Postgraduate Diploma

Marketing and Advertising of an Educational Project

tech technological university

tech technological university

Postgraduate Diploma
Marketing and Advertising of an Educational Project

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-marketing-advertising-educational-project**

Index

01 Introduction p. 4

02 Objectives p. 8

03 Course Management p. 12

04 Structure and Content p. 16

05 Methodology p. 32

06 Certificate p. 40

01

Introduction

After creating an educational project, it is necessary to make it known to different institutions, centers or schools, so that if the project is successful, more parties can implement it. The idea is to create a strategy that allows the project to be known through a marketing and advertising campaign for its dissemination and massification. With a 100% online modality, this program is an opportunity for the education professional.

This Postgraduate Diploma in Marketing and Advertising of an Educational Project generates a sense of confidence in the performance of your profession, which will help you to grow personally and professionally"

Marketing and publicity are important for the promotion and distribution of the projects that are generated, since in one way or another they act as a channel to transmit the objective and function of the educational project to be developed. In this way, this program will help the educator to show the most viable ways and means for its dissemination.

The purpose of marketing an educational product is to make it reach more places, so that students or people who belong to it can enrich their knowledge. The marketing process is important to market and reach regions, institutions and more educators.

It is a program designed for educators, this in order to identify their students and offer them the best educational projects, but in order to reach more students they must know and deepen the marketing to make the project visible and with its dissemination, more people know about it.

This Postgraduate Diploma in Marketing and Advertising of an Educational Project at TECH bets for the education professional. With its 100% online modality, this program seeks to provide tools for full dissemination of the project. An advantage of the program is that it does not require attendance to face-to-face classes, so the student will be able to accommodate their schedule and develop the program when it is most convenient for them.

This **Postgraduate Diploma in Marketing and Advertising of an Educational Project** contains the most complete and up-to-date program on the market. Its most notable features are:

- Case studies presented by experts in Marketing and Advertising of Educational Projects
- The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- News on Marketing and Advertising of an Educational Project
- It contains practical exercises where the self-assessment process can be carried out to improve learning
- With special emphasis on innovative methodologies in Marketing and Advertising of an Educational Project
- All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

Update your knowledge through the program in Marketing and Advertising of an Educational Project”

This Postgraduate Diploma is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge of Marketing and Advertising of an Educational Project, you will obtain a qualification from TECH Technological University"

Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma.

Take the opportunity to learn about the latest advances in Marketing and Advertising of an Educational Projects and improve your students' education.

It includes in its teaching staff, professionals belonging to the field of Marketing and Advertising of an Educational Project, who bring to this program the experience of their work, as well as recognized specialists from reference societies and prestigious universities.

The multimedia content developed with the latest educational technology will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive program to learn in real situations.

This program is designed around Problem-Based Learning, whereby the educators must try to solve the different professional practice situations that arise throughout the program. For this purpose educators will be assisted by an innovative interactive video system developed by recognized experts in the field of the Marketing and Advertising of an Educational Project, with extensive teaching experience.

02

Objectives

The program in Marketing and Advertising of an Educational Project is oriented to facilitate the performance of the professional dedicated to working with students in the field of management and teaching.

This program is oriented so that you can update your knowledge in Marketing and Advertising of an Educational Project, with the use of the latest educational technology, to contribute with quality and confidence to the decision-making and monitoring of these students"

General Objectives

- Know the most important elements of the educational project
- Specialize people in the educational field in order to improve the educational projects they use, or to develop an innovative project of their own creation or based on evidence
- Study each of the phases of programming and implementation of an educational project
- Analyze the essential factors to be taken into account in the programming and implementation of an educational project
- Get a global view of the whole process and not just a biased position
- Understand the role of each of the educational agents in each phase of the programming and implementation of the educational project
- Delve into the essential success factors of the educational project
- Become an expert to lead or participate in a quality educational project
- Help students develop the necessary skills for programming and implementing educational projects
- Provide students with the necessary tools for the creation of their own innovative educational project

A path to achieve training and professional growth that will propel you towards a greater level of competitiveness in the employment market"

