

Master's Dissertation

Code: 42974
ECTS Credits: 6

2025/2026

Degree	Type	Year
Psychopedagogy	TFE	1

Contact

Name: Angelina Sanchez Marti

Email: angelina.sanchez@uab.cat

Teachers

Merce Jariot Garcia

Pedro Jurado de los Santos

José María Sanahuja Gavalda

Joan Josep Llansana González

Montserrat Rodriguez Parron

Ana Cristina Aguilera Gomez

Anna Ciraso

Eduard Mallol Blanch

Maria Mercè Berengueras Pont

Jordi Sabate Peiro

Rocio Sanchez Ares

Mario Raul Montero Camacho

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

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

Objectives and Contextualisation

The purpose of the Master's Thesis (TFM) is to carry out research that demonstrates the acquisition of advanced skills in the field of psychopedagogy. This objective will be achieved through the planning, development, and evaluation of an empirical study that includes the collection, treatment, and analysis of real

data. This TFM seeks to identify areas for improvement in educational guidance and psycho-pedagogical counseling, providing practical evidence and suggesting evidence-based interventions.

Learning Outcomes

1. CA24 (Competence) Generate questions and hypotheses in the face of new research challenges, demonstrating originality in the way they are approached by means of psychopedagogical tools that meet individual and social demands.
2. CA25 (Competence) Design, implement and evaluate a research project in the field of formal or non-formal education on the basis of an exhaustive investigation that allows for the generation of psychopedagogical orientation.
3. CA26 (Competence) Generate innovative and competitive proposals in professional practice in specific educational contexts, making use of research tools from the psychopedagogical field.
4. CA27 (Competence) Communicate using non-sexist and non-discriminatory language.
5. KA17 (Knowledge) List the characteristics of the research designed and implemented through which psychopedagogical guidance and interventions are carried out.
6. SA31 (Skill) Analyse information obtained through different means, especially through data analysis, qualitatively or quantitatively, in order to make judgements and provide guidance.
7. SA32 (Skill) Plan different activities related to the design and development of research in the psychopedagogical field, with adequate management of time and resources.
8. SA33 (Skill) Communicate orally and in writing the results of one's own work, its conclusions and the knowledge and rationale behind them to specialised audiences in a clear, concise and unambiguous manner.

Content

1. Identification and justification of the research problem in the field of psychopedagogy.
2. Theoretical-practical analysis of the psycho-pedagogical context in which the problem is framed from a bio-psycho-social perspective.
3. Planning, development, and evaluation of an empirical study that identifies possible areas of improvement in the field of educational guidance and psycho-pedagogical counseling.
4. Preparation of the research report developed.
5. Presentation and public discussion of the research.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Tutoring	17	0.68	CA25, CA26, KA17, SA33, CA25
Workshop	12	0.48	CA25, CA26, CA27, KA17, SA33, CA25
Type: Autonomous			
Report	120	4.8	CA24, CA25, CA26, CA27, KA17, SA31, SA32, SA33, CA24

The Master's Thesis will be a work of inquiry and/or empirical research, conceived as a self-training activity, which demonstrates the acquisition of advanced skills in the field of psychopedagogy and allows the identification of areas for improvement in educational guidance and psychopedagogical counseling. This work will be carried out individually.

The first step will consist of choosing the research topic and assigning the teaching staff who will supervise and tutor the TFM. In the first semester, students must indicate their preferences. The coordination of the TFM, taking into account the demands of the students and the experience of the teaching staff, will carry out the assignment. During December, students will contact the assigned tutor to agree on the details of the topic and establish the work process.

The training activity will be developed based on the following dynamics:

- Active participation in the methodological seminars of research (October, 16th; January, the 13th, 14th, and 15th -Research Week) to facilitate the design and preparation of the TFM
- Specialized face-to-face, collective, and/or individual tutorials for guidance and support with the TFM
- Personal study of individual depth with the chosen topic
- Bibliographic inquiry. Reading and critical analysis of the bibliography linked to the topic
- Empirical inquiry
- Written presentation and public discussion of the work carried out before a Committee.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment of the professor	10%	0	0	CA25, CA26, KA17
Defense of the report	25%	1	0.04	CA27, KA17, SA33
Report	50%	0	0	CA24, CA25, CA26, KA17, SA31, SA32, SA33
Self assessment	5%	0	0	CA24, CA26, CA27, SA33
Tutoring	10%	0	0	CA24, CA26, CA27, SA32, SA33

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, in addition to mandatory participation in the methodological seminars of research.

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 to pass.

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

Final TFM defense date: second or third week of July (Tribunal-July call) and first or second week of September (Tribunal-Setembre call).

Single assessment

This subject/module does not provide for a single assessment system.

Aspects to take into account:

The return, review, or grading of submitted work will be completed within a period not exceeding 20 working days.

This course adheres to the professional ethical principles of the discipline.

The use of Artificial Intelligence (AI) technologies is allowed in this course exclusively for support tasks, such as text correction, translations, idea generation, initial content organization, or preliminary conceptual exploration. These tasks may not, under any circumstances, replace the systematic processing of data or the student's core responsibilities as the author of the work, such as original writing, management and processing of personal data, critical analysis, or discussion of results.

Students must clearly identify which parts of the work have been generated with AI technologies, specify the tool used (including version and specific function), and include a critical reflection on how the use of AI influenced the process and final outcome of the work. This reflection may be included either in an appendix or in the methodology chapter, as appropriate.

Lack of transparency in the use of generative AI tools will be considered academic dishonesty and may lead to partial or total penalties in the TFM grade, as well as more serious sanctions in severe cases, in accordance with institutional regulations.

Additionally, students must demonstrate that the AI tools used comply with appropriate standards for confidentiality, data security, copyright protection, and content reliability, as established by ethical and editorial best practices in research.

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.elfefegé.eu/index.php/2018/03/11/recepta-1-on-cercar-informacio-i-trobar-la/#more-215>

CompRed (2025). Competència de Recerca en Educació (Repositori de recursos). <https://webs.uab.cat/compred/repositori/>

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

Jorrín, I. M., Fontana, M., & Rubia, B. (2021). Investigar en educación. Síntesis.

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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](#)

[Nvivo](#)

[Atlas.ti](#)

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.