

**COURSE DATA****DATA SUBJECT**

**Code:** 42252  
**Name:** Master's final project: Speciality in physical education  
**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: Specialty physical education	ELECTIVES

**COORDINATION**

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**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

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

Obligation to take the subject(s) simultaneously

40493 - Learning and personality development  
40494 - Educational processes and contexts  
40495 - Society, family and education  
40505 - Complements for disciplinary instruction of the speciality of physical education  
40506 - Learning and teaching physical education  
40507 - Teaching Innovation and introduction to educational research in the speciality of physical education  
40558 - Practicum: Speciality in physical education

### 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 / 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.

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.

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.

## 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

### PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at supplementary activities	0,00
Monitoring and tutoring of the master's thesis	0,00
Presentation and defence of the master's thesis	0,00
<b>Total hours</b>	<b>0,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Independent preparation of the master's thesis	0,00
Preparation of the master's thesis project	0,00
<b>Total hours</b>	<b>0,00</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

- - "Guia orientativa de TFM en l'Especialitat d'Educació Física": cal seguir les indicacions específiques daquest document, que serà facilitat per la persona coordina de lespecialitat a través de laula 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.
- -Sáenz-de-Jubera-Ocón, M., Alonso-Ruiz, R. A., Valdemoros-San-Emeterio, M. A., SanzArazuri, E. i Ponce-de-León-Eliozone, 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.
- -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.