

**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**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 in the specialties of socio-cultural and community services	ELECTIVES

**COORDINATION**

CRUZ OROZCO JOSE IGNACIO

MARTINEZ AGUT MARIA DEL PILAR

**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

2024 - Master's Degree in Secondary Education



Obligation to take the subject(s) simultaneously

40335 - Practicum in the specialties of socio-cultural and community services  
40493 - Learning and personality development  
40494 - Educational processes and contexts  
40495 - Society, family and education  
40547 - Additional training for the specialties of community and socio-cultural services  
40548 - Learning and teaching subjects in the specialty of socio-cultural and community services  
40549 - Teaching innovations and introduction to education research in socio-cultural and community services

## 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.

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.



2.

3.

4.

## 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 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 tra

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.
2. Each student will make the deposit of their memory of the TFM to their tutor, by default, to the coordinator of the course.
3. The deposit must be made at least 15 calendar days before the date set for the defense. The memory will bring the following:

The student will defend the work done before the court during the time and the form established by the court, and the student will be responsible for the defense.

The date, time and place of the defense of each TFM will be made public through each of the courts, once the memory has been deposited.

Once the defense of the TFM has been carried out, the court and the tutor will become a qualifying committee and will be responsible for the evaluation of the work. 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 language, etc.).

The originality and authorship of the work done. The TFM must be unpublished. Plagiarism or excessive use of excerpts from other works is not allowed.

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 student must refer to the regulations of the course.

## REFERENCES



- Màster Universitari En Professor/a d Educació Secundària. Universitat de València. Comissió de Coordinació Acadèmica. Normes sobre el Treball Fi De Màster (TFM). Martínez-Agut, M. P. (2020). Orientaciones para el Trabajo Final de Máster. Curs 2019-2020. Màster en Professor/a dEducació Secundària. Especialitat de Serveis Socioculturals i 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, adaptada al Manual del APA Sexta Edición). Disponible en: [https://www.researchgate.net/publication/271508049\\_NORMAS\\_BASICAS\\_PARA\\_LA\\_ELABORACION\\_DE\\_TRABAJOS\\_2\\_edicion\\_adaptada\\_al\\_Manual\\_del\\_APA\\_Sexta\\_Edicion](https://www.researchgate.net/publication/271508049_NORMAS_BASICAS_PARA_LA_ELABORACION_DE_TRABAJOS_2_edicion_adaptada_al_Manual_del_APA_Sexta_Edicion)