

## COURSE GUIDE

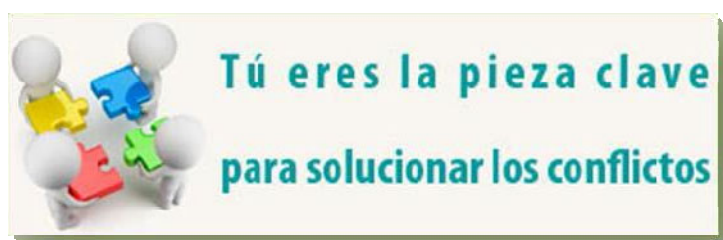
### Master's Thesis

Prof. Laura Padilla Bautista

## Master in Conflict Resolution in School

Módulo V. Master's Thesis

2023-2024



UCV ONLINE

## Master's Thesis



**Professor Laura Padilla**

- PhD from the Catholic University of Valencia.
- Coordinator of the Early Childhood Degree of the Faculty of Education and Education Sciences.
- Coordinator of Practices and TFM of the Master of Conflict Resolution in the classroom
- Coordinator of practices of the degree of Primary Education online modality
- Secretary of the Socio-Educational Research Institute Francisco Ferrer Luján (IFFL) of the Catholic University of Valencia San Vicente Mártir.

### Preliminary remarks:

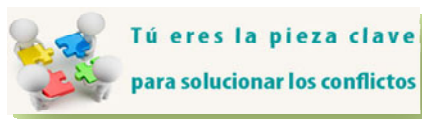
The teaching of this course is online. As specified in the section on Teaching Methodology of this guide, it is interactive teaching mediated primarily audiovisual resources

### 1.- COURSE DETAILS

Course Name	Master`s Thesis
ECTS Credits	6
Type of Learning	Compulsory

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<b>Calendar</b>	Second Semester
<b>Module Name</b>	<b>Master`s Thesis</b>
<b>Course Requirements</b>	To start the TFM have exceeded 70% of the theoretical credits for reading have exceeded 90% of the theoretical and practical credits.
<b>Course Name</b>	Laura Padilla <a href="mailto:laura.padilla@ucv.es">laura.padilla@ucv.es</a> Ángela Serrano <a href="mailto:angela.serrano@ucv.es">angela.serrano@ucv.es</a> Isabel Iborra <a href="mailto:Isabel.iborra@ucv.es">Isabel.iborra@ucv.es</a>

## 2.- BRIEF DESCRIPTION OF COURSE CONTENTS

This course is a compendium of all knowledge and skills acquired throughout the Master. Having a professionalizing orientation, alumnando opt for three main types of work:

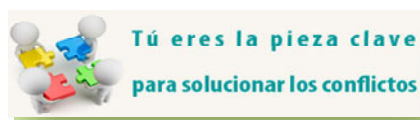
- 1) Develop a program of prevention or intervention in conflicts at school
- 2) To evaluate a prevention program or existing intervention
- 3) Conduct a review of the literature

## 3.- COURSE PROGRAM AND CALENDAR

Session 1: Work End of Master. Presentation and general considerations. 1.1. Methodology, work scheme and timing	November 2023
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1.2. Modalities of work 1.3. Formal aspects of work 1.4. Defense and Evaluation	
Session 2: Final Master's Work. Workshop 1 2.1. How to elaborate the theoretical framework	November 2023
Session 3: Final Master's Work. Workshop 2 3.1. APA regulations. First part	December 2023
Session 4: Final Master's Work. Workshop 2 4.1. APA regulations. Second part	December 2023
Session 5: End of Master's Work. Workshop 3 5.1. Bibliographic Managers. First part	December 2023
Session 6: Final Master's Work. Workshop 3 6.1. Bibliographic Managers. Second part	April 2024
Session 7: Final Master's Work. Workshop 4 7.1. Tools for developing the TFM document	April 2024

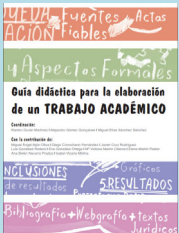
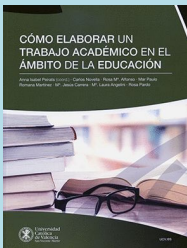
Session 8: Final Master's Work. Workshop 5 8.1. Preparation of TFM defense. General considerations	April 2024
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## 4.1. Bibliography

### 4.1.1 Basic bibliography

Reference b1:	Text of the subject (explanatory brochure TFM) accessible in the Virtual Classroom.
Reference b2:	Royal Decree 1393/2007 of 29 October on the organization of official university studies. Ministry of Education and Science: <a href="http://www.boe.es/boe/dias/2007/10/30/pdfs/A44037-">http://www.boe.es/boe/dias/2007/10/30/pdfs/A44037-</a>
Reference b3	Regulations on work order master of the Catholic University of Valencia San Vicente Martir: <a href="https://www.ucv.es/quienes-somos/la-universidad/informacion-institucional/normativa%20sobre%20TFM%20.pdf?ver=HUnNHS6VWmRG6YvqEdmw6A%3d%3d">https://www.ucv.es/quienes-somos/la-universidad/informacion-institucional/normativa%20sobre%20TFM%20.pdf?ver=HUnNHS6VWmRG6YvqEdmw6A%3d%3d</a>
Reference b4	American Psychological Association (2019). Manual de Publicaciones 7ª Edición

