

**Research in Innovation and Management of
Professional Development and Training in
Educational Institutions**

Code: 45008
ECTS Credits: 6

2025/2026

Degree	Type	Year
Research in Education	OP	1

Contact

Name: Miquel Angel Essomba Gelabert

Email: miquelangel.essomba@uab.cat

Teachers

Georgeta Ion

Teaching groups languages

You can view this information at the [end](#) of this document.

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

Learning Outcomes

1. CA23 (Competence) Identify a research problem in the area of educational organisations and formulate its questions and goals.
2. CA24 (Competence) Contrast research data with the goals of the study and the corpus of available knowledge in the area of educational organisations in order to draw conclusions.
3. CA25 (Competence) Include the analysis of inequalities based on sex/gender in the study of educational organisations.
4. KA23 (Knowledge) Identify different lines of research on professional development in educational organisations.
5. KA24 (Knowledge) Identify problems in the field of educational organisations and offer solutions for the training needs of professionals using innovative approaches.
6. SA14 (Skill) Produce a comprehensive review of the scientific literature in relation to the research of educational organisations.
7. SA15 (Skill) Analyse different types of research data from educational organisations in accordance with its nature.
8. SA16 (Skill) Present research in the field of educational organisations adapting the tone to the type of scientific communication (report, article, contribution to conferences, case study, poster, video, etc.).

Content

1. Professional development in organizations: Individual, institutional and systemic factors.
2. Professional development and the role of research.
3. Educational research and innovation
4. Complexity theory and research on professional development. Basic concepts.
5. Techniques for collecting information on group dynamics in organizations. Analysis of group development processes.
6. Research on diversity management in organizations.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis and discussion of scientific papers	9	0.36	
Case study solving	9	0.36	
Lectures	12	0.48	
Papers' presentations	6	0.24	
Type: Supervised			
Composition of a scientific paper	12	0.48	
Online activities (forum...)	12	0.48	
Tutoring	12	0.48	
Type: Autonomous			
Case studies' resolution, exercises, problem solving...	34	1.36	

Papers' readings and consultation	34	1.36
To attend seminars / lectures on the speciality	10	0.4

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Module paper	50%	0	0	CA23, CA24, CA25, SA16
Case-story analysis individually or in teams	25%	0	0	KA23, KA24
Reading & critical analysis of scientific papers	25%	0	0	SA14, SA15

The evaluation of the module will be carried out by means of the activities indicated. The Module paper will have to be presented in public audience and the presentation date will be communicated the first day of the module, as well as the deadline for the written paper to be uploaded at the Online Campus. For those students who wish to be assessed by a single assessment system, the date to upload all the assessment activities will be the same as for the delivery of the written paper. The grading of the assessment activity will be carried out within a period not exceeding 20 working days after delivery.

The final grade will be the 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). In case of not passing the assessment, the students will have a second chance to deliver the assessment activities again, together with the improvements suggested by the professor. For those who wish to be assessed by a single assessment system, the criteria will be the same.

The procedure for reviewing the tests will be performed individually.

Attendance is mandatory, and a minimum of 80% of attendance must be proved (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 (2019, 7th version): In the following link you will find a proposal of regulations: <http://ddd.uab.cat/pub/reccdoc>

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>

For this module, the use of Artificial Intelligence (AI) technologies is allowed exclusively in support tasks such as text correction (spelling, grammar, clarity, etc.), image or diagram generation, content synthesis or brainstorming. The student must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the result of the activity. The lack of transparency in the use of AI in any assessable activity will be considered a lack of academic honesty and may lead to a total penalty in the grade of the activity. The teaching staff, in case of doubts, may require a tutorial to validate the authorship.

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

SINGLE ASSESSMENT

A single assessment includes the three evidences that are considered for the continuous assessment, and the percentage of value of each evidence also keeps the same. The retake system is the same as for the continuous assessment. A revision of the qualification is planned under the same conditions as for the continuous assessment. The deadline for sending the three evidences is April 30th 2026. The grading of the assessment activity will be carried out within a period not exceeding 20 working days after delivery.

Bibliography

MAIN REFERENCES

Chalmers, D., Stoney, S., Goody, A., Gardiner, D. (2012). *Identification and implementation of the indicators and measures of the impact on teaching preparation programs in higher education. Report number: SP10-1840*. Office for Learning and Teaching. Government of Australia.

Essomba, M.A., Tarres, A., Argelagues, M. (2022). La investigación-acción comunitaria. Nuevas necesidades sociales, nuevos enfoques epistemológicos desde la complejidad. *Perfiles Educativos*, 45(180), 158-174.

Kowalcuk-Waledziak, M., Ion, G., Lopez Crespo, S. (2024). Towards a model for success: Exploring the motivations and factors driving research-engaged teachers. *International Journal of Educational Research*, 126, 102386.

Stefani, L. (Ed.) (2011). *Evaluating the Effectiveness of Academic Development: Principles and Practice*. Routledge.

OTHER REFERENCES

Arnesen, A.L., Hadjitheodoulou-Loizidou, P., Bîrzéa, C., Essomba, M.A. & Allan, J. (2009). *Policies and practices for teaching sociocultural diversity - Concepts, principles and challenges in teacher education*. Strasburg : Council of Europe Publishing.

