UAB
Universitat Autònoma de Barcelona

Organisational Development in Educational Institutions

Code: 103523
ECTS Credits: 6

2025/2026

Degree	Type	Year
Education Studies	OB	3

Contact

Name: David Rodriguez Gomez

Email: david.rodriguez.gomez@uab.cat

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

The course "Organizational Development of Educational Institutions" is part of set of courses aimed at providing a minimum specialization in the field or itinerary of training institutions administration and management. Its location in the curricular framework of the Education Studies degree implies that students have acquired through courses taken previously, competencies related to organizational structure and functioning, relational dynamics that occur in them and the planning and monitoring systems used. Students will make the most of this course when they have achieved the competences and knowledge outlined above.

Objectives and Contextualisation

This course, located at the fifth semester (3rd year) of the Education Studies degree, part of the subject "Coordination and management of educational institutions", and is complemented by the course " Direction and Leadership in Educational Institutions ". While this first course focuses on innovation and change processes in educational organisations, the second course focuses on the role of managers as change agents. Thus respond to the overall objective of the Education Studies degree, which refers to design and develop projects and processes of intervention in educational contexts. Also along with the course "Direction and Leadership in Educational Institutions ", are the foundational base of the mention/specialization "Socio-educational institutions and training management".

Part of the contents for institutions administration and management have been developed in the following courses: "Education and educational contexts", "Organization and groups" and "Design, monitoring and evaluation of plans and programs". Also, students should consider this course as complementary to some other courses developed during the seventh and eighth semester (4th year): "Supervision and educational inspection", "Evaluation of schools and teachers" and "Management and Development of Human Resources in Organisations ", aimed to start on specific aspects of the specialization in training organizations administration, management and leadership.

Its objectives are:

1. Understand and analyse the factors affecting organizational change.

2. Identify organizational development models.

3. Apply strategies and tools for organizational development.

4. Design interventions for organizational improvement.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Administer and manage centres, institutions, services and educational and training resources.
- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.
- Foster improvement process on the basis of the results of research or needs assessment processes.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Delineate strategies and instruments to promote social participation in schools.
4. Describe the typical roles, functions and activities of management for change.
5. Develop diagrams that describe organizational structure.
6. Identify situations in which a change or improvement is needed.
7. Identifying and analysing models of participatory management.
8. Identifying areas related to institutional improvement.
9. Prioritising areas of intervention based on organisational criteria.
10. Produce and apply strategies to improve institutional management.
11. Propose new methods or well-founded alternative solutions.
12. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
13. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
14. Propose projects and actions that incorporate the gender perspective.
15. Propose viable projects and actions to boost social, economic and environmental benefits.
16. Propose ways to evaluate projects and actions for improving sustainability.
17. Selecting the strategies and procedures for change according to the context.
18. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
19. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

BLOCK 1: Change processes in organizations.

1. Organizational Development, change and innovation.
2. Organizational learning and its enabling factors.
3. Knowledge management and informal learning.

BLOCK 2: Strategies and instruments to promote organizational change.

1. Related to the organisational structure.
2. Related to internal processes.
3. Related to people.
4. Related to the relationship with the environment.

BLOCK 3: Development of a program of organizational change.

1. Evaluation and organizational diagnosis.
2. Strategic Planning.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars: Analysis of documents, articles and data; analysis of videos; case resolution and elaboration of conceptual maps.	15	0.6	5, 10, 9, 17
Whole-group sessions: lectures, presentation of readings, papers or documents by the students; debates and reflections over key aspects of the contents.	30	1.2	3, 4, 8, 7, 17
Type: Supervised			
Tutorials and supervision of the tasks and activities proposed.	30	1.2	5, 10, 9, 17
Type: Autonomous			
Study of the contents and preparation of the exams. Individual and group preparation of the assignments	75	3	3, 4, 8, 7, 17

The formative activities of this course include on-site, supervised and autonomous activities:

- On-site classes are directed by the professors of the course and will take place in the facilities of the Faculty. There will be a combination of whole-group sessions and seminars: whole-group sessions allow presentations, reflections and debates over the main contents and introduce elements of discussion on aspects of the three sections or blocks. The seminars constitute working sessions in reduced groups to analyse and debate different activities proposed by the professors in order to compliment theoretic sessions. Attendance to the seminars is mandatory. Students will be assigned to one of the seminar groups constituted at the beginning of the course.
- Supervised activities include individual or group activities to be completed by the students on their own with the supervision of the professors. These activities include the on-site or virtual tutorial sessions addressed at solving difficulties, orienting tasks and ensure the comprehension of the course contents.
- Autonomous work is carried out by the student independently and includes the preparation of readings, cases or other equivalent activities.

