

## DEVELOPMENT AND MANAGEMENT OF INNOVATIONS IN SCHOOLS

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	PEDAGOGICAL DEPARTMENT OF PRIMARY EDUCATION		
<b>STUDY PROGRAM</b>	POST-GRADUATE		
<b>COURSE CODE</b>	<b>BY7</b>	<b>SEMESTER OF STUDIES</b>	<b>2</b>
<b>COURSE TITLE</b>	<b>DEVELOPING AND MANAGING INNOVATIONS IN SCHOOLS</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>TEACHING HOURS</b>	<b>ECTS UNITS</b>	
<i>Total</i>	<b>3 hours / week</b>	<b>7,5</b>	
<b>COURSE TYPE:</b>	Core		
<b>PREREQUISITE COURSES</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMS</b>	GREEK		
<b>COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uth.gr/">https://eclass.uth.gr/</a>		

### 2. LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- Define the concepts of change and innovation.</li> <li>- Describe the basic principles of developing and managing change and innovation in schools.</li> <li>- Demonstrate the importance of change in improving, but also maintaining, the quality of education provided.</li> <li>- Easily navigate the academic literature in the field of school change and innovation.</li> <li>- Conceptualize schools as learning communities in which both adults and minors actively participate.</li> <li>- Understand the ways and strategies through which they, as teachers and leaders, can design, implement and evaluate innovative ideas in their school in collaboration with their students.</li> <li>- Develop their own rationale for introducing and managing changes and innovations in a school unit.</li> </ul>

- Understand the concept of student participation in school and reflect on how a Greek school may encourage equal and democratic participation of students in decision-making about educational change and in the implementation of such change.

### General Skills

- Critical thinking.
- Free and creative thinking.
- Self-reflection and self-criticism.
- Search, analysis, and synthesis of information using the necessary technologies.
- In-depth study and analysis of academic texts both in Greek and in English.
- Academic writing skills.
- Autonomous work.
- Teamwork.
- Interdisciplinary study and analysis of social phenomena.
- Social and professional responsibility.
- Strengthening of moral values.
- Showing respect for Humans and Humanity.

## 3. COURSE CONTENT

**1. Introduction to change and innovation:** Defining the concepts of change and innovation. Types and levels of change/innovation.

**2. Philosophical and pedagogical reconsiderations of “innovation-hunting”.**

**3. Theoretical models of organisational change:**

**A) Stage models:** The stages of introduction, implementation and institutionalisation of change.

**B) Other change models:** Punctuated equilibrium model. Ambiguity models. Complex systems theory: self-organised systems, self-organised learning, complexity leadership, etc.

**4. Culture and change:** Conceptual definition of culture. Levels of culture: symbols, norms, values, assumptions. How is culture developed? Unveiling organisational culture. How does culture affect change and vice-versa. Custodial and humanistic (school) cultures and change. «Transformative Pedagogy» versus «Reproductive Pedagogy». Difference between organisational culture and organisational climate.

**5. Resistance to change:** What is resistance to change? Causes of resistance. Types and dimensions of resistance to change. Micropolitical tactics as ways of resisting change. School custodialism and student resistance to change. “Managing” resistance to change.

**6. Student participation in educational change and innovation:** Children’s rights and student participation in school. “Student voice” in educational change: how is it actualised? Ways of student participation. In which school domains is student participation typically promoted? What structures encourage students’ democratic participation in school change? What are the most common obstacles? Participatory forms of education around the world.

**7. Educational change and innovation in Greece and abroad.**

**8. Research in educational change and innovation:** Methodological approaches: strengths and limitations. Critical evaluation of studies.

#### 4. TEACHING and LEARNING METHODS - ASSESSMENT

<b>DELIVERY METHOD</b>	Face-to-face and online sessions	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	<ul style="list-style-type: none"> <li>- Slide presentations during sessions.</li> <li>- Use of Microsoft Teams in online sessions.</li> <li>- Asynchronous education by using the university’s online platform (posting course materials, uploading and marking student assignments, communication between teachers and students, information and literature searches, etc.)</li> </ul>	
<b>ORGANIZATION OF TEACHING</b>	<b>Activity</b>	<b>Semester Workload (hours)</b>
	Lectures	36
	Practical exercises that focus on the analysis of case studies using relevant theory (in the classroom during face-to-face and online sessions).	15
	Personal, self-directed study	60
	Group work / collaboration	30
	Assignment writing	75
	<b>Total Workload</b>	<b>216</b>
<b>ASSESSMENT</b>	<p>Student assessment includes the following (compulsory) elements:</p> <ol style="list-style-type: none"> <li>1. Group assignment (50% of the grade)</li> <li>2. Final written examination (individually) (50% of the grade)</li> </ol>	

#### 5. RECOMMENDED BIBLIOGRAPHY

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