollo del proyecto para la obtención de datos empíricos y conclusiones	
Presentación oral y escrita y defensa del trabajo realizado	

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours



Research (Research project)	A6 A7 A10 A11 A14 A15 A16 A17 A18 B1 B2 B3 B4 B5 B6 B7 B9 B10 B11 B12 B13 B14 B15 C1 C4 C6 C7 C8	0	40	40
Supervised projects	A1 A5 A7 A11 A14 A15 A16 A17 B2 B6 B7 B9 B10 B11 B12 B13 B14 B15 C6	5	80	85
Oral presentation	A7 A8 A11 A14 A16 A17 B6 B9 B10 B13 C1	1	4	5
Document analysis	A1 A5 A6 A7 A10 A11 A14 A15 A18 B2 B3 B4 B5 B8 B15 C5 C8	0	70	70
Personalized attention		25	0	25
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Research (Research project)	Proceso orientado á aprendizaxe do alumnado mediante a realización de actividades de carácter práctico a través das que se propoñen situacións que requiren ao estudante identificar un problema obxecto de estudo, formulalo con precisión, desenvolver os procedementos pertinentes, interpretar os resultados e sacar as conclusións oportunas do traballo realizado.
Supervised projects	Trátase de que o alumnado adquira as competencias relacionadas coa aprendizaxe autónoma, dirixido por un/ha profesor/a. Será o Traballo Fin de Mestrado que o alumnado realizará e que terá que ser individual, innovador, personal e orixinal sobre una materia relacionada cunha temática ou área do programa de Mestrado. Os/as directores serán nomeados pola comisión do Mestrado, aínda que poderán ser propostos polo alumnado previa aceptación daqueles. Constará dun documento escrito que terá que seguir as pautas que se sinalen no documento marco que se redactará ao efecto e as indicacións do/a director/a, realizadas na atención personalizada e/ou titorías. Neste documento marco poderanse contemplar características diferentes de formato, segundo as áreas polas que se presente, como por exemplo e entre outros, aqueles vinculado a un proxecto artístico na área de Didáctica das Artes Visuais que poderán ter un formato distinto no que atinxe a tipografía, maquetación, imaxes, etc., co obxectivo da búsqueda estética coherente co traballo realizado polo alumnado.
Oral presentation	Exposición verbal, coa utilización dos recursos expositivos adecuados, que debe reflectir todas as fases do proceso de creación e desenvolvemento dos traballos tutelados.
Document analysis	Utilización de documentos de toda tipoloxía, aplicables e relacionados coas didácticas específicas (primarias, secundarias e terciarias: arquivísticos, bibliográficos, audiovisuais, hemerográficos, arqueolóxicos, orais, textuais, literarias, etc.) relevantes para a temática da materia con actividades especificamente deseñadas para o traballo coas mesmas.

Personalized attention	
Methodologies	Description
Supervised projects	

Assessment			
Methodologies	Competencies	Description	Qualification



Supervised projects	A1 A5 A7 A11 A14 A15 A16 A17 B2 B6 B7 B9 B10 B11 B12 B13 B14 B15 C6	O Tralallo Fin de Mestrado, ou traballo tutelado, terá que axustarse ás características indicadas no apartado Metodoloxías desta Guía Docente e ao documento marco que se redacte. O TFM será avaliado por un tribunal que será nomeado pola comisión do Mestrado, formado por tres profesores/as do equipo docente do título. Nesta avaliación terase en conta o rigor, a adecuación ao formato esixido, a incorporación das referencias bibliográficas oportunas, a fundamentación teórica, a coherencia, a orixinalidade e os resultados e conclusións, e todos aqueles que se especifiquen no documento marco.	60
Oral presentation	A7 A8 A11 A14 A16 A17 B6 B9 B10 B13 C1	O alumnado terá que facer a presentación oral e defensa do seu Tralallo Fin de Mestrado, ante o tribunal asignado. Terase en conta a corrección na expresión oral, capacidade de síntese, capacidades comunicativas, así como a corrección e argumentación das respostas e a súa adecuación ás posibles cuestións que os membros do tribunal lle poidan formular.	40

### Assessment comments

El estudiante deberá exponer el trabajo y defenderlo ante un tribunal que será nombrado por la Comisión de Master.  
Para poder defender el trabajo de fin de Máster será necesario haber superado la totalidad de los demás créditos del título.

### Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- García Sanz, M<sup>a</sup> P., Martínez Clares, P. (coords.) (2012). Guía práctica para la realización de trabajos fin de grado y trabajos fin de máster . Murcia: Universidad de Murcia</li> <li>- Ferrer, V., Carmona, M., Soria, V. (2012). El Trabajo de Fin de Grado. Guía para estudiantes, docentes y agentes colaboradores.. Madrid: McGrawHill-Interamericana de España.</li> <li>- Muñoz Alonso, G. (2011). Estructura, metodología y escritura del Trabajo de Fin de Máster.. Madrid: Escolar y Mayo.</li> <li>- Rodríguez, M<sup>a</sup> L., Llanes, J. (coords.) (2013). Cómo elaborar, tutorizar y evaluar un trabajo de fin de máster.. Barcelona: Agència per a la Qualitat del Sistema Universitari de Catalunya.</li> <li>- Walker, M. (2000). Cómo escribir trabajos de investigación. . Barcelona: Gedisa</li> </ul>
<b>Complementary</b>	

### Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.