This course will propose to perform one of the evaluation items using the challenge-based learning methodology (CBL). It is about facing real and complex problems identified by professionals in order to make an adequate definition and point out possible solutions. Challenge-based learning is today a widely recognized methodology that allows not only to deal with real case studies, but also to insert the student in environments in which he/she can develop his/her professional career in the future.

The teachers will allocate approximately 15 minutes of a session so that the students can answer the surveys to evaluate the teaching performance and the 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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Section/Block 1 task	10%	0	0	1, 4, 10, 8, 7, 6, 9, 13, 15, 18
Section/Block 2 tasks	10%	0	0	3, 5, 10, 17
Section/Block 3 tasks	30%	0	0	2, 1, 3, 8, 7, 6, 19, 9, 16, 11, 12, 13, 14, 15, 18
Written exams	50%	0	0	3, 4, 5, 10, 8, 7, 9, 17

The evaluation of the course "Organisational Development of Educational Institutions" encompasses the achievement of the competences identified as fundamental for the course and therefore the evaluation includes continuous assessment of set activities along with consideration of students' participation, critical thinking and attitude throughout the course.The assessment carried out on this subject is continuous and final.

The continuous assessment will take into account the different content sections and their general orientation:

- Blocks 1, 2 and 3: the student will carry out a series of individual and group learning activities, which will be evaluated with a value of 50% of the total grade. In addition to the work carried out, the evaluation will also consider the process that has been carried out to do so. The mark for group activities may be qualified by individual contributions. From the second enrolment onwards, the assessment of these activities (blocks 1, 2 and 3) may consist, if the student so requests, of a synthesis test (in accordance with point 2 of Article 267 of the UAB Academic Regulations).
- The final evaluation consists of an individual written final and summative test that includes all the different content blocks or sections. This exam count for 50% of the final mark. In case it is necessary, all the final evaluation tests will have a second chance for recovering. In order to participate in the recovery process, students must have been previously assessed in a set of activities worth at least two-thirds of the total mark for the subject.

The dates of the evaluations will be:

- Block 1, 2 and 3 activities: they will be handed in during the week immediately following the end of the last seminar corresponding to the activity in question.
- Final exam: 19 december 2025.
- The make-up exam or exam recovery: 30 January 2026.

In order to pass the course,the average grade must be of at least 5 and all evaluative activities must also begraded with a 5 or plus. Students who do not deliver more than 50% of the evaluation activities will be considered NOT EVALUABLE (NE).

Class attendance is mandatory, otherwise students will be considered absent (justifications only serve to explain the absence, inno case they are an exemption of the presence).

Students that during the course have had an adequate tracking of the subject and still have not achieved one of the aspects will be given the opportunity to pass the course doing additional work or redoing some of the activities. Each case will be studied individually, according to the specific situation of each student.

The results obtained in each of the assessment activities will be published in the classroom or the moodle. Given the qualifications, students can revise the marks during office hours.

The qualifications of each of the assessment activities will be published in the 20 days following the delivery. Students wishing to review the results must do so within 15 days after their publication.

To pass this course, it is necessary that the student show a good general communication skill, both orally and in writing, and a good command of the language or vehicular languages considered in the teaching guide. Linguistic correctness, drafting and filing the formal aspects of both group and individual activities will be taken into account. Students must be able to express fluently and accurately and must show a high degree of understanding of academic texts.

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:

- Aany document, activity or test is considered to be "copied" whenit reproduces all or part of the work of one or another partner.
- Any document or activity is considered to be "plagiarized" when a part ofanauthor'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 plagio at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_0 1.html).

In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of the development of the work, provided that the final result reflects a significant contribution by the student in terms of analysis and personal reflection. Students must clearly identify which parts have been generated using this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The lack of transparency in the use of AI will be considered a lack of academic honesty and may result in a penalty in the activity grade, or major sanctions in serious cases.

It is recommended to follow the APA regulations (2019, 7th version): In the following link you will find a proposal of regulations: https://bit.ly/3dNEd8E

Single Evaluation

The evidence of the evaluation will be due on December 19, 2025, coinciding with the written exam. This evaluation includes:

- Blocks 1 (10%), 2 (10%) and 3 (30%): the student will perform a series of learning activities that will be evaluated with a total value of 50% of the total grade.
- Written exam that includes all the contents of the different course blocks. This test has a weighting in the final evaluation of 50%.

The recovery date for the single evaluation will be January 30, 2026 The same recovery system will be applied as for the continuous evaluation.

The review of the final grade follows the same procedure as for the continuous assessment.

For more information on the general evaluation criteria and guidelines of the Faculty of Education Sciences, please consult the following link:
https://www.uab.cat/web/estudiar/graus/informacio-academica/avaluacio/en-que-consisteix-l-avaluacio-13457254

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Software

There is not specific software.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(TE) Theory	3	Catalan	first semester	morning-mixed