

**Research Trends and Focus in the Planning and  
Management of Educational Institutions**

Code: 43215  
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	1

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## Use of Languages

Principal working language: spanish (spa)

## Teachers

José Luís Muñoz Moreno

## Prerequisites

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## Objectives and Contextualisation

This module aims to introduce students to the knowledge and research on the key elements of the planning and management related to organizational development training institutions. Specifically, the objectives of this module are:

1. - To analyse the meaning and usefulness of the organizations in the knowledge society.
2. - To understand the factors and dynamics that influence on the change and improvement of organizations.
3. - Identify strategies and resources related to leadership and management of change processes.
4. - To recognize methodologies and research results in the field of planning and organizational change management.
5. - To plan specific studies related to the organization and management of training institutions for improvement.

## 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 projects to improve the organisational context from existing research results.
2. Analyse the states of development and institutional changes from the research contributions space for diagnoses, programmes for change, evaluation of change and research.
3. Analyse theoretical frameworks of reference to establish those that orientate research in the area of planning and management of educational institutions.
4. Audit and evaluate research processes in organisational innovation.
5. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
6. Continue the learning process, to a large extent autonomously.
7. Decide on appropriate methodologies for the analysis and impact of innovations in schools.
8. Decide on the information and the subjects involved in the study in the area of planning and management of educational institutions.
9. Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
10. Identify educational problems related to the research, planning and management of educational institutions and the bases and foundations of the processes of institutional planning for change.
11. Identify problems in practice related to the planning and management of educational institutions.
12. Identify theoretical references and evaluate the trends and focuses on organisational change.
13. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
14. Judge the theoretical and social importance of a research problem related to the planning and management of educational institutions.
15. Negotiate the collection of information with people and/or institutions (permission, protocols, timescale).
16. Produce conclusions taking into reference the research objectives and questions and the theoretical references.
17. Relate results in accordance with their origin (sources and instruments).
18. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
19. Understand the main aspects in specific contexts of research in the area of the planning and management of educational institutions and analyse them as objects of research.
20. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
21. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
22. Work in teams and with teams in the same or interdisciplinary fields.
23. Write scientific summaries to be presented to different audiences.

## Content

The following topics will be treated:

- Trends and approaches to organizational change.
- Bases and foundations of the processes of institutional planning oriented to a change.

- The variables of success in institutional innovations: research results (techniques, resources and methodologies of change)
- Change management in the organizations: research models.
- Methodologies for the analysis and the impact of innovations.
- Stages of development and institutional change: space for diagnosis, programs of change, assessment of the change and research.
- Leaders as promoters and agents of change.

## Methodology

The methodology is consistent with the competences of the MURE, the learning outcomes linked to this module and the evaluation system designed.

It allows the implementation of different types of activities such as debates, research analysis, exhibitions, expert visits, case studies, etc.

Each of the sessions allows combining different types of activities to ensure a competency and global approach to the teaching and learning process.

The attendance of all the students in the group, involvement, good attitude and participation are elements that ensure a good methodological development.

The methodology and the evaluation can undergo adaptations depending on the presence restrictions indicated by the health authorities.

Teachers will allocate approximately 15 minutes of some session to allow the students to respond to the evaluation surveys of the teaching performance and evaluation of the subject.

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			
Expository class sessions and analysis and articles discussion	36	1.44	2, 1, 10, 12, 14, 17
Type: Supervised			
Tutorial orientation	12	0.48	4, 16, 14
Virtual activities (forum,...) and work elaboration of the course	24	0.96	2, 3, 16, 11, 10, 20, 14, 23
Type: Autonomous			
Articles reading and documentary sources and presentation presentations	78	3.12	3, 4, 19, 16, 11, 12, 23

## Assessment

The evaluation of the module must allow the verification of the achievement of the identified competencies. It must also bear in mind the overall design of the subject and its methodological guidelines. The assessment carried out in this subject is continuous.

The date of delivery of the works will be indicated opportunely by the profesorado and, in case it is necessary, all the proofs of final evaluation will have of an opportunity of recovery.

In order to pass the subject, it is necessary to have an average equal to or higher than 5. In order to be able to do the average with the activities, it is necessary to get at least a 5 in each of the evidences that make up the evaluation system. Students who do not submit any of the evidence will be assessed with a non-submitted one.

Attendance is mandatory (receipts only serve to explain the absence, in no case are they exempt from attendance).

The grades obtained in each of the assessment activities will be given to the student by posting the results in moodle or in the classroom. Once the grades have been handed in, the student will be able to review the grade in the hours that the teacher has for tutoring.

The grades of each of the assessment evidence will be made public on the virtual campus within 20 days of submission. The student who wants to revise the note will have to do it in the 15 days subsequent to his publication in the schedule of tutorials that the profesorado has established for this asignatura and that consign in the program.

In order 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.

Copying or plagiarism, both in the case of assignments and in the case of exams, constitute a crime that may involve suspending the subject:

A work, activity or exam is considered to be "copied" when it reproduces all or part of the work of another classmate.

A work or activity is considered "plagiarized" when a part of a text by an author is presented to oneself without citing the sources, regardless of whether the original sources are in paper or digital format. (more information on plagiarism at [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)).

It is recommended to follow the APA regulations (2019, 7<sup>a</sup> version): At the following link you will find a proposed regulation: <https://bit.ly/3dNEd8E>

For more information on the "General Evaluation Criteria and Guidelines of the Faculty of Education Sciences" approved by the COA on May 28, 2015 and amended at 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
Classroom activities	25	0	0	4, 19, 12, 5, 17
Presentation of the results of the analysis and discussion of articles	25	0	0	2, 3, 1, 4, 19, 9, 7, 16, 12, 20, 23, 21, 22
Tesis report	50	0	0	2, 3, 1, 4, 19, 9, 8, 16, 11, 10, 12, 20, 14, 15, 13, 18, 5, 6, 23, 17, 21, 22

## Bibliography

## BASIC

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## COMPLEMENTARY

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## Software

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