Research, Change and Innovation: Professional Development in Organisations

Code: 43204
ECTS Credits: 6

<table>
<thead>
<tr>
<th>Degree</th>
<th>Type</th>
<th>Year</th>
<th>Semester</th>
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<tbody>
<tr>
<td>4313815 Research in Education</td>
<td>OT</td>
<td>0</td>
<td>1</td>
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</tbody>
</table>

**Contact**

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Email: Marina.Tomas@uab.cat

**Use of languages**

Principal working language: catalan (cat)

**Prerequisites**

Nothing.

**Objectives and Contextualisation**

This module is compulsory for the specialty of Pedagogy and is optional on other specialties. This module aims to introduce students to research in the field of profess. In particular the objectives of the module are:
- To understand the mutual implications between professional development and organizational development.
- Linking the personal development training for professional and institutional change from a focus on the complexity.
- To study and analyze models of initial and continuing conducive change.
- To know the variables relationships and group dynamics affecting the development of an organization.

**Skills**

- Analyse data according to its nature and present results in accordance with the research proposals.
• 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 the theoretical frameworks of reference to establish those that orientate research in the area of professional development in organisations.
2. Audit and evaluate projects of organisational change.
3. Carry out projects of organisational change.
4. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
5. Communicate research results taking into account professional development and the changes that the results may have on conceptions of teaching and learning by teaching staff.
6. Continue the learning process, to a large extent autonomously.
7. Decide on the information and the subjects involved in the study in the area of professional development in organisations.
8. Design projects for improving the organisational context.
9. Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
10. Find and analyse theoretical references of group processes and dynamics that affect the system of relations between organisations.
11. Identify educational problems related to professional development in organisations and evaluate the methodological approaches that enable their solution.
12. Identify problems related to professional development in organisation from a focus of complexity.
13. Identify the theoretical references for professional development and the development of organisations.
14. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
15. Judge the importance and theoretical and social pertinence of a research problem or problems related to professional development in organisations.
16. Negotiate the collection of information with people and/or institutions (permission, protocols, timescale).
17. Produce conclusions taking into reference the research objectives and questions and the theoretical references.
18. Report results considering initial and continuing training of teacher and transfer to teaching practice.
19. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
20. Understand the main aspects of research in the area of models of analysis and management of diversity in organisations.
21. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
22. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
23. Work in teams and with teams in the same or interdisciplinary fields.
24. Write scientific summaries to be presented to different audiences.

Content

It will cover the following topics:

1. Professional development versus development organizations
2. Conditions for training and institutional change for change
3. Professional development organizations from a complex approach.
4. Analysis of processes and group dynamics affecting the relational system.
5. Models for analysis and action diversity management in organizations
6. Professional development and changes in conceptions about the teaching and learning of teachers. Initial and continuing training of teachers and their transfer to the teaching and learning culture in educational institutions

Methodology

The training activity will be developed based on the following dynamics: Master classes / exhibitions Reading articles and document collections Analysis and collective discussion of articles and documentary sources Classroom practices: problem solving / cases / exercises Presentation / oral presentation of works Tutorials

Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type: Directed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis and discussion of articles</td>
<td>9</td>
<td>0.36</td>
<td>19, 9, 23</td>
</tr>
<tr>
<td>Case resolution</td>
<td>12</td>
<td>0.48</td>
<td>20, 11, 13, 15</td>
</tr>
<tr>
<td>Exhibit classes</td>
<td>9</td>
<td>0.36</td>
<td>19, 2, 21, 14</td>
</tr>
<tr>
<td>Presentation of papers</td>
<td>6</td>
<td>0.24</td>
<td>6</td>
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</tbody>
</table>

Type: Supervised
Evaluation

The evaluation of the module will be carried out through the activities that are indicated. The final grade will be the weighted average of the activities planned. In order to be able to apply this criterion it will be necessary to obtain At least 4 in all activities, those carried out during the development of the module and the memory / work end of the module. Class attendance is mandatory. In order to obtain a positive final evaluation the student must have attended At least 80% of the classes. The procedure for reviewing the tests will be done individually.

Evaluation activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Weighting</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning outcomes</th>
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</thead>
<tbody>
<tr>
<td>Type: Autonomous Attendance to seminars / conferences of the specialty Reading articles and documentation collections Preparation of cases, pro</td>
<td>9+12+6</td>
<td>0</td>
<td>0</td>
<td>1, 19, 2, 10, 5, 4, 20, 3, 9, 7, 8, 17, 12, 11, 13, 21, 14, 15, 16, 24, 18, 22, 6, 23</td>
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<tr>
<td>Type: Supervised Virtual activities (forum, ...) Elaboration of the work of course / memory Tutorials</td>
<td>10+34+34</td>
<td>0</td>
<td>0</td>
<td>10, 5, 12, 11, 13, 15, 6</td>
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<tr>
<td>Type: Supervised Case resolution Virtual activities (forum, ...) Elaboration of the work of course</td>
<td>12+12+12</td>
<td>0</td>
<td>0</td>
<td>2, 3, 8, 21, 15, 16, 22, 23</td>
</tr>
</tbody>
</table>

Bibliography


Chalmers, D (2012). *Identification and implementation of the indicators and measures of the impact on teaching preparation programs in higher education* (TPP impact)

Española. Berlín.


Robbins, Stephen P., Comportamiento organizacional, PHH, 1993


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