

**Research Trends and Focus in the Planning and Management of Educational Institutions**

Code: 43215  
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	1

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### Use of languages

Principal working language: spanish (spa)

### Prerequisites

Any

### Objectives and Contextualisation

This module is compulsory for the specialty of Applied Pedagogy and it is optional for the other specialties.

This module aims to introduce students to the knowledge and research on the key elements of the planning and management related to organizational development training institutions.

Specifically, the objectives of this module are:

- To analyse the meaning and usefulness of the organizations in the knowledge society.
- To understand the factors and dynamics that influence on the change and improvement of organizations.
- Identify strategies and resources related to leadership and management of change processes.
- To recognize methodologies and research results in the field of planning and organizational change management.
- To plan specific studies related to the organization and management of training institutions for improvement.

### Skills

- Analyse data according to its nature and present results in accordance with the research proposals.
- Analyse projects for changes and improvement in organisations.
- Collect research data coherently in accordance with the chosen method.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Communicate the research results, knowledge acquired and the implications for practice, and adapt the register to the public and formal protocols.
- Continue the learning process, to a large extent autonomously.
- Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.

- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in teams and with teams in the same or interdisciplinary fields.

## Learning outcomes

1. Analyse projects to improve the organisational context from existing research results.
2. Analyse the states of development and institutional changes from the research contributions space for diagnoses, programmes for change, evaluation of change and research.
3. Analyse theoretical frameworks of reference to establish those that orientate research in the area of planning and management of educational institutions.
4. Audit and evaluate research processes in organisational innovation.
5. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
6. Continue the learning process, to a large extent autonomously.
7. Decide on appropriate methodologies for the analysis and impact of innovations in schools.
8. Decide on the information and the subjects involved in the study in the area of planning and management of educational institutions.
9. Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
10. Identify educational problems related to the research, planning and management of educational institutions and the bases and foundations of the processes of institutional planning for change.
11. Identify problems in practice related to the planning and management of educational institutions.
12. Identify theoretical references and evaluate the trends and focuses on organisational change.
13. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
14. Judge the theoretical and social importance of a research problem related to the planning and management of educational institutions.
15. Negotiate the collection of information with people and/or institutions (permission, protocols, timescale).
16. Produce conclusions taking into reference the research objectives and questions and the theoretical references.
17. Relate results in accordance with their origin (sources and instruments).
18. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
19. Understand the main aspects in specific contexts of research in the area of the planning and management of educational institutions and analyse them as objects of research.
20. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
21. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
22. Work in teams and with teams in the same or interdisciplinary fields.
23. Write scientific summaries to be presented to different audiences.

## Content

The following topics will be treated:

- Trends and approaches to organizational change.
- Bases and foundations of the processes of institutional planning oriented to a change.
- The variables of success in institutional innovations: research results (techniques, resources and methodologies of change)
- Change management in the organizations: research models.

- Methodologies for the analysis and the impact of innovations.
- Stages of development and institutional change: space for diagnosis, programs of change, assessment of the change and research.  
Leaders as a promoters and agents of change.

## Methodology

The training activities will be developed from the following dynamics:

- Lectures / expository class sessions from the teacher
- Articles reading and documentary sources
- Analysis and collective discussion of articles and documentary sources
- Classroom practices: problem solving / cases / exercises
- Presentation / works oral presentations
- Tutorial orientation

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Expository class sessions and analysis and articles discussion	36	1.44	2, 1, 10, 12, 14, 17
<b>Type: Supervised</b>			
Tutorial orientation	12	0.48	4, 16, 14
Virtual activities (forum,...) and work elaboration of the course	24	0.96	2, 3, 16, 11, 10, 20, 13, 14, 23
<b>Type: Autonomous</b>			
Articles reading and documentary sources and presentation presentations	78	3.12	3, 4, 19, 16, 11, 12, 13, 23

## Evaluation

Under the Assessment Regulation of the UAB and the "General criteria and general guide for assessment the Faculty of Sciences of Education (approved by the COA on May 28th in 2015) The evaluation module will be carried by the mentioned activities.

The final grade is the weighted average of the planned activities. In order to apply this criterion, it will be necessary to obtain at least a score of "4" in all activities, the ones performed during the development of the module and the report/final work of the module. The review procedure of the tests will be performed individually.

Class attendance is mandatory. In order to obtain a positive final evaluation the student must attend a minimum of 80% of the classes.

The feed back of any assessment activity will be given in a maximum of two weeks. Plagiarism is a sufficient reason to suspend the subject.

Each individual situation that does not conform to what it is been written should contact the teacher of the subject in order to enable, if appropriate, complementary evaluations without losing sight of the philosophy of the assessment considered.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Presentation of the results of the analysis and discussion of articles, case resolution	30%	0	0	2, 3, 1, 4, 19, 9, 7, 16, 12, 20, 23, 6, 22
Report / unit's individual work	70%	0	0	1, 18, 5, 19, 9, 8, 16, 11, 10, 12, 20, 13, 14, 15, 23, 17, 21

## Bibliography

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**Enlaces web:**

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN: <http://www.aneca.es/>

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