Specific Objectives

Module 1. Introduction to the Educational Project

- Understand the concept of an educational project
- Study the most popular approaches to educational projects
- Understanding the start-up of innovative educational projects
- Analyze the purpose of educational projects
- Determine the learning objectives and the process to reach them
- Evaluate possible centers where the educational project can be implemented
- Understanding which factors are key in the programming and implementation of educational projects
- Learn which agents are involved in the process of programming and implementing educational projects

Module 2. Leadership, Direction and Management of the Educational Project

- Study the scope of the educational project
- Understand the personal resources necessary for the programming and implementation of a quality educational project
- Determine the economic factors necessary for the viability of the educational project
- Consider the importance of transparency in an educational project
- Investigate the necessary involvement of each of the educational agents

Module 3. Planning and Financial Management of Educational Projects

- Understand the most important educational marketing terms
- Know the basic aspects necessary for efficient advertising of an educational project
- Discover the need for marketing in the implementation of an educational project in a center
- Analyze the commercial planning process
- Learn the necessary phases for the analysis, establishment of objectives, design of strategies and evaluation related to the marketing area of the educational project
- Research market and customer segmentation
- Identify customer needs to design an effective and realistic marketing plan
- Develop the appropriate techniques for positioning and building the personal brand

Module 4. Marketing and Advertising of an Educational Project

- Delve into advertising creativity in educational projects
- Learn how to create advertisements in the digital environment
- Analyze all necessary areas in the field of marketing and advertising as they relate to educational offerings
- Discover the most important social networks to be used in the marketing and advertising of the educational project
- Know the process of using each one of them to reach optimum efficiency
- Investigate the phases of development of advertising campaigns of the educational project
- Learn how to create and manage marketing strategies for service companies
- Understand all the necessary areas related to marketing strategies
- Analyze the process of evaluating the profitability of campaigns

03

Course Management

This program includes in its teaching staff reference experts in Marketing and Advertising of an Educational Project, who pour into this program the experience of their work. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.

Learn from leading professionals, the latest advances in procedures in the field of Marketing and Advertising of an Educational Project"

Management

Mr. Pattier Bocos, Daniel

- Specialist in educational innovation
- Researcher and university lecturer at the Faculty of Education at Complutense University of Madrid
- Finalist for Best Teacher in Spain at the Educa Abanca Awards

Professors

Mr. Ortiz Gómez, Juan Saunier

- Specialist professor in educational leadership in centers undergoing change and innovation
- Expert in management and direction of educational centers
- Secondary and high school teacher, with experience as general director of an educational center

Ms. Lozano Morote, María

- Diploma in Consulting Project Management
- Lawyer, MBA, mediator and expert in educational project management
- She currently works as an educational project manager for a Spanish educational foundation

Mr. Boulind, Andrew

- Digital Learning Coordinator in the United Kingdom
- Specialist in new technologies
- Teaching collaborator at CEU Cardenal Herrera University

Ms. Martin Arteaga, Andrea Carolina

- Community Manager specialized in Market Research
- Curricular Doctorate in Pedagogical Sciences. Latin American and Caribbean Pedagogical Institute (IPLAC). "UBEVISTA Identity"
- Degree in Advertising and Public Relations. University of Zulia
- Diploma in University Education. Latin American and Caribbean Pedagogical Institute
- Cuba-Venezuela Agreement (IPLAC)
- Specialty in Photography, Julio Arraga National School of Plastic Arts

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative specialization, and committed to quality teaching through new educational technologies.

This Postgraduate Diploma in Marketing and Advertising of an Educational Project contains the most complete and up-to-date program on the market"

Module 1. Introduction to the Educational Project

1.1. What Is an Educational Project?
- 1.1.1. Description
  - 1.1.1.1. Plan the Process to Achieve the Goal
  - 1.1.1.2. Implications of the Process
  - 1.1.1.3. Presentation of Results
- 1.1.2. Identify the Problem
- 1.1.3. Address their Cause and Consequences
  - 1.1.3.1. SWOT Analysis
  - 1.1.3.2. Formulation of Actions
- 1.1.4. Diagnosis of the Problematic Situation
  - 1.1.4.1. Project Location and Situation
  - 1.1.4.2. Time Management
  - 1.1.4.3. Pre-Established Objectives and Goals
- 1.1.5. Innovative Educational Projects: Where to Start
  - 1.1.5.1. The Best Alternative
  - 1.1.5.2. Study or Diagnosis of the Problematic Situation

