



COURSE DATA

Data Subject

Code	44538
Name	Communication and leadership in organisations
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
2216 - Master's Degree in Policies, Administration and Management of Educational O	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2216 - Master's Degree in Policies, Administration and Management of Educational O	2 - Administration, management and organisation of education	Obligatory

Coordination

Name	Department
CALATAYUD SALOM, MARIA AMPARO	100 - Education and School Management

SUMMARY

Communication is the key to the functioning of educational institutions axis and, of course, is the very heart of the organization.

New social demands, educational, etc. They have substantially changed communication processes.

A creative response to these multiple demands requires, in particular, transformational leadership in our organizations.

We know that educational institutions subject to multiple and accelerated one difference between success and failure is the quality changes of direction and leadership.

Move from a bureaucratic leadership to another teaching, distributed and strategic, it is a complex process, but urgent.

One of the important keys along with other training is focused on the development of skills necessary to exercise good pedagogical leadership.

Therefore, the purpose of this subject is to develop specialized strategies in the management of communication to facilitate the consolidation of educational



leaders in organizations as a major factor in improving education.

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PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Requirements or previous recommendations

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

2216 - Master's Degree in Policies, Administration and Management of Educational O

- Ser capaces de transmitir la importancia del ejercicio de un liderazgo transformador y democrático en las organizaciones e instituciones educativas, promoviendo un proyecto educativo compartido.
- Ser capaces de establecer implementar relaciones interpersonales positivas y efectivas, en comunicación abierta con la comunidad educativa.
- Que los estudiantes sean capaces de diseñar y aplicar estrategias de acción orientadas a construir vínculos sólidos y sostenibles con la comunidad escolar, e involucrarse eficazmente en los procesos educativos

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

Resultats
d'aprenentatge



- * They design training strategies to address educational organizations.

- * Reflect on the importance of exercising a transformer and democratic leadership in organizations and educational institutions.

- * Detect the basic differences between leadership styles of an education professional.

- * Know dialoguing establish relationships with different people in an educational community, listening and speaking clearly and assertively.

- * They use dialogue and understanding to collaborate on shared projects in an organization.

- * They know studying autonomous or self-directed manner.

- * Make public presentations clearly and unambiguously.

- * Apply the knowledge acquired and are able to solve problems in new environments.



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**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	7,00	100
Group work	5,00	100
Classroom practices	5,00	100
Tutorials	4,00	100
Development of group work	7,00	0
Study and independent work	7,00	0
Preparation of evaluation activities	3,00	0
TOTAL	38,00	

TEACHING METHODOLOGY

Metodologia docent

In the theoretical sessions the teacher exhibitions will alternate with doing participatory activities and reflection by students. The methodology will be active and cooperative learning focused on the learner understanding this as a process that develops within a learning group. In addition it will enhance and assess student involvement not only in the proposed tasks, but the activities that they suggest.

The different dynamics of class that will be developed in the sessions are:

- * Discussion of some controversial issues and resolution of cases illustrative of the contents of the teaching guid
- * Field work to meet educational experiences related to course content.
- * Individual and group readings. Critical analysis of documents and newspaper articles, etc.
- * Work equipment for students to share experiences and develop cooperative work projects. To do this, it will be distributed a series of activities to do in group, later to make the sharing in class through presentations or posters.



EVALUATION

The evaluation of the course will take place continuously. For this purpose, the following components of assessment are taken into account:

- * Active participation in classroom sessions.
- * Practices group activities and / or individual on the contents.
- * The critical review of research published in research journals extracted items.

The evaluation will consist of two parts:

a) Individual work. This activity will focus on the contents explained in class, the readings, or the aspects studied in the case studies.

This test assesses the conceptual and technical mastery of the subject and will be worth 50% of the final grade.

b) Group work, practical activities, exhibitions, ... will be worth 50% of the final grade.

REFERENCES

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