Bedoya, R.E. & Essomba, M.A. (2021). School organization strategies for cultural entrepreneurship in Spain. *International Journal of Social Policy and Education*, 3(5), 1-8.

Byrd, D. R. & Alexander, M. (2020). Investigating special education teachers' knowledge and skills: Preparing general teacher preparation for professional development. *Journal of Pedagogical Research*, 4(2), 72-82.

Dai, Y. (2023). Negotiation of Epistemological Understandings and Teaching Practices Between Primary Teachers and Scientists about Artificial Intelligence in Professional Development. *Research in Science Education*, 53, 577-591.

Essomba, M.A. (2006). *Liderar escuelas interculturales e inclusivas. Equipos directivos y profesorado ante la diversidad cultural y la inmigración*. Barcelona : Graó.

Essomba, M.A., Karatzia-Stavlioti, E., Maitles, H. & Zalieskiene, I. (2008). *Developing the conditions for Education for citizenship in higher education. CiCe guidelines on the design of higher education courses*. London : Institute for Policy Studies in Education - London Metropolitan University.

Euler, D. (2010). Shaping learning cultures: a strategic challenge for universities. In D. Schneckenberg & U. D. Ehlers (Eds.), *Changing cultures in higher education: Moving ahead to future learning* (pp. 75-84). Heidelberg: Springer.

Evans, L. (2023): The emergence of a distinctive European scholarship of professional development: challenging mainstream conceptualisations, consensus and causality claims. *European Journal of Teacher Education*.

Feixas, M. & Euler, D. (2013). Academics as Teachers: Concerns and conceptions about teaching and learning at different stages of their professional development. *International Higher Education Teaching and Learning Review*.

Feixas, M. & Zellweger, F. (2010). Faculty Development in Context: Changing Learning Cultures in Higher Education. En Ehlers, U. & Schneckenberg, D. (Eds.). *Changing cultures in higher education- moving ahead to future learning*. Springer. Germany.

French, W.L. (2007). *Desarrollo organizacional : transformación y administración efectiva del cambio*. McGraw-Hill Interamericana.

Gordó, G. (2010). *Centros educativos: ¿islas o nodos? Los centros como organizaciones-red*. Barcelona : Graó.

Ion, G., & Lopez Sirvent, E. (2022): Teachers' perception of the characteristics of an evidence-informed school: initiative, supportive culture, and shared reflection. *School Effectiveness and School Improvement*.

Ion, G., Kowalcuk-Waledziak, M., Brown, C. (2024). Unlocking the potential of research-informed practice: Insights into benefits, challenges, and significance among teachers in Catalonia, Poland, and England. *European Journal of Education*, 12639.

Karakose, T., & Tülübaş, T. (2023). How Can ChatGPT Facilitate Teaching and Learning: Implications for Contemporary Education. *Educational Process: International Journal*, 12(4): 7-16.

Kowalcuk-Waledziak, M., Ion, G. (2024). Understanding and improving teachers' research engagement: Insights from success stories in Poland and Spain. *Teaching and Teacher Education*, 151, 104747.

Menter, I., & Flores, M.A. (2020): Connecting research and professionalism in teacher education. *European Journal of Teacher Education*.

Morin, E. (1994). *Introducción al pensamiento complejo*. Barcelona: Gedisa

Morin, E. et al., (2003). *Educar en la era planetaria*. Barcelona, Gedisa.

Muslim al-Zyoud, H.M. (2020). The Role of Artificial Intelligence in Teacher Professional Development. *Universal Journal of Educational Research*, 8(11B), 6263 - 6272.

Robbins, S.P. (1993). *Comportamiento organizacional*. PHH.

Rodríguez-Gómez, D., Ion, G., Mercader, C., & López-Crespo, S. (2019). Factors promoting informal and formal learning strategies among school leaders. *Studies in Continuing Education*, 1-16.

Sjölund, S., Lindvall, J., Larsson, M., Ryve, A. (2022). Using research to inform practice through research-practice partnerships: A systematic literature review. *Review of Education*.

Sleeter, C.E. (2020). Challenging racism and colonialism through ethnic studies. *Revista de Educación*, 387, 39-65.

Stes, A., Min-Leliveld, M.J., Gijbels, D., & Van Petegem, P. (2010). The impact of instructional development in higher education: A state-of-the-art of the research. *Educational Research Review*, 5(1), 25-49.

Tatli, A. (2012). Discourses and practices of diversity management in the UK. In Klarsfeld, A. (ed.). *International handbook on diversity management at work: country perspectives on diversity and equal treatment*. Edward Elgar Publishing.

Tomàs, M. (Coord.). (2011): *Conflict y comunicación organizacional*. Editorial Académica.

Tomàs, M. (Coord.). (2009). *Cultura innovadora en la universidad*. Octaedro.

Van Knippenberg, D., De Dreu, C., Homan, A. (2004). Work group diversity and group performance: an integrative model and research agenda. *Journal of Applied Psychology*, 89 (6), 1008-1022.

Software

Teams is the online platform for telematic sessions.

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
(TEm) Theory (master)	1	Catalan/Spanish	first semester	afternoon