COURSE DATA

DATA SUBJECT

Code: 42249
Name: Master's final project: Spec. biology and geology
Cycle: Master's Degree
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2024 - Master's Degree in Secondary Education	Facultat de Formació del Professorat	1	Indefinite (Individuals)

SUBJECT-MATTER

Degree	Subject-matter	Character
2024 - Master's Degree in Secondary Education	Practicum: Spec. Biology and Geology	ELECTIVES

COORDINATION

TALAVERA ORTEGA MARTA

MAYORAL GARCIA-BERLANGA OLGA

SUMMARY

The Master's Thesis (TFM) consists of an individual monographic project through which each student must demonstrate their ability to competently address and integrate the aspects covered by the course content.

As the TFM is intended to provide a comprehensive demonstration of the knowledge and competences acquired throughout the Master's Degree, its defence must take place at the end of the programme of study. As established in the Degree Programme, students following the Master's Degree on a part-time basis must enrol in the TFM during their second year.

Each specialisation coordinator will publish a list of lecturers within the specialisation who may serve as TFM supervisors and, where appropriate, may also

publish a list of thematic areas for TFM projects agreed upon with the supervisors.

Each coordinator will prepare a proposal for the allocation of supervisors to students within the specialisation.

Eligible TFM supervisors are doctoral lecturers affiliated with the departments responsible for teaching the specific module of the corresponding specialisation, provided that they have previously obtained approval from the Academic Coordination Committee (CCA).

In accordance with the Resolution of the Vice-Rector for Postgraduate Studies of February 2010, where the departments responsible for teaching the specific module of a specialisation do not have a sufficient number of doctoral lecturers to supervise all students enrolled in the TFM, non-doctoral lecturers from those departments may also act as supervisors.

The CCA will organise, at the beginning of each academic year, the procedure for assigning supervisors to students enrolled in the TFM. To this end:

- Each specialisation coordinator will publish a list of lecturers within the specialisation who may serve as TFM supervisors and, where appropriate, may also publish a list of thematic areas for TFM projects agreed upon with the supervisors.
- Each coordinator will prepare a proposal for the allocation of supervisors to students within the specialisation.

As in all courses of the Master's Degree, students will develop the ability to prevent, detect, and respond to sexual violence in educational settings, in accordance with Organic Law 10/2022. Furthermore, this course contributes to the achievement of the Sustainable Development Goals (SDGs), particularly those related to quality education (SDG 4), gender equality (SDG 5), and reduced inequalities (SDG 10), promoting teacher education committed to inclusion and equity.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

2024 - Master's Degree in Secondary Education

Obligation to take the subject(s) simultaneously	40294 - Practicum: Spec. biology and geology 40493 - Learning and personality development 40494 - Educational processes and contexts 40495 - Society, family and education 40496 - Complements for disciplinary instruction specialty biology and geology 40497 - Learning and teaching biology and geology 40498 - Teaching innovation and introduction to educational research in biology and geology

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

2024 - Master's Degree in Secondary Education

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.

Adquirir los conocimientos y estrategias para poder programar las áreas, materias y módulos que tengan encomendados.

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.

Conocer la normativa y organización institucional del sistema educativo y modelos de mejora de la calidad con aplicación a los centros de enseñanza.

Conocer las estrategias y programas generales de orientación educativa, académica y profesional del alumnado.

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.

Conocer los procedimientos de tutoría del alumnado, dirección y orientación de su aprendizaje y apoyo en su proceso educativo.

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

Conocer y analizar las características históricas de la profesión docente, su situación actual, perspectivas e interrelación con la realidad social de cada época.

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

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.

Dominar estrategias y procedimientos de evaluación del proceso de aprendizaje del alumnado, así como de la evaluación de los procesos de enseñanza.

Informar y asesorar a las familias acerca del proceso de enseñanza y aprendizaje y sobre la orientación personal, académica y profesional de sus hijos.