1.2. What Is It For?
- 1.2.1. Generate Changes in the Environments
  - 1.2.1.1. Change Management
  - 1.2.1.2. Verification of the Problem and Its Solution
  - 1.2.1.3. Institutional Support
  - 1.2.1.4. Verification of Progress
  - 1.2.1.5. What Specific Student Population Is Addressed?
- 1.2.2. Transform and Enable
  - 1.2.2.1. Social Dynamics
  - 1.2.2.2. Delimiting the Problem
  - 1.2.2.3. Topics of Common Interest
- 1.2.3. Modifying Reality
  - 1.2.3.1. The Operating Unit

1.2.4. Collective Action
1.2.4.1. Implementation of Collective Actions and Activities
1.2.4.2. Spontaneous Activities
1.2.4.3. Structured Activities
1.2.4.4. Collective Action and Socialization
1.2.4.5. Collective Action and Stigmatization
1.2.4.6. Collective Action, Transition and Trust

1.3. Origin
1.3.1. Planning the Process to Achieve an Educational Goal
1.3.1.1. Definition of Objectives
1.3.1.2. Project Justification
1.3.1.3. Relevance of the Project
1.3.1.4. Contribution to the Educational Community
1.3.1.5. Feasibility of Implementation
1.3.1.6. Limitations
1.3.2. Learning Objectives
1.3.2.1. Viable and Measurable
1.3.2.2. Relationship between the Objectives and the Problem Posed

1.4. Recipients
1.4.1. Educational Projects Implemented in a Specific Center or Institution
1.4.1.1. Student Body
1.4.1.2. Center Needs
1.4.1.3. Teachers Involved
1.4.1.4. Managers
1.4.2. Educational Projects Related to an Educational System
1.4.2.1. Vision
1.4.2.2. Strategic Objectives
1.4.2.3. Political Resources
1.4.2.4. Social Resources
1.4.2.5. Educational Resources
1.4.2.6. Regulatory Resources
1.4.2.7. Financial Resources
1.4.3. Educational Projects that Take Place outside the Educational System
1.4.3.1. Examples
1.4.3.2. Complementary Approaches
1.4.3.3. Reactive/Proactive
1.4.3.4. Agents of Change
1.4.3.5. Public/Private
1.4.4. Specialized Learning Educational Projects
1.4.4.1. Particular Special Educational Needs
1.4.4.2. Learning as a Motivation
1.4.4.3. Self-Assessment and Motivation
1.4.4.4. They Learn from Research
1.4.4.5. Examples: Improving Daily Life

1.5. Factors
1.5.1. Analysis of the Educational Situation
1.5.1.1. Stages
1.5.1.2. Review
1.5.1.3. Compiling Information
1.5.2. Problem Selection and Definition
1.5.2.1. Progress Check
1.5.2.2. Institutional Support
1.5.2.3. Delimitation
1.5.3. Definition of Project Objectives
1.5.3.1. Related Objectives
1.5.3.2. Work Guides
1.5.3.3. Analysis of Objectives
1.5.4. Project Justification
1.5.4.1. Relevance of the Project
1.5.4.2. Utility for the Educational Community
1.5.4.3. Viability

