

## **Research workshop and peer tutoring for optimizing the Graduate dissertation in the Degree in Social Work.**

Ana Rosa del Aguila Obra (Dean of the Faculty of Social Work, Universidad de Málaga) (anarosa@uma.es)

Francisco Cosano Rivas (Academic Secretary of the Faculty of Social Work, Universidad de Málaga) (fcr@uma.es)

María de las Olas Palma García (Academic Coordinator of the Degree in Social Work, Universidad de Málaga) (mpalma@uma.es)

This paper describes the activities and results achieved through a learning-teaching innovation project in the Graduate dissertation tutoring of the Degree in Social Work. It has been developed at the Faculty of Social Studies and Work of the University of Malaga (Spain).

For students, the Graduate dissertation is difficult to define, structure, and write, as it is the biggest and most difficult research/practice piece of work that they have developed so far. In this vein, some advice and recommendations from faculty, as experienced researchers, and post-graduate students, as successful individuals in writing Graduate dissertations, in workshops organised by the Faculty could be useful. The Dean office has organised a teaching-learning innovation project for helping students specifically in this subject.

The teaching-learning innovation project, was developed in two phases. Firstly, a workshop program was designed to students, in order to teach them in a deeper and more specific way, the concepts and main techniques or the research process. Faculty members explained them their specific experiences, starting from how to firstly design the research and following with how to conduct the literature review, how to select the most appropriate methodology in each context, and how to present the conclusions.

Secondly, the teaching-learning innovation project at the Faculty also facilitated peer tutoring between students. In this case, the students who participated in inter-Faculty groups where post-graduates students who explained their experience.

As initial results, attending to these workshops and to peer tutoring enhanced the students research skills and improved their engagement in the Graduate dissertation.