It generates innovative and competitive proposals in professional activity and in educational research.

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

Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.

Know how to communicate your conclusions (and the underlying knowledge and reasons) to both specialist and non-specialist audiences in a clear and unambiguous way.

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.

Possess the learning skills that will allow them to continue studying in a way that will be largely self-directed or autonomous.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

To be able to integrate knowledge and face the complexity of formulating judgments from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

Working in team and team, and developing attitudes of participation and collaboration as an active member of the educational community.

DESCRIPTION OF CONTENTS

1.

2.

3.

4.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at supplementary activities	10,00
Monitoring and tutoring of the master's thesis	10,00
Presentation and defence of the master's thesis	2,00
Total hours	**22,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Independent preparation of the master's thesis	0,00
Preparation of the master's thesis project	128,00
Total hours	**128,00**

TEACHING METHODOLOGY

The Master's Thesis (TFM) report must be between 30 and 50 pages in length, excluding the cover page, table of contents, and appendices.

The structure and content of the TFM report may vary depending on the preferences and traditions of the different specialisations. As a guideline, the following structure is recommended:

1. Title and Table of Contents
2. Introduction
3. Research Problem, Question or Hypothesis and Justification of its Relevance

4. Objectives
5. Literature Review
6. Theoretical Framework
7. Methodological Framework
8. Analysis and Discussion
9. Conclusions
10. References
11. Appendices

EVALUATION

TFM Submission

In order to be assessed, students must submit their Master's Thesis (TFM) report in accordance with the procedures established by the Academic Coordination Committee (CCA). The report must contain all supporting information related to the work carried out. The digital version of the TFM will be deposited in the repository designated by the CCA.

TFM Defence

1. The Master's Programme General Secretariat will notify students, at least three days in advance, of the date, time, and location of the TFM defences. This information may also be provided by the specialisation coordinators through the virtual learning platform.
2. Students will defend their work before an examination board in a public session. The duration and format of the presentation will be determined by the board. Following the presentation, board members may discuss with the student any aspects of the work they consider relevant.

Assessment

Once the TFM defence has been completed, the examination board and the supervisor will constitute the assessment committee and proceed with the evaluation of the TFM. The supervisor may participate in the discussion but will not have voting rights.

When assessing a TFM, examination boards may consider criteria such as:

- The formal presentation and clarity of the work (writing quality, structure and balance between sections, correct use of references and citations, etc.).
- The originality and authorship of the work. TFM projects must be original and unpublished. Plagiarism or excessive use of excerpts from other publications will result in a failing grade.
- The relevance and interest of the topic (innovation, limited prior research, applicability, etc.).
- The theoretical foundation (application of master's programme content, depth of analysis,

conceptual development, etc.).
- The methodology employed (techniques used, rigour in implementation, etc.).
- The results and conclusions presented (relevance, rigour, significant contributions, etc.).
- Participation in supervision sessions (effective use of meetings, attitude, consistency, commitment, etc.).

TFMs will be graded on a numerical scale from 0.0 to 10.0, with one decimal place. In addition, grades will be classified as follows:

- Fail: scores between 0.0 and 4.9.
- Pass: scores between 5.0 and 6.9.
- Good (Merit): scores between 7.0 and 8.9.
- Excellent or Excellent with Honours (Matrícula de Honor): scores equal to or above 9.0.

With regard to grading regulations, the awarding of Honours Distinctions (*Matrícula de Honor*) and Extraordinary Master's Awards shall be governed by the regulations of the University of Valencia.

Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with Article 15 of the University of Valencia's Assessment and Grading Regulations. Students retain the intellectual property rights to all their work, and any reproduction of such work by teaching staff requires the students' informed consent (https://www.uv.es/magisdire/Calidad/Guia_actuacio_IA_UV_FFP.pdf).

In all cases, the current assessment and grading regulations of the University of Valencia (ACGUV 2017/108) shall apply.

REFERENCES