

Organisational Development in Educational Institutions

Code: 103523
ECTS Credits: 6

| Degree | Type | Year | Semester |
|---------------------------|------|------|----------|
| 2500261 Education Studies | OB | 3 | 1 |

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

The course "Organizational Development of Educational Institutions" is part of set of courses aimed at providing a minimum specialization in the field or itinerary of training institutions administration and management. Its location in the curricular framework of the Education Studies degree implies that students have acquired through courses taken previously, competencies related to organizational structure and functioning, relational dynamics that occur in them and the planning and monitoring systems used. Students will make the most of this course when they have achieved the competences and knowledge outlined above.

Objectives and Contextualisation

This course, located at the fifth semester (3rd year) of the Education Studies degree, part of the subject "Coordination and management of educational institutions", and is complemented by the course " Direction and Leadership in Educational Institutions ". While this first course focuses on innovation and change processes in educational organisations, the second course focuses on the role of managers as change agents. Thus respond to the overall objective of the Education Studies degree, which refers to design and develop projects and processes of intervention in educational contexts. Also along with the course "Direction and Leadership in Educational Institutions ", are the foundational base of the mention/specialization "Socio-educational institutions and training management".

Part of the contents for institutions administration and management have been developed in the following courses: "Education and educational contexts", "Organization and groups" and "Design, monitoring and evaluation of plans and programs". Also, students should consider this course as complementary to some other courses developed during the seventh and eighth semester (4th year): "Supervision and educational inspection", "Evaluation of schools and teachers" and "Management and Development of Human Resources in Organisations ", aimed to start on specific aspects of the specialization in training organizations administration, management and leadership.

Its objectives are:

1. Understand and analyse the factors affecting organizational change.
2. Identify organizational development models.

3. Apply strategies and tools for organizational development.
4. Design interventions for organizational improvement.

Competences

- Administer and manage centres, institutions, services and educational and training resources.
- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.
- Foster improvement process on the basis of the results of research or needs assessment processes.
- Generate innovative and competitive proposals in research and professional activity.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Delineate strategies and instruments to promote social participation in schools.
2. Describe the typical roles, functions and activities of management for change.
3. Develop diagrams that describe organizational structure.
4. Identifying and analysing models of participatory management.
5. Identifying areas related to institutional improvement.
6. Prioritising areas of intervention based on organisational criteria.
7. Produce an innovation plan for educational institutions.
8. Produce and apply strategies to improve institutional management.
9. Selecting the strategies and procedures for change according to the context.
10. Structure the apparatus required for a proposal for innovation.

Content

BLOCK 1: Change processes in organizations.

1. Organizational Development, change and innovation.
2. Organizational learning and its enabling factors.
3. Knowledge management, intellectual capital and informal learning.

BLOCK 2: Strategies and instruments to promote organizational change.

1. Related to the organisational structure.
2. Related to internal processes.
3. Related to people.
4. Related to the relationship with the environment.

BLOCK 3: Development of a program of organizational change.

1. Evaluation and organizational diagnosis.
2. Strategic Planning.

Methodology

The formative activities of this course include on-site, supervised and autonomous activities:

- On-site classes are directed by the professors of the course and will take place in the facilities of the Faculty. There will be a combination of whole-group sessions and seminars: whole-group sessions allow presentations, reflections and debates over the main contents and introduce elements of discussion on aspects of the three sections or blocks. The seminars constitute working sessions in reduced groups to analyse and debate different activities proposed by the professors in order to complement theoretic sessions. Attendance to the seminars is mandatory. Students will be assigned to

one of the seminar groups constituted at the beginning of the course. Exceptionally, during the 2020/2021 academic year, teaching in Large Group will take place online. It will be organized in capsules or microsessions of about 30 minutes in which the teacher will provide the keys in order to build and structure the knowledge associated with each subject, as well as to develop the skills that do not require a particular interaction, as would be the case of seminars (eg, debate, case resolution).

- Supervised activities include individual or group activities to be completed by the students on their own with the supervision of the professors. These activities include the on-site or virtual tutorial sessions addressed at solving difficulties, orienting tasks and ensure the comprehension of the course contents.
- Autonomous work is carried out by the student independently and includes the preparation of readings, cases or other equivalent activities.

