

**Master's Dissertation**

Code: 42974  
ECTS Credits: 6

Degree	Type	Year	Semester
4313754 Psychopedagogy	OB	0	2

**Contact**

Name: Angelina Sanchez Marti  
Email: angelina.sanchez@uab.cat

**Use of Languages**

Principal working language: catalan (cat)

**Prerequisites**

It would be convenient if the student had completed all the modules of the master's degree.

**Objectives and Contextualisation**

For the master's dissertation the aim is for the student to carry out a theoretical and practical analysis within the context of psycho-pedagogy. The student is expected to develop a study plan that identifies and assesses potential areas for improvement in the field of psycho-pedagogy. They are to prepare a proposal which addresses education in general which also includes counselling in the field of psycho-pedagogy in particular.

**Competences**

- Advise teaching professionals on measures for attention to diversity in the organisation and the design, implementation and evaluation of teaching and learning processes.
- Analyse data obtained in educational psychology assessment and write reports in accordance with the nature of the data.
- Analyse one's own social and emotional competences and develop those that are needed in the profession.
- Analyse the organisation and functioning of schools in order to coordinate personal, academic and professional guidance for all pupils and the educational community.
- Assess the educational psychology needs of pupils, groups and organisations by applying different methodologies, instruments and techniques.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Critically analyse one's own work and use resources for professional development.
- Generate proposals that are innovative and competitive.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Make effective, integrated use of information and communication technologies.
- Organise educational psychology services that promote collaboration between formal and non-formal teaching centres and with other local organisations and resources.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.

**Learning Outcomes**

1. Analyse one's own social and emotional competences and develop those that are needed in the profession.
2. Analyse situations and scenarios in order to provide the most appropriate educational responses.
3. Analyse the functionality of schools' organisational development.
4. Apply counselling strategies for each context(cultural, social and evolutionary), taking the collaboration between all agents into account.
5. Apply the appropriate instruments and resources for educational psychology assessment in accordance with the nature of the educational needs being assessed.
6. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
7. Critically analyse one's own work and use resources for professional development.
8. Draw up plans to coordinate schools, teaching staff, families and local educational services or organisations in order to offer integral educational guidance in line with the educational psychology assessments.
9. Generate proposals that are innovative and competitive.
10. Identify the personal, social and educational needs of pupils and groups from the perspective of educational psychology in different contexts.
11. Implement and evaluate programmes of diagnosis, evaluation, guidance and counselling aimed at optimising teaching-learning processes.
12. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
13. Know and assess the techniques of evaluation and diagnosis in educational psychology by designing a precise, effective process of collecting and analysing information and giving feedback.
14. Make effective, integrated use of information and communication technologies.
15. Prepare diagnostic reports and schooling recommendations for all pupils with special educational needs.
16. Set up and plan guidance and counselling programmes/services with the aim of optimising teaching-learning processes and the academic performance of secondary-school pupils.
17. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.

## Content

The student, with the guidance of his/her tutor, should be able to:

- Identify problems associated with their research.
- Carry out a theoretical and practical analysis within the context of their research associated with psycho-pedagogy.
- Plan, develop and assess a study plan (intervention, innovation, research) that identifies possible areas for improvement in the fields of psycho-pedagogy and education.
- Prepare a written report on the development of their research.
- Present and discuss publicly their work, research and written report.

## Methodology

The master's dissertation will be a work of inquiry into a topic that requires theoretical reflection conceived as a practical, self-training activity. It will be carried out using empirical data (recordings, interviews, observations, journals, teaching materials, etc.) and/or specialized texts in psycho-pedagogy (academic papers, research, reports...). It can be related to any previous work carried out during the master's program that the candidate wishes to develop further via an empirical or theoretical study.

The candidate will have to defend his/her master's dissertation to a committee.

The study plan for the master's dissertation must include the following elements:

- Attending the seminars during the Research Week (7, 8 and 9 February)
- Specialized, face-to-face tutorials/workshops either in groups or individually

- Personal study
- Reading material and text analyses
- Recommended bibliographic material
- Preparation of assignments and monographs
- Research of documents

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	17	0.68	7, 2, 13, 14, 9, 10, 12, 6
Workshop	12	0.48	3, 2, 5, 13, 10, 17
Type: Autonomous			
Report	120	4.8	7, 1, 2, 5, 4, 16, 15, 8, 14, 9, 11, 17, 6

## Assessment

Assessment of the dissertation will be carried out via the activities presented in the study plan. The development of the master's dissertation will be based on the tutorial work.

The candidate and tutor will agree on a schedule of at least three meetings in order to monitor the candidate's work and progress.

The final grade will be the average score of the planned activities. The candidate will need a minimum of five in all activities carried out during the development of the dissertation in order to pass.

Delivery date of Report: The first fifteen days on July (Tribunal Call-July) and the first week on September (Committee Call-September).

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment of the professor	10%	0	0	7, 2, 5, 4, 16, 15, 12, 17
Defense of the report	25%	1	0.04	7, 1, 2, 4, 14, 9, 12, 6
Report	50%	0	0	3, 2, 5, 4, 13, 16, 15, 8, 14, 9, 10, 11, 17, 6
Self assessment	5%	0	0	7, 1, 9, 12, 17, 6
Tutoring	10%	0	0	7, 2, 13, 14, 9, 12, 6

## Bibliography

Depending on the topic chosen by the student, the reading and analysis of complementary bibliography will be recommended.

Álvarez, C., & San Fabián, J. L. (2012). La elección del estudio de caso en investigación educativa. *Gazeta de Antropología*, 28(1), artículo 14. <http://hdl.handle.net/10481/20644>

Arnau-Sabatés, L., & Sala, J. (2020). La revisión de la literatura científica : pautas, procedimientos y criterios de calidad. Dipòsit digital de documents de la UAB. <https://ddd.uab.cat/record/222109>

Bonet, J. (2018). *El Tefegé*. SIMReF. <http://www.eltefege.eu/index.php/2018/03/11/recepta-1-on-cercar-informacio-i-trobar-la/#more-215>

Hernández-Sampieri, R., & Mendoza, C. (2018). Metodología de la investigación. Las rutas cuantitativa, cualitativa y mixta. McGraw-Hill.

Nind, M., Curtin, A., & Hall, K. (2016). *Research methods for pedagogy*. Bloomsbury.

Pérez, E., Ruiz, P., Sainz, K., Vázquez, L., Vega, M., & Villena, U. (2019). Camino hacia la transformación social: Trabajos Fin de Grado y Trabajos Fin de Máster como herramienta de cambio. Cuaderno de Trabajo. Ingeniería Sin Fronteras País Vasco - Euskal Herriko Mugarik Gabeko Ingeniaritza (ISF-MGI)

Rodríguez, M. L., & Llanes, J. (2015). *El trabajo de fin de màster*. Edicions Universitat Barcelona.

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

## Software

Jamovi: <https://www.jamovi.org/>

Nvivo: <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home>