

**COURSE DATA****DATA SUBJECT****Code:** 33733**Name:** Organization and management of social educational institutions**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

| Degree | Center | Acad. year | Period |
|---------------------------|--|------------|----------------|
| 1307 - Degree in Pedagogy | Facultat de Filosofia i Ciències de l'Educació | 2 | Second quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|---------------------------|---|------------|
| 1307 - Degree in Pedagogy | Educational organization and management | COMPULSORY |

COORDINATION

AGUILAR HERNANDEZ LUIS

SAN MARTIN ALONSO ANGEL

SUMMARY

In this course, we will analyze the tensions that help us think about the disparate and often contradictory dynamics of the educational field. From the (macro or meso) sphere of educational policies to the micro dimension of work in organizations, because its study is inseparable from both the institutional framework and the specific organizational context, and, more generally, from the transformations in organizations that operate in other spheres and impact this particular field.

In any case, we advocate for a perspective on organizations that does not make invisible the individuals who are part of them. Knowledge of minimal theoretical frameworks for approaching different institutional realities, organizational behavior, and organizational design must serve to prepare students of the Pedagogy degree to act as critical agents 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

No other types of requirements are considered.

COMPETENCES / LEARNING OUTCOMES

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

DESCRIPTION OF CONTENTS

1. Transformations and tensions in the educational field: relationships with other fields, agencies, most significant features and dynamics, and conflicting logics and rationales.
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

PRESENCIAL ACTIVITIES

| Activity | Hours |
|-----------------------------------|--------------|
| Theoretical and practical classes | 60,00 |
| Total hours | 60,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|--------------------------------|-------|
| Attendance at other activities | 0,00 |
| Individual or group project | 40,00 |



| | |
|---------------------------------------|--------------|
| Independent study and work | 25,00 |
| Preparation of lessons | 0,00 |
| Preparation for assessment activities | 25,00 |
| Resolution of case studies | 0,00 |
| Total hours | 90,00 |

TEACHING METHODOLOGY

Classroom work and independent student work, whether individual or group, guided by the teacher, will focus, but not exclude other possibilities, on at least three areas of activity:

- Presentations and activity proposals by the teacher (and, if applicable, by the students) for analysis, discussion, and debate of texts and other materials.
- Group inquiry work with a practical approach based on the concepts developed in class.
- Individual and group tutorials.

This involves combining group work sessions with group work, in-person sessions with independent work (individual and group), presentations, debates, and seminars, and individual and group follow-up of the work.

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

EVALUATION

Class attendance is essential for all three areas of activity. Students who are unable to attend regularly may request to be included in a distance learning program, the evaluation of which will be determined in the professor's program.

The evaluation will be based on various methods, also specified in each professor's program, including:

- Group assignments
- Individual tests
- Class journals or portfolios
- Presentations
- Attendance at group tutorials and monitoring of assignments.

REGULATIONS FRAUDULENT ACTS AND USE OF THE IAG

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored



and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

Referencias básicas

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^a. 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.