

Management of Social and Educational Institutions

Code: 101675
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	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.

Contact

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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 subject Management Institutions is eminently socio- professional, so from a practical oriented and applied that involve students in the process of socio- management program or a real activity. Part of the theoretical courses and skills acquired in: Educational Contexts (first year) and the organization and groups (second year) Degree in social education. Therefore we recommend the domain of content worked in those subjects related to the area of Knowledge Organizational Education.

Finally, consider that approach the subject closely linked to the development of the Practicum, so some activities , methodology and content will be related to one Practicum Guide

Objectives and Contextualisation

Non-formal organizations representing a range of forms, functions and very different purposes that require a specific study within the scope of the Organization of Educational Institutions. This area has become a veritable industry in recent years has represented emerging new forms of professionalism. However this has meant an increase in research, expansion into new sectors and job profiles, and a change in certain forms of educational intervention.

This course acquired a series of knowledge and skills related to the field of institutional management, more specifically, students in this course should be able to:

- Improve organizational processes.
- Relate the concepts and processes specific management institutions Organization Institutions.
- Identifying the variables involved in the management of schools and their systematic and global.
- Understanding the organizational dynamics and organizational processes that take place in schools.
- Apply different intervention strategies in the processes of institutional management

Competences

- Generate innovative and competitive proposals in research and professional activity.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.

- Manage social education institutions.
- Participate and get involved in the events, meetings and events of the institution to which one belongs.
- Understand and become involved in institutional realities in order to integrate and develop professionally.

Learning Outcomes

1. Apply techniques and resources to the different levels of planning.
2. Contribute ones thoughts and ideas about sociocultural processes in the immediate environment to academic activities.
3. Contribute viable and plausible ideas and alternatives to conflictive or critical institutional situations.
4. Demonstrate competence in institutional planning processes.
5. Disseminate and promote institutional services and initiatives through different channels and media.
6. Establish systematic models between different organizational functions: planning, delegation, resource management, coordination, control and improvement.
7. Identifying synergies between organisational processes and institutional management.
8. Know elements of culture in relation to the participation model.
9. Master the specific theories, tools and resources for managing schools.
10. Perform specific actions for institutional management through the processes of: Analysis, performance and improvement.
11. Properly formulate aspects of planning in schools.
12. Provide viable ideas for institutional improvement.
13. Reflecting on and analysing the phenomena of the institutional environment in order to understand the key factors that participate in them and to intervene in order to improve them.

Content

1. ORGANIZATION AND MANAGEMENT OF SOCIO-EDUCATIONAL INSTITUTIONS: CONCEPTUAL RELATIONSHIPS, MODELS AND TRENDS
2. ORGANIZATION OF INSTITUTIONS: DIFFERENTIAL ASPECTS
3. PLANNING: FROM STRATEGY TO OPERATION OF ACTION
4. DISTRIBUTION OF FUNCTIONS AND TASKS
5. THE COORDINATION
6. EXECUTION AND CONTROL OF THE PERFORMANCE
7. EVALUATION AND IMPROVEMENT
8. MANAGEMENT AND GENDER ASPECTS: FEMALE LEADERSHIP

Methodology

The proposed teaching methodology and assessment may undergo some modification depending on the attendance restrictions imposed by the health authorities.

The proposal of this subject is based on active, competence and experiential learning which conditions the training activities proposed:

1) Participatory master classes

To introduce theoretical aspects, reflect on the tools and instruments for the management of centers, services and programs and, above all, analyze cases, explanations, debates and examples.

2) Reading, reflection and debate of a manual on management of educational institutions

It involves reading, comprehension and working on one of the 2 reference texts suggested in the Bibliography.

3) Development of some Training Days (Jornades)

Compulsory activity that involves off-campus travel, overnight stays and is based on the principles of competence and experiential learning. The Conference is a unique training space to apply, transfer and check the acquisition of skills associated with the subject. People who, for duly justified and accredited reasons, are unable to attend part of the Conference must do specific work on their development phase of the same number of hours as the absence has been proven.

In order to be able to acquire the formative objectives it is necessary the regular and active attendance to the sessions, the reading of the proposed texts and an attitude of respect towards the diversity of options and opinions.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
APLICACIONES	30	1.2	1, 3, 12, 8, 4, 5
PLENARY SESSION	15	0.6	8, 9, 13
Type: Supervised			
SUPERVISION GROUPAL TASK	30	1.2	1, 2, 12, 4, 5, 13
Type: Autonomous			
REPORT	75	3	1, 12, 4, 9, 6, 13

Assessment

The assessment of the subject will be continued and for the final qualification three types of evidence will be considered:

- a) Exam (25%). Individual test on the reference manual that will be scheduled during the month of November.
- b) Diary (25%). Individual delivery of a data collection tool, reflections and experiences that will be scheduled in December.
- b) Report (50%). Group work of the Training Days that will be scheduled for the month of January.

Other indications:

- To calculate the final grade in each of the 3 evidences you must have obtained a minimum grade of four (4) points in each of them.
- If plagiarism is detected in the evaluation evidence the rating will be 'suspended' (URKUND of more than 60%).
- Evaluation evidence will be reviewed and returned within a period of approximately 15 days, provided that no force majeure factors interfere.
- Evaluation evidence may be retrieved on a single occasion throughout the course.
- The grade of 'Not Presented' applies when none of the 3 pieces of evidence is presented.
- Students enrolled in the second (or more) call may request a synthesis assessment.
- Attendance at Plenary sessions is mandatory.

- For any other reference to the evaluation we will refer to the prescriptions of the "Criteria and general guidelines of evaluation of the Faculty of Education Sciences".

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EXAM BOOK	25	0	0	9, 7
FIELD DIARY	25	0	0	1, 2, 3, 12, 8, 4, 5, 9, 6, 10, 11, 7, 13
SEMINAR REPORT	50	0	0	1, 2, 3, 12, 8, 4, 5, 9, 6, 10, 11, 7, 13

Bibliography

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Software

NO