



## COURSE DATA

### Data Subject

<b>Code</b>	33733
<b>Name</b>	Organization and management of social educational institutions
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

### Study (s)

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>	<b>year</b>
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	2	Second term

### Subject-matter

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1307 - Degree in Pedagogy	79 - Educational organization and management	Obligatory

### Coordination

<b>Name</b>	<b>Department</b>
AGUILAR HERNANDEZ, LUIS	100 - Education and School Management
SAN MARTIN ALONSO, ANGEL	100 - Education and School Management

## SUMMARY

In this subject we will analyze the tensions that help us to think about the dynamics, disparate and often contradictory, of the field of education. From the macro or meso level of educational policies to the micro dimension of work in organizations, because their study is inseparable both from the institutional framework and from the concrete organizational context and, more generally, from the transformations in the organizations that operate in other areas and are projected on this particular field.

We bet, in any case, by a look at the organizations that do not invisibilize the subjects that are part of them. The knowledge of a few theoretical frameworks to approach different institutional realities, organizational behavior and organizational design, should serve to prepare the students of the degree of Pedagogy to act as critical agents in socio-educational institutions.



The objectives of this subject are:

- To know the basic conceptual elements referring to the organization and management of educational institutions.
- Analyze the characteristic features of the field in which the educational organizations operate and the policies that shape the work in today.
- To characterize the dimensions and variables involved in the organization of socio-educational institutions.
- To know principles and practices of design and actions in socio-educational institutions.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Those who mark the VERIFICATION of the degree.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1307 - Degree in Pedagogy

- Be able to manage information.
- Develop the capacity to solve problems and make decisions.
- Be able to work in multi- and inter-disciplinary teams.
- Be able to integrate and communicate with experts in other areas and in different contexts.
- Be able to adapt to new situations.
- Develop innovation and creativity in professional practice.
- Organise and manage schools and educational institutions, services and resources.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

**English version is not available**

## DESCRIPTION OF CONTENTS



**1. Transformations and tensions of the educational field: relations with other fields, agenencies, traits and dynamics more significant and logical and rationalities in conflict**

**2. Dimensions for the analysis of socio-educational organizations: organizational identity, purposes and processes, and structure and culture of educational organizations**

**3. Principles and practices of governance and management in socio-educational organizations: planning, coordination and evaluation in educational organizations.**

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Development of group work	40,00	0
Study and independent work	25,00	0
Preparation of evaluation activities	25,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

The work in the classroom and the autonomous of the students, individual or group, guided by the teacher or the teacher, will focus, at least but without excluding other possibilities, in three areas of activity:

- Exhibitions and activity proposals of the teacher or professor (and, if possible, of the students) of analysis, discussion and debate of texts and other materials.
- Group work of inquiry with a practical side from the concepts worked in clse.
- Individual and group tutorials.

The aim is to combine collective work sessions with group work, face-to-face sessions with individual and group work, exhibitions, debates and seminars, and individual and group follow-up of the work.

Each teacher or professor will specify in their program the different aspects of the methodological proposal.



## EVALUATION

Class attendance is essential to address the three areas of activity. Students who can not attend regularly may request their incorporation into a non-attendance modality, whose evaluation will be determined in the teacher's program.

The evaluation will be based on various modalities, to be specified equally in the program of each teacher, among others:

- Group work
- Individual tests
- Class diaries or portfolios
- Exhibitions
- Attendance to group tutorials and follow-up of the works

## REFERENCES

### Basic

- BELTRAN, F. (2010). Organización y gestión de insituciones socioeducativas. Imposibilidad y desórdenes. València. Reproexpres.
- BELTRÁN, F. y SAN MARTÍN, Á. (2000). Diseñar la coherencia escolar. Madrid. Morata.
- ETKIN, J. (2000). Política, gobierno y gerencia de las organizaciones. Buenos Aires. Pearson Educación.
- ETKIN, J.y SCHVARSTEIN, L. (1989). Identidad de las organizaciones. Invariancia y cambio. Buenos Aires. Paidos.
- GONZÁLEZ, M<sup>a</sup>. T. (Coord.) (2003). Organización y Gestión de Centros Escolares: Dimensiones y Procesos. Madrid. Pearson Educación.
- MARTÍN CRIADO, E. (2010). La escuela sin funciones. Crítica de la sociología de la educación crítica. Barcelona. Bellatera.
- MARTÍN RODRÍGUEZ, E. (Coord.) (2002). Desarrollo de las instituciones educativas. Madrid. UNED.