

**Master's Degree Dissertation**

Code: 44247  
ECTS Credits: 10

Degree	Type	Year	Semester
4317141 School Leadership for Educational Innovation	OB	0	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### Contact

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### Use of Languages

Principal working language: spanish (spa)

### Teachers

Cristina Mercader Juan

Cecilia Inés Suarez Rivarola

Empar Garcia Lopez

Maria Merce Berengueras Pont

Maria del Mar Duran Bellonch

Diego Castro Ceacero

José Luís Muñoz Moreno

Aleix Barrera Corominas

Anna Diaz Vicario

### Prerequisites

It stops to present the TFM deben tener superados subtract it of módulos of the study

### Objectives and Contextualisation

Developing an innovation project and / or management project that puts into action all the skills and content developed throughout the different modules of the master

### Competences

- Act according to ethics and social responsibility.
- Adapt to diversity in situations and interlocutors.
- Apply tools to improve planning, management and institutional change.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.

- Plan, carry out and evaluate director action plans to promote change and innovation in educational centres.
- Promote the management of diversity of gender and equality.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.

## Learning Outcomes

1. Anticipate stakeholders' information needs and include them in the institutional communication strategy.
2. Apply instruments and tools of educational improvement.
3. Appropriately use resources, methods, channels and media in institutional communication.
4. Construct an organisational culture sensitive to issues of gender inequality.
5. Design formal frameworks for educational intervention.
6. Design new tools and instruments for educational improvement.
7. Foster an organisational culture that is respectful and socially ethical.
8. Know the profession's code of conduct.
9. Locate and apply current rules and regulations in the different educational contexts.
10. Maintain an attitude of respect towards diversity.
11. Monitor the application of alternatives adopted in problem-solving to maximise their effectiveness and efficiency.
12. Promote actions and projects that focus on building a more equitable society in terms of gender.
13. Tailor decision-making to the institution's axiological heritage.
14. Take decisions based on information gathered from the instruments, techniques and resources typically adopted in educational planning.
15. Understand the differing types, forms and manifestations of diversity in educational contexts.
16. Uphold the value of diversity as an educational resource.
17. Use non-sexist language to communicate.
18. Weigh up the consequences of decisions generated from human, professional, social and axiological perspectives.

## Content

- Diagnosis of a socio-educational reality
- Intervention program
- Monitoring and improvement strategies

## Methodology

It is proposed as a work of innovation and improvement of a professional and institutional reality, related to the theme of the training carried out and whose execution involves diagnostic, application and evaluation processes. Its presentation and defense will allow the teaching staff of the training program to evaluate the degree of integration of the acquired knowledge and maturity when addressing real problems of a professional nature.

An initial proposal (approximately 1 sheet) must be submitted, which will contain the title, author and a brief description of the innovation activity that is to be carried out. The proposal will be sent to the academic secretary of the training program on the indicated date. This first proposal will be analyzed by the management and academic secretary to verify if it is suitable for the training program and will serve to assign a tutor, which will be communicated to those interested.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities



Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Tutoring / Guidance on how to approach personal study	10	0.4	1, 2, 15, 17, 4, 11, 8, 5, 6, 9, 10, 13, 18, 14, 12, 16, 7, 3
Type: Supervised			
Discussion forum	5	0.2	17, 10, 13, 3
TFM elaboration	75	3	1, 2, 15, 17, 4, 11, 8, 5, 6, 9, 10, 13, 18, 14, 12, 16, 7, 3
Type: Autonomous			
Lectures	40	1.6	1, 15, 9, 14
TFM elaboration	110	4.4	1, 2, 15, 17, 4, 11, 8, 5, 6, 9, 10, 13, 18, 14, 12, 16, 7, 3

## Assessment

The realization of the TFM has to demonstrate that it has integrated its contents and that it knows how to apply them to specific situations. Achieving this should not be just an individual task, since it has the support of teachers, tutors, and classmates, without ignoring the help that your professional or personal environment provides.

Copying or plagiarism, in any type of evaluative test, constitutes a crime and will be penalized with a 0 as a grade for the course, losing the possibility of recovering it. A work or activity will be considered "copied" when it reproduces all or a significant part of the work of another partner. A work or activity will be considered "plagiarized" when a part of an author's text is presented as its own without citing the sources, regardless of whether the original sources are on paper or in digital format.

[http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

To pass this course, the student must show good general communicative competence, both orally and in writing, and a good command of the language or the vehicular languages that appear in the teaching guide. Linguistic correction, writing and formal presentation aspects will be taken into account in all activities. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
La calidad del proyecto presentado, la vinculación con la práctica profesional, la viabilidad de la propuesta y su pertinencia con las finalidades y contenidos del máster	70%	0	0	1, 2, 15, 17, 4, 11, 8, 5, 6, 9, 10, 13, 18, 14, 12, 16, 7, 3
The presentation presented and the answers made to the questions asked by the court	30%	10	0.4	1, 2, 15, 17, 4, 11,

## **Bibliography**

Sánchez, A.; Olmos, P.; Torrado, M. y Garcia, J. (2015). Trabajos de grado y postgrado. Archidona: Aljibe ediciones.

Sarramona, J. (2006). Debate sobre la educación. Barcelona: Paidós.

## **Software**

It does not require specific software