



Course Syllabus

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## **Master's Thesis**

**Master Degree in Technological Innovation in Education**

**Catholic University of Valencia  
Faculty of Teaching and Education Sciences**

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## COURSE SYLLABUS

		ECTS
<b>SUBJECT:</b> Master's Thesis		12
<b>Area:</b> Master's Thesis		12
<b>Module:</b> Internship and Master's Thesis		18
<b>Type of training<sup>1</sup>:</b> Compulsory	<b>COURSE:</b> 1º <b>Semester:</b> 2º	
<b>Faculty (coordinators):</b>  Mónica Martínez Domínguez Azahara Casanova Pistón	<b>Department:</b> Education	
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## MODULE ORGANISATION

MODULE: INTERNSHIP AND MASTER'S THESIS	18 ECTS
<p>This module is located in the second semester within the study plan and correspond to the last module. This module includes the subject "Internship", which requires the knowledge and deepening of the organizational aspects, methods, techniques, abilities and competences in educational environments. Intervention, research and innovation are promoted with the aim to develop and encourage the use of new technologies that allow the adaptation to the centre and the classroom where the students carry out their internship.</p> <p>Finally, the subject "Master's Thesis" will consist in a guided research work or a work related to the educational training activities carried out during the internship period. The Master's Thesis should be carried out focusing on the design, realization and assessment of an original and specific work, theoretical or empirical, about the master's contents.</p>	

<sup>1</sup>Basic training. Compulsory. Optional. Internship. Master's Thesis.



Subjects and courses				
Area	ECTS	SUBJECT	ECTS	Course/semester
Internship and Master's Thesis	18	Internship	6	1/2
		Master's Thesis	12	1/2

## COURSE SYLLABUS: MASTER'S THESIS

**Previous requirements:** It is necessary to pass all subjects in order to present/defend the Master's Thesis.

### OVERALL OBJECTIVES

Carrying out a research or applied project about any of the contents of the master from a global point of view that serves as a summing-up of the acquired competences during the training process.

### BASIC AND GENERAL COMPETENCES <sup>2</sup>

#### Assessment criteria

#### Basic

CB6 – To be creative and original in the development and/or application of ideas, sometimes in an investigation context.

CB8. To integrate knowledge and form opinions on the basis of limited information, including reflections on social responsibility and ethics.

CB9. To have the ability to clearly and concisely communicate conclusions, underlying knowledge and reasons to a specialised and non-specialised audience.

CB10. To have the ability to follow a self-study method.

#### Generals

CG1. To have the ability to create digital materials adequate to the teaching-learning processes using ICT tools.

CG5 – To have the ability to work autonomously, carrying out summaries of contents and making judgements to debate and analyse through the virtual classroom.

1	2	3	4
		x	
			x
			x
			x
1	2	3	4
		x	
			x

<sup>2</sup> Follow correspondingly with the above numbering. Specific competences are weighted 1 to 4 following criterion with the cross.



CG6 – To have the ability to promote the use of technology making a good use of professional ethics.				<b>x</b>
CG7 – To have the ability to generate, share and spread academic and professional knowledge.				<b>x</b>

<b>SPECIFIC COMPETENCES <sup>3</sup></b>				
<b>Specific</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
CE20 – To have the ability to integrate in the teaching practice the acquire competences during their degree by developing innovative methodologies and selecting the suitable working tools according to the context and typology of the centre and the class.				<b>x</b>
CE21 – To have the ability to train themselves in the training, assessment for other educational professionals, for the students and their families by using the ICT.				<b>x</b>
CE22 – To have the ability to design action plans for the innovation and integration of the ICT.				<b>x</b>
CE19 – To have the ability to design and carry out all the phases of the Master's Thesis.				<b>x</b>

<b>LEARNING OUTCOMES <sup>4</sup></b>	<b>COMPETENCES</b>
R1. The training activity is designed by the students once a needs analysis has been carried out in order to assess the applicability of the ICT on it.	<b>CB6, CB8, CB9, CB10 CG1, CG5, CG6, CG7 CE20, CE21</b>
R2. Students show initiative and response capacity motivated and adapted to the analysed situations.	<b>CB6, CB9, CG1, CG5, CG7 CE20</b>

<sup>3</sup> Specific competences are weighted 1 to 4 following criterion with the cross.

<sup>4</sup> Renumber the learning outcomes following the nomenclature proposed.

**Important Note:** The competencies are expressed in a generic sense of what is needed in the teaching guide learning outcomes. These results constitute a realization of one or more skills, making explicit the domain level or performance to be acquired by the student and the wording contained in the criterion which will be evaluated. Learning outcomes demonstrate what the student will be able to show the end of the course or subject and reflect also the degree of acquisition of competence or skill set.



