Management of Social and Educational Institutions

Code: 101675
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OB	3	1

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 became 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

- 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 one's 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. 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 EDUCATIONAL INSTITUTIONS: FUNCTIONS
2. PLANNING: FROM STRATEGY TO OPERATIONALIZATION OF ACTION
3. DISTRIBUTION OF FUNCTIONS AND TASKS
4. THE COORDINATION
5. THE EXECUTION AND CONTROL OF THE ACTION
6. EVALUATION AND INSTITUTIONAL IMPROVEMENT

Methodology

The proposal of the subject is based on active, competency and experiential learning which conditions the training activities that are proposed:

1) Participation in master classes. To introduce theoretical aspects, reflect on the tools and techniques for the management of centers, services and programs and, fundamentally, analyze cases, reflect, debate and transfer learning.

2) Reading, reflection and debate of a manual on the management of educational institutions. It involves reading, understanding and analyzing a reference manual.

3) Development of some training days. Compulsory activity that involves an overnight stay outside the Campus, and that is based on the principles of active, competent and experiential learning. The Conferences are an incomparable training space to apply, transfer and be able to check the acquisition of the skills associated with the subject. People who, for duly accredited reasons, justify that they cannot attend the Conference, or part of it, must prepare a paper on the development phase for a number of hours equivalent to the absence, or part, justified. The activity may generate an additional cost.

The designed methodology requires regular, daily and responsible attendance at large group sessions and seminars: therefore, attendance will be compulsory for 80% of attendance.

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			
APLICATIONS	30	1.2	1, 3, 8, 4, 5
PLENARY SESSION	15	0.6	8, 9, 12
Type: Supervised			
SUPERVISON GROUPAL TASK	30	1.2	1, 2, 4, 5, 12
Type: Autonomous			
REPORT	75	3	1, 4, 9, 6, 12

Assessment

The evaluation of the subject will be continuous and consistent with the model of active and experiential learning. Three types of evidence will be considered for the final grade:

a) Exam (25%). Individual test on the reference manual that will be scheduled for the month of November.

b) Diary (25%). Individual delivery of an instrument for collecting data, reflections and experiences that will be scheduled for 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 pieces of evidence, you must have obtained a minimum grade of four (4) points in each of them.
- If plagiarism is detected in the evaluation evidence, the grade will be 'suspended' (URKUND of more than 60%).
- Evaluation evidence will be reviewed and returned within approximately 15 days, provided that no force majeure factors interfere.
- Evaluation evidence may be retrieved only once during 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 summary assessment.
- Attendance at face-to-face sessions will be 80% mandatory.
- The nature of the activities developed in the Training Days forces to consider in the evaluation of the Report, aspects of attitudinal nature; thus, in order to pass this evidence, it is necessary to show an attitude compatible with the educational profession.
- For any other reference to the evaluation, we refer to the prescriptions of the "General evaluation criteria and guidelines 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, 8, 4, 5, 9, 6, 10, 11, 7, 12
SEMINAR REPORT	50	0	0	1, 2, 3, 8, 4, 5, 9, 6, 10, 11, 7, 12

Bibliography

BASIC

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b) Gairín, J. & Castro, D. (2021). El Contexto Organizativo como espacio de intervención. Síntesis, Madrid

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Software

NO