

Degree programme	Type	Course
Psychopedagogy	TFE	1

Contact lecturer

Name : Angelina Sanchez Marti

Email : angelina.sanchez@uab.cat

Teaching staff

Carla Quesada Pallares

Maria Merce Berengueras Pont

Anna Ciraso

Montserrat Rodriguez Parron

Mercè Jariot Garcia

Pedro Jurado de los Santos

José María Sanahuja Gavalda

Jordi Sabate Peiro

Mario Montero Camacho

Rocío Sanchez Ares

Eduard Mallol Blanch

Group languages

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

Prerequisites

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

Objectives

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

- CA24 (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.) 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.
- CA25 (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.) 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.
- CA26 (Generate innovative and competitive proposals in professional practice in specific educational contexts, making use of research tools from the psychopedagogical field.) Generate innovative and competitive proposals in professional practice in specific educational contexts, making use of research tools from the psychopedagogical field.
- CA27 (Communicate using non-sexist and non-discriminatory language.) Communicate using non-sexist and non-discriminatory language.
- KA17 (List the characteristics of the research designed and implemented through which psychopedagogical guidance and interventions are carried out.) List the characteristics of the research designed and implemented through which psychopedagogical guidance and interventions are carried out.
- SA31 (Analyse information obtained through different means, especially through data analysis, qualitatively or quantitatively, in order to make judgements and provide guidance.) Analyse information obtained through different means, especially through data analysis, qualitatively or quantitatively, in order to make judgements and provide guidance.
- SA32 (Plan different activities related to the design and development of research in the psychopedagogical field, with adequate management of time and resources.) Plan different activities related to the design and development of research in the psychopedagogical field, with adequate management of time and resources.
- SA33 (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.) 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.

Contents

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.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Report	120	4.8	CA24, CA25, CA26, CA27, KA17, SA31, SA32, SA33
Tutoring	17	0.68	CA25, CA26, KA17, SA33
Workshop	12	0.48	CA25, CA26, CA27, KA17, SA33

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, 29th; November, 25th; January, the 12th, 13th, and 14th -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	Weight	Hours	ECTS	Learning outcomes
Report	50%	0	0	CA24, CA25, CA26, KA17, SA31, SA32, SA33
Tutoring	10%	0	0	CA24, CA26, CA27, SA32, SA33
Defense of the report	25%	1	0.04	CA27, KA17, SA33
Assessment of the professor	10%	0	0	CA25, CA26, KA17
Self assessment	5%	0	0	CA24, CA26, CA27, SA33

Continuous Assessment

The assessment of the Master's Final Project (TFM) is based on the monitoring of the development process of the work, the final dissertation, and the oral defence before the examination panel, in accordance with tutorial support and research methodology seminars.

The development of the TFM is based on the student's independent work with the guidance of the academic supervisor, including a minimum of 3 mandatory follow-up tutorials, in which methodological aspects, the structure of the work, and the monitoring of the research process will be addressed. Participation in the methodological seminars is compulsory.

The final grade will be the weighted average of the planned assessment activities. To apply this criterion, a minimum grade of 5 must be obtained in all activities, both those carried out during the development of the module and in the final dissertation/work.

Students will be considered "Not assessable" if they have not submitted evidence representing at least 33% of the total TFM assessment.

Submission date: first week of July (July examination board session) and first week of September (September examination board session).

TFM defence date: second or third fortnight of July (July examination board session) and first or second week of September (September examination board session).

Single assessment

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

Important considerations:

- The grades for each assessment item will be published on the Virtual Campus within a maximum of 20 working days after assessment. A review period will be guaranteed within 10 days following publication.
- This subject is based on the deontological principles of the profession.
- In accordance with UAB regulations, plagiarism or copying of a whole or part of a work will result in a grade of 0 for that assessment item, with no right to resit.
- Particular emphasis will be placed on linguistic quality, discursive coherence, and academic communication skills both in the written dissertation and in the oral defence. The panel may penalise serious deficiencies in writing or expression.
- In this subject, the use of Artificial Intelligence (AI) technologies is permitted exclusively as support tools, such as text proofreading, translation, idea generation, initial content organisation, or preliminary conceptual exploration. These activities may not, under any circumstances, replace the systematisation or standard handling of data, nor the student's main responsibilities as author of the work, such as original writing, management and processing of own data, critical analysis, or discussion of results.
- The student must clearly identify which parts of the work have been generated using AI technologies, specify the tool used (including version and specific function), and include a critical reflection on how the use of AI has influenced the process and the final outcome of the work. This reflection may be included in the appendix or the methodological chapter, as appropriate.
- Failure to ensure transparency in the use of generative AI tools will be considered academic misconduct and may result in a partial or total penalty on the TFM grade, as well as more severe sanctions in serious cases, in accordance with institutional regulations.
- In addition, the student must demonstrate that the AI tools used comply with appropriate standards of confidentiality, data security, copyright protection, and content reliability, as established by editorial best practices and research ethics.

Bibliography

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

Adu, P. (2026). *A step-by-step guide to qualitative data coding*. Routledge.

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>

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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>

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<https://webs.uab.cat/compred/repositori/>

Field, A. (2019). *Discovering statistics using SPSS (and sex and drugs and rock 'n' roll)*. SAGE Publications.

Gibbs, G. (2012). *El análisis de datos cualitativos en investigación cualitativa*. Morata.

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*.

Jorrín, I. M., Koz, O., Fontana, M., & Steiner, H. (n.d.). Hopscotch. Create your Research Design. <https://hopscotchmodel.com/>

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

Pallant, J. (2026). *SPSS Survival Manual. A step-by-step guide to data analysis using IBM SPSS* (8th edition). Routledge.

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](#)

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TFMmRD) Treball de fi de màster (màster RD)	1	Catalan/Spanish	second semester	afternoon