R3. Students master the management and dynamic of the project, which deal with any of the areas of the master and the educative reality of the centres.	<b>CB6, CB8, CB9, CB10 CG1, CG5, CG6, CG7 CE20,CE21</b>
R4. Master's Thesis shows scientific rigour in all its elements.	<b>CE20,CE21, CE22, CE23</b>
R5. Students should present and defend their project with the clarity, coherence and scientific preciseness of a postgraduate degree.	<b>CB9, CE23</b>

<b>FACE-TO-FACE WORK TRAINING CLASSROOM ACTIVITIES</b>			
<b>ACTIVITY</b>	<b>Teaching-learning methodology</b>	<b>In relation with learning outcomes</b>	<b>ECTS <sup>5</sup></b>
WORKSHOP	Active work group where students gather together in small groups with an expert tutor in research and educational innovation in order to carry out the Master's Thesis.	All learning outcomes	<b>1</b>
OFFICE HOURS	Personalised face-to-face attention for the student. Instruction period and/or guidance carried out by a tutor in order to revise and discuss the materials and lessons seen in class.	All learning outcomes	<b>1,2</b>
ON-SITE ASSESSMENT	Oral or written tests, exposition and/or defence of works, used in the initial or additive training of the student.	All learning outcomes	<b>0.2</b>
Total			<b>(2,4*)</b>

<sup>5</sup> Subject or matter is organized in **ON-SITE WORK TRAINING ACTIVITIES** and in **AUTONOMOUS WORK TRAINING ACTIVITIES**, with a percentage estimated at ECTS. A suitable distribution is as follows: 35-40% for the Presential formative activities and 65 - 60% for the autonomous work. (For a course of 6 ECTS: 2.4 and 3.6 respectively).

Teaching and learning methodology is described in this guide in a generic way, specifying in the teaching units of each subject or matter.



<b>AUTONOMOUS WORK TRAINING ACTIVITIES OF THE STUDENT</b>			
<b>ACTIVITY</b>	<b>Learning-teaching methodology</b>	<b>In relation with learning outcomes</b>	<b>ECTS</b>
ONLINE OFFICE HOURS	Virtual and individual personalised attention through the virtual campus ( <a href="https://campusvirtual.ucv.es">https://campusvirtual.ucv.es</a> ). An instruction or guidance period is carried out by a professor in order to revise and discuss the content of a lesson, help the student with the continuous evaluation activities, etc.	All learning outcomes	0,6
INDIVIDUAL WORK	Study of the student: Individual preparation (or in groups) of readings, tests, resolution of problems, seminars, works, memories, conceptual maps, etc. in order to expose or to give in the theoretical classes, practical exercises and/or positions of a guardian of small group.	All learning outcomes	3
Total			(3,6*)

<b>EVALUATION SYSTEM FOR THE ACQUISITION OF SKILLS AND GRADING SYSTEM <sup>6</sup></b>		
<b>Assessment tool<sup>7</sup></b>	<b>ASSESSED LEARNING OUTCOMES</b>	<b>Percentage</b>
Monitoring of the training and participation process in the elaboration of the TFM	ALL	10%

<sup>6</sup> All autonomous training activities will be carried out using the university platform ([www.campusdocencia.ucv.es](http://www.campusdocencia.ucv.es))

<sup>7</sup> Assessment techniques and tools: oral exam-exposition, written tests (multiple choice tests, development tests, conceptual maps, etc.), supervised projects, projects, case studies, observation notebooks, portfolio, etc.



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defence in the TFM exhibition	ALL	20%
Development of a final work according to the normative of the university and its subsequent defence before a court.	ALL	70%

DESCRIPTION OF CONTENTS	COMPETENCES
<p>The Master's Thesis will consist in carrying out a research project about any of the contents of the master.</p> <p>The project will have the same characteristics of an applied research project and, whenever possible, the results, fruit of the implementation of the project, will be presented. The student will have to defend the project rigorously.</p>	ALL

Bibliography
Archenti, N., Marradi, A. y Piovani, J.I. (2018). Manual de metodología de las Ciencias Sociales. Siglo XXI
Hernández-Sampieri, R. y Mendoza, C. P. (2018). Metodología de la investigación. Las rutas cuantitativa, cualitativa y mixta. McGraw-Hill.
Ñaupas, H., Palacios, J.J., Romero, H.U. y Valdivia, M.R. (2018). Metodología de la investigación cuantitativa-cualitativa y redacción de la tesis. Ediciones de la U.
Valles, M. S. (2007) "Metodología y técnicas de investigación", pp. 49-71, en Pérez-Yruela, Manuel (Comp.) La Sociología en España. Madrid: CIS y FES.



**Course syllabus: Master's Thesis**



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## Addendum to the Course Guide of the Subject

### MÁSTER UNIVERSITARIO EN INNOVACIÓN TECNOLÓGICA EN EDUCACIÓN

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.



Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams ☐

☒ Kaltura

### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

**All the foreseen onsite activities described in this section of the Course Guide,** as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams ☐

☒ Kaltura

*Explanation about the practical sessions:*





## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:

### ONLINE WORK

#### Regarding the Assessment Tools:



- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

