

**Research, Change and Innovation: Professional
Development in Organisations**

Code: 43204
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	1

Contact

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Use of Languages

Principal working language: spanish (spa)

Other comments on languages

S'usa la llengua anglesa per la lectura de documents i la comunicació oral i escrita amb aquells estudiants que així ho sol·licitin

Teachers

Georgeta Ion

Prerequisites

Nothing.

Objectives and Contextualisation

This module is compulsory in the specialty of Applied Pedagogy and is optional in the other specialties.

This module aims to introduce students to research in the field of professional development in organizations.

Specifically, the objectives of the module are:

- Understand the mutual implications between professional development and the development of the organization
- Link the development of people to training for professional and institutional change from a complexity approach
- To study and analyze models of initial and continuous training that favor change
- To know the variables of relationship and group dynamics that affect the development of the organization

Competences

- 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 specialist and non-specialist 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 specialist and non-specialist 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

1. Research on professional development in organizations. Individual, institutional and systemic factors.
2. Professional development in formal education. Research on teaching and learning concepts of teachers.
3. Research on professional learning communities in the educational field. Key factors for educational transformation
4. Complexity theory and research on professional development. Basic concepts.
5. Techniques for gathering information on group dynamics in organizations. Analysis of group development processes.
6. Research on diversity management in organizations.

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

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			

Analysis and discussion of scientific papers	9	0.36	9, 23
Case study solving	9	0.36	2, 21
Lectures	12	0.48	20, 11, 13, 15
Papers' presentations	6	0.24	
Type: Supervised			
Composition of a scientific paper	12	0.48	8, 16, 24
Online activities (forum...)	12	0.48	21
Tutoring	12	0.48	9, 23
Type: Autonomous			
Case studies' resolution, exercises, problem solving...	34	1.36	
Papers' readings and consultation	34	1.36	20, 12, 11, 13, 15
To attend seminars / lectures on the speciality	10	0.4	20, 12, 11, 13, 15

Assessment

The evaluation of the module will be carried out by means of the activities indicated.

The final grade will be the weighted average of the planned activities. In order to apply this criterion it will be necessary to obtain at least a 5 in all the activities, those carried out during the development of the module and the final work of the module. Students who do not submit more than 50% of the assessment activities will be considered NOT PRESENTED (NP).

The procedure for reviewing the tests will be performed individually.

Attendance is mandatory, otherwise the activities carried out during the seminars will be considered not presented (receipts only serve to explain the absence, in no case are an exemption from attendance).

To pass this subject, in all the activities (individual and in group) the linguistic correction, the writing and the formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of comprehension of academic texts. An activity may be returned (not assessed) or suspended if the teacher considers that it does not meet these requirements.

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 plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

It is recommended to follow the APA regulations (2010, 6th version): In the following link you will find a proposal of regulations: <http://ddd.uab.cat/pub/recdoc>

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>

Students will spend 15 minutes by the end of the training to fill in the teachers' assessment survey.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Module paper	50%	0	0	1, 2, 10, 5, 20, 3, 9, 7, 8, 17, 12, 11, 13, 21, 15, 16, 24, 18, 23
Case-story analysis individually or in teams	25%	0	0	2, 5, 3, 9, 7, 8, 17, 21, 15, 14, 19, 4, 6, 22, 23
Reading & critical analysis of a scientific paper	25%	0	0	1, 10, 5, 17, 13, 15, 14, 4, 24

Bibliography

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Software

Teams is the online platform for telematic sessions.