#### 4.1.2 Complementary bibliography

Reference c1:	 <p>Durán Martínez, Ramiro ; Gómez Gonçalves, Alejandro ; Sánchez Sánchez, Miguel Elías. Guía didáctica para la elaboración de un trabajo académico Zamora: Iberoprinter, 2017</p> <p><a href="https://gredos.usal.es/jspui/bitstream/10366/132754/1/dpee_Gu%C3%A1datrabajoadad%C3%A9mico.pdf">https://gredos.usal.es/jspui/bitstream/10366/132754/1/dpee_Gu%C3%A1datrabajoadad%C3%A9mico.pdf</a></p>
Reference c2:	 <p>Peirats, A. (Coord ) et al.( 2018) <i>Cómo elaborar un trabajo académico en el ámbito de la Educación</i>. Valencia: Universidad Católica de Valencia San Vicente Mártir</p>

## 5. METHODOLOGY

The teaching of this subject rests mainly on three sources online:

- 1) a text, facilitator of learning;

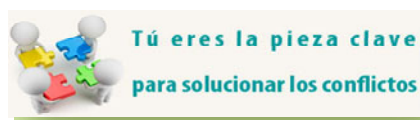
- 2) videoconferencing, through which theory lessons are taught and guided activities (practices, text commentaries, ...), seminar sessions and group tutorials are. Video conferencing is, in all cases, interactive;

- 3) video-lessons on topics considered of interest.



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### **MASTER CLASSES: SEMINARS**

CREDITS: 0.6

LEARNING METHODOLOGY:

a) with live participation of students:

Synchronous teaching (teaching that, in principle, required to be students and teachers to their respective computers simultaneously) using multimedia resources via

#### **Videoconference.**

This modality e-classroom teaching provides students with immediate access to the teacher, who can see and hear, and who can interact as in a physical classroom. Although activity is synchronous, video is recorded and stored in a repository, being available to students 24 hours. 365 days a year.

b) without the direct participation of students:

A-synchronous, which employs videotaped the subject teacher or teaching interventions invited experts.



### **TUTORIALS (INDIVIDUAL OR GROUP)**

CREDITS: 0.6

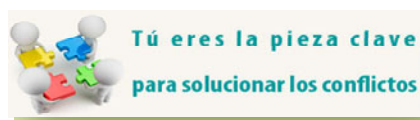
LEARNING METHODOLOGY:

- Individual interviews via skype.
- Virtual group interactions via videoconference type:
  - a) to analyze literature;
  - b) to prepare the final evaluation;
  - c) to analyze the progress of the course.

### **STUDY PREPARATION OF TASKS AND ASSESSMENTS**

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CREDITS: 4.2

**LEARNING METHODOLOGY: INDEPENDENT WORK.**

**DISCUSSION FORUMS**

CREDITS: 0.6

Learning methodology: discussions and reviews online supervised by the teacher that allow students expression of their ideas, opinions and comments regarding argued worked on text, the issues made or exposed in its class using the platform tele-training.

## 6.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

(The numbering corresponds to the general powers of the check list of the Masters in Conflict in the Classroom, which we have selected those competencies to be achieved through the course **Master's Thesis**)

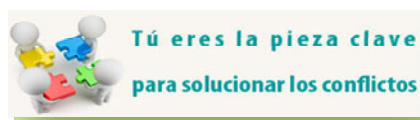
### BASIC SKILLS

CB 6. Possess knowledge and understanding that provides a basis or opportunity for originality in developing and / or applying ideas, often in a research context.  
CB7. That the students can apply their knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

CB8. Students should be able to integrate knowledge and handle complexity, and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.  
CB9. Students can communicate their conclusions -and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.

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CB10. That students have the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.

### GENERAL SKILLS

CG3. Understand the theoretical foundations of conflict resolution on its application in the prevention and intervention in the classroom.

CG5. Developing learning skills that enable them to propose new methodological approaches to teaching and learning.

### SPECIFIC SKILLS

CE19 - Be able to develop an appropriate methodology for the preparation of the final dissertation work.

CE20 - Be able to evaluate prevention programs and existing intervention in conflict resolution in the classroom.

CE21 - Be able to design or adapt a prevention or intervention in conflict resolution in the classroom.

CE22 - Apply the methods of educational research in the proposed final dissertation work.

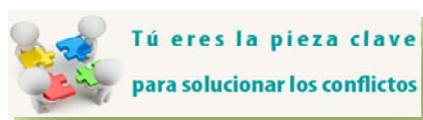
CE23 - Make a formal presentation suitable in structure and content presentation using precisely the specific language font neatness and spelling.

## 7.- LEARNING OUTCOMES

- The student uses with precision and rigor, self scientific vocabulary of Education.
- Students will perform data analysis, quantitative and qualitative research requiring an end of Master work.
- The student will make a coherent theoretical framework proposed research topic.

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- The student will evaluate a prevention or intervention in conflicts in the classroom.
- The student will develop a methodology by applying the principles of educational research.
- The student will present a project with social and scientific, according to the specialty of master's interest.

## 8.- EVALUATION

The table below shows the different percentages granted to the evaluative instruments.

Percentage Assessment	Tool
Master's Thesis (written document)	70%
Public Defender	30%

The mark for the written document will be the average of the director's mark and the examining board's mark. It is necessary to pass all the assessment instruments in order to pass the TFM.