Activities

| Title | Hours | ECTS | Learning Outcomes |
|--|-------|------|-------------------|
| Type: Directed | | | |
| Seminars: Analysis of documents, articles and data; analysis of videos; case resolution and elaboration of conceptual maps. | 15 | 0.6 | 3, 8, 7, 10, 6, 9 |
| Whole-group sessions: lectures, presentation of readings, papers or documents by the students; debates and reflections over key aspects of the contents. | 30 | 1.2 | 1, 2, 10, 5, 4, 9 |
| Type: Supervised | | | |
| Tutorials and supervision of the tasks and activities proposed. | 30 | 1.2 | 3, 8, 7, 10, 6, 9 |
| Type: Autonomous | | | |
| Study of the contents and preparation of the exams. Individual and group preparation of the assignments | 75 | 3 | 1, 2, 10, 5, 4, 9 |

Assessment

The evaluation of the course "Organisational Development of Educational Institutions" encompasses the achievement of the competences identified as fundamental for the course and therefore the evaluation includes continuous assessment of set activities along with consideration of students' participation, critical thinking and attitude throughout the course. The assessment carried out on this subject is continuous and final.

The continuous assessment will take into account the different content sections and their general orientation:

- Blocks 1, 2 and 3: The student will perform a series of learning activities that will be evaluated with a value of 50 % of the total grade. The evaluation will consider not only the work done, but also the process that has been carried out to develop it. The grade of the group work can be modified by individual contributions. The delivery date of the works will be indicated opportunely by the faculty, even so, as a general criterion, the delivery will be made during the week immediately after the end of the last seminar corresponding to the activity in question.
- The final evaluation consists of a written final and summative test that includes all the different content blocks or sections. This exam counts for 50% of the final mark

In case it is necessary, all the final evaluation tests will have a second chance for recovering. The dates of the evaluations will be:

- Final exam: 18 december 2020.
- The make-up exam or exam recovery: 22 January 2021.

In order to pass the course, the average grade must be of at least 5 and all evaluative activities must also be graded with a 5 or plus. Students who do not deliver more than 50% of the evaluation activities will be considered NOT EVALUABLE (NE).

Class attendance is mandatory, otherwise students will be considered absent (justifications only serve to explain the absence, in no case they are an exemption of the presence).

Students that during the course have had an adequate tracking of the subject and still have not achieved one of the aspects will be given the opportunity to pass the course doing additional work or redoing some of the activities. Each case will be studied individually, according to the specific situation of each student.

The results obtained in each of the assessment activities will be published in the classroom or the moodle. Given the qualifications, students can revise the marks during office hours.

The qualifications of each of the assessment activities will be published in the 20 days following the delivery. Students wishing to review the results must do so within 15 days after their publication.

To pass this course, it is necessary that the student show a good general communication skill, both orally and in writing, and a good command of the language or vehicular languages considered in the teaching guide. Linguistic correctness, drafting and filing the formal aspects of both group and individual activities will be taken into account. Students must be able to express fluently and accurately and must show a high degree of understanding of academic texts.

Copy or plagiarism, in the case of works as in the case of the exams, constitute a crime that can represent to suspend the subject:

- Any document, activity or test is considered to be "copied" when it reproduces all or part of the work of one or another partner.
- Any document or activity is considered to be "plagiarized" when a part of an author's text is presented as his own without citing sources, regardless of whether the original sources are on paper or in digital format. (More information about plagio at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

It is recommended to follow the APA regulations (2019, 7th version): In the following link you will find a proposal of regulations: <https://bit.ly/3dNEd8E>

For more information on the "General Assessment Criteria and Guidelines for the Faculty of Education Sciences" approved by the COA on May 28, 2015 and modified to the Faculty Board on April 6, 2017, you can consult the following Document:

<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|-----------------------|-----------|-------|------|-------------------------------|
| Section/Block 1 tasks | 10% | 0 | 0 | 2, 8, 7, 5, 4, 6 |
| Section/Block 2 tasks | 10% | 0 | 0 | 1, 3, 8, 7, 9 |
| Section/Block 3 tasks | 30% | 0 | 0 | 1, 7, 10, 5, 4, 6 |
| Written exams | 50% | 0 | 0 | 1, 2, 3, 8, 7, 10, 5, 4, 6, 9 |

Bibliography

Basic bibliografy

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Complementary bibliography - Further readings

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