The study guide for the module

School Leadership (12008)

Universidade Aberta, Portugal

6 ECTS

Teachers:

Prof. Branca Miranda (Branca.Miranda@uab.pt)

Professor at University Aberta in Portugal, has been responsible for courses on graduation, post-graduation, master, PhD and continuous Education programs. Has a large experience in e-learning courses both as designer and as coordinator of programs, within higher Education and in Lifelong Learning programs with expertise on distance learning education on online environments, specifically using eLearning platforms. Has been responsible for teachers' education programs, both initial and continuous, at University Alberta, and also for teachers from several European countries. She is a researcher of the CEMRI (Intercultural Studies), collaborator of the LEaD (Elearning and Distance Education Laboratory of Universidade Aberta) and has been involved in national and international researches in the fields of teachers' education, multiculturalism, citizenship and e-learning

Prof. Isolina Oliveira (Isolina.Oliveira@uab.pt)

Isolina Oliveira, Ph.D. in Educational Psychology, is an Assistant Professor in the Department of Education and Distance Teaching, at University Aberta, Portugal, with experience in the development of both graduate and undergraduate courses, as well active researcher in the areas of teacher education and reflective practice, competence-based learning assessment and group work collaboration in online environments. She is a member of the Universidade Aberta Professional Development in E-learning team that has promoted the development of online distance education learning strategies, especially in the framework of the university's pedagogical model. And she is a member of the LEaD (Elearning and Distance Education Laboratory of Universidade Aberta).

Prof. Lina Kaminskiene (l.kaminskiene@smf.vdu.lt)

Lina Kaminskiene, Ph.d. in Social Sciences (Education). Head at Department of Education, Faculty of Social Sciences, Vytautas Magnus university. Areas of interests: labour market and employability, validation of non-formal and informal learning, higher education and business links, entrepreneurial competences of university educators.

Aims and learning outcomes

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content and also the learning dynamics in the virtual class. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts and other important issues.

The main aims of this course is for you appropriate knowledge and develop competences relating to the role of schools strategic planning and pedagogical projects in order to improve schools innovation and students achievements.

Having successfully completed the course, you will be able to reach the following **learning outcomes**:

- Discuss the logic of school plans and pedagogical projects.
- Connect the design of pedagogical projects with educational innovation.
- Plan and justify the implementation of a pedagogical project.
- Conceive the evaluation design of a pedagogical project
- Report findings and reasoning clearly and argue their points of view on a sustained basis.

Learning resources are prepared to acquire these learning skills and can be:
- ✓ literature;
- ✓ multimedia materials (videos, slides, etc.).
- ✓ additional interesting and useful resources.

Contents and Sequence of learning activities

The course topics are preceded by a *Boot Camp week* which aim to introduce the students to the:
- ✓ elearning platform environment,
- ✓ pedagogical model at UAb,
- ✓ main forms of communication and interaction in virtual class.

The main course topics and assignments are:

Content (topics)	Study week	Learning materials	Assignments
Boot Camp 10 h	Week "zero" 1 – 6 March	Digital resources	Ice-break activities Introduction & training to the UAb pedagogical model
1. Introduction to de course	Week 1 12 to 17 March	Video and Learning contract	
2. Educational plan and pedagogical project concept	Week 1 – 4 14 March to 3 April	Book chapters Slides	Apply and analyse a questionnaire Contribute to discussion forum 1
3. Projects and innovation	Week 4 – 7 05 to 26 April	Articles, Slides	Contribute to discussion forum 2 Work group – developing a project logical matrix
4. Designing projects	Week 7 -10 27 April to 18 May	Book chapters School Plans and Projects Videos	Individual Work - develop a reflective text about the phases of the Strategic Plan. Contribute to discussion forum 3
5. Monitoring projects	Week 10 – 15 18 May to 20 June	Book chapters School Plans	Work group - develop a framework for the Strategic Plan Assessment. Peer-assessment Contribute to discussion forum 4
Final assignment	Week 15 – 18	All learning material	Individual work – develop a paper about a

	21 June to 15 July	Additional material resulting from students research	Pedagogical Project

Online learning method

The online method of work, adopted in this course, values simultaneously (i) individual learning and (ii) collaborative learning. Thus, there will be moments of independent learning and of collaborative learning, that will involve:

- individual work periods, including readings, and critical analysis of learning materials;
- interaction periods between students, to carry out the proposed activities (e.g. participation in thematic discussions, preparation of comments, or group assignments), as shared reflection of points of views, leading to a deepening of the topics under study;
- interaction periods with teachers.

The teaching-learning activities of this course take place in the Moodle elearning platform of the University Aberta, Portugal. All information and activities related to this course will be made available in the virtual classroom environment. Emphasis is given on asynchronous communication, with relevance to the discussion forum. Taking into account the readings, the access to the platform, downloading files, eventual research, the development of individual reflections and participation in group assignments or in general discussions, it is advised that each student prepares a weekly schedule of his/her work.

Assessment

In this course emphasis is placed on continuous assessment. During the course, you will be assessed in 4 activities, mainly team work. Then you will have to develop a project plan assignment, according to the following table:

Topic	Type of activity	Assignment Deadline	Total of the final mark
1. Educational plan and pedagogical project concept	Individual learning (Brain mapping)		5 %
	Forum discussion		5 %
2. Projects and innovation	Group learning (3 to 4 people)		10%
	Forum discussion		5 %
3. Designing projects	Individual learning		10%
	Forum discussion		5 %
4. Projects monetarization	Group learning (4 to 5 people)		15 %
	Forum discussion		5 %
5. Final assignment	Individual learning		40 %

Assignment criteria

Assessment criteria:

The assessment assumes a continuous perspective and is based on the following elements:

- participation in discussions of the forums;
- group and individual work;
- final individual work.

The assessment process has a formative character, which is based on timely quality feedback, and aims for a progressive improvement of student's competences.

1) Participation in Discussions

Intervention content:

- identifying the core ideas of the topics;

- formulating well-grounded opinions;

- developing critical comments about the colleagues' views;

- taking others' opinions into account and rethinking your point of view.

Interaction modes:

- participate in the discussion and meets the deadlines;

- stimulate the discussion, focusing the debate on the proposed themes;

- demonstrate an ethical attitude with colleagues and contributes to group cohesiveness.

2) Individual work

- organize a written text properly;

- analyse documents;

- construct arguments based on the literature provided.

3) Final Project work

- show knowledge of the concepts mobilized on the course;

- demonstrate ability to discuss, reflect and elaborate ideas based on the concepts and issues addressed;

- construct arguments based on the relevant literature.

Let's study, collaborate and improve!