

Change and Innovation. Links with the Surroundings.

Code: 44246
ECTS Credits: 10

Degree	Type	Year	Semester
4317141 School Leadership for Educational Innovation	OB	0	2

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: spanish (spa)

Teachers

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Prerequisites

No prerequisites have been established to study this subject

Objectives and Contextualisation

Understanding the socio-educational context in which the educational institution is located and knowing and applying the most appropriate improvement strategies and models to manage change

Competences

- Analyse and solve complex problems in organisation, leadership and institutional management from a multidisciplinary perspective.
- Analyse formal and non-formal educational organisations to discover areas of possible weakness.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning Outcomes

1. Analyse social and educational problems from a multidisciplinary perspective.
2. Choose the most suitable sources and methods for obtaining the information needed in each case.
3. Evaluate the functioning of the institution to generate alternatives and proposals for improvement.
4. Identify the multiple viewpoints and perspectives that make up the social and educational state of affairs.

5. Locate information sources and databases specific to the discipline.
6. Monitor the application of alternatives adopted in problem-solving to maximise their effectiveness and efficiency.
7. Optimise original processes and methodologies for developing the organisation and improving education.

Content

- The socio-educational and institutional context: links with the environment, institutional relations, the educational community
- The immediate environment and the institutional administrative environment as a frame of reference
- Family involvement
- Involvement of the nearby community
- Educational environment plans
- Organizational development, change management and innovation
- Institutional evaluation (internal / external) as an instrument for change (participatory evaluation, evaluation-action)
- Development of institutional innovations

Methodology

This is a blended study with a high percentage of autonomous and supervised work. Each unit lasts for 3 weeks, at this time the student must participate in the discussion forums and solve the activities that are propose. The reports of the activities delivered by the students, one per unit, consist of different activities defined by the teacher in charge of each unit. At the beginning of each unit, the student receives a rubric with the evaluation criteria and the percentage of its value in the total evaluation of the unit.

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			
Case studies, exercises and problem solving virtually	46	1.84	1, 3, 6, 4, 5, 7, 2
Conferences	4	0.16	4, 5, 2
Type: Supervised			
Case studies, exercises and problem solving virtually	120	4.8	1, 3, 6, 4, 5, 7, 2
Discussion forum	5	0.2	1, 4
Tutoring / Guidance on how to approach personal study	5	0.2	1, 3, 6, 4, 5, 7, 2
Type: Autonomous			
Lectura de artículos e informes	60	2.4	1, 3, 6, 4, 5, 7, 2

Assessment

In the evaluation of the module, the following criteria will be taken into consideration: the quality of the activities carried out, participation in the forums, the learning achieved, the link between the responses and professional practice, and their relevance to the purposes and content of the master's degree.

The average of the final evaluation of the five modules (15% each module) will mean 75% of the final grade and the Master's Final Project the remaining 25%. In order to pass to the presentation and evaluation of the TFM, it is necessary to obtain an average of the modules greater than 5 and have passed more than 80% of the unit. The works must be delivered in the moodle classroom in the established time. The head of the unit must report the result of their correction within a period not exceeding fifteen days after the delivery of the work. At the end of the modules they will be given the opportunity to recover, if necessary, the failed modules.

Copying or plagiarism, in any type of evaluative test, constitutes a crime and will be penalized with a 0 as a grade for the course, losing the possibility of recovering it. A work or activity will be considered "copied" when it reproduces all or a significant part of the work of another partner. A work or activity will be considered "plagiarized" when a part of an author's text is presented as its own without citing the sources, regardless of whether the original sources are on paper or in digital format.

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

To pass this course, the student must show good general communicative competence, both orally and in writing, and a good command of the language or the vehicular languages that appear in the teaching guide. Linguistic correction, writing and formal presentation aspects will be taken into account in all activities. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance at conferences and complementary activities	5%	1	0.04	1, 3, 6, 4, 5, 7, 2
Case study: conditioning factors, barriers and facilitators to consider in the implementation of innovative projects	40%	4	0.16	1, 3, 6, 4, 5, 7, 2
Design of a participation model to apply to an educational center	40%	4	0.16	1, 3, 6, 4, 5, 7, 2
Personal reflection regarding the learning done in the module. Reflective Practice	5%	1	0.04	1, 3, 6, 4, 5, 7, 2

Bibliography

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Software

It does not require of a specific software