1.5.5. Solution Analysis
1.5.5.1. Foundation
1.5.5.2. Motive or Purpose
1.5.5.3. Goals or Scope
1.5.5.4. Context
1.5.5.5. Activities
1.5.5.6. Schedule
1.5.5.7. Resources and Responsibilities
1.5.5.8. Assumptions
1.5.6. Action Planning
1.5.6.1. Corrective Action Planning
1.5.6.2. Work Proposal
1.5.6.3. Sequence of Activities
1.5.6.4. Delimitations of Deadlines
1.5.7. Work Schedule
1.5.7.1. Work Breakdown
1.5.7.2. Communication Tool
1.5.7.3. Identify Project Milestones
1.5.7.4. Blocks of the Set of Activities
1.5.7.5. Identify Activities
1.5.7.6. Development of a Business Plan
1.5.8. Specification of Human, Material and Economic Resources
1.5.8.1. Human
1.5.8.1.1. Project Participants
1.5.8.1.2. Roles and Functions
1.5.8.2. Materials
1.5.8.2.1. Resources
1.5.8.2.2. Project Implementation
1.5.8.3. Technologies
1.5.8.3.1. Necessary Equipment
1.5.9. Assessment
1.5.9.1. Process Evaluation
1.5.9.2. Results Evaluation
1.5.10. Final Report
1.5.10.1. Guide
1.5.10.2. Limitations
1.6. Agents Involved
1.6.1. Students
1.6.2. Parents
1.6.2.1. Families
1.6.3. Professors
1.6.3.1. Educational Guidance Teams
1.6.3.2. Faculty of the Center
1.6.4. Managers
1.6.4.1. Centers
1.6.5. Society
1.6.5.1. Social Services
1.6.5.2. Municipal
1.6.5.3. Associations
1.6.5.4. Service-Learning Volunteering
1.7. Contents
1.7.1. Identity Marks
1.7.1.1. Micro to Macro
1.7.1.2. Contribute to the Educational Community
1.7.2. Features
1.7.2.1. Ideological
1.7.2.2. Teachings
1.7.2.3. Units
1.7.2.4. Schedules
1.7.2.5. Installations
1.7.2.6. Professors
1.7.2.7. Managers
1.7.3. Objectives and Commitments
1.7.3.1. Goals and Objectives
1.7.3.2. Involvement of the Educational World

1.7.4. Specific Values
1.7.4.1. Broad Beans
1.7.4.2. Conduits that Promote
1.7.5. Methodology
1.7.5.1. Attention to Diversity
1.7.5.2. Working on a Project A Basis
1.7.5.3. Thought-Based Learning
1.7.5.4. Digital Learning
1.7.6. Organizational Structure
1.7.6.1. Fundamental Objective
1.7.6.2. The Mission
1.7.6.3. Theory, Principles and Values
1.7.6.4. Purposes and Strategies for Change
1.7.6.5. Pedagogical Conception
1.7.6.6. Community Environment
1.8. Objectives
1.8.1. Teachers
1.8.1.1. Counselor-Coordinator
1.8.1.2. Collaborate in Modernization
1.8.2. Pedagogical Approaches
1.8.2.1. Effectives
1.8.2.2. Rate
1.8.2.3. Design
1.8.2.4. Develop
1.8.2.5. Putting Methods into Practice
1.8.3. Training Needs
1.8.3.1. Ongoing Training
1.8.3.2. Pedagogies
1.8.3.3. Digital Learning
1.8.3.4. Educational Collaboration
1.8.3.5. Methodological Strategies
1.8.3.6. Educational Resources
1.8.3.7. Exchanging Experiences

1.9. Results
1.9.1. What Will Be Assessed?
1.9.1.1. How Will the Examination Be Conducted?
1.9.1.2. Who Will Be in Charge of Carrying It Out?
1.9.1.3. When Will the Analysis Take Place?
1.9.1.4. SMART Analysis: Relevance, By Addressing Significant Issues
1.9.2. Global
1.9.2.1. Areas
1.9.2.2. Dimensions
1.9.3. Reliability
1.9.3.1. Reflex
1.9.3.2. Measurements
1.9.3.3. Supporting Objective Evidence
1.9.4. Accuracy
1.9.4.1. Editorial Staff
1.9.4.2. Introduction
1.9.5. Operability
1.9.5.1. Measurement
1.9.5.2. Feasible Results
1.9.5.3. Consensus Assumed and Shared
1.10. Conclusion
1.10.1. Digitization
1.10.2. Collaboration
1.10.3. Transformation

Module 2. Leadership, Direction and Management of the Educational Project

2.1. Terms and Roles: Management, Direction, Leadership
- 2.1.1. Manager
- 2.1.2. Director
- 2.1.3. Leader
- 2.1.4. The Role of Management in the School Management Function
- 2.1.5. The Role of Management in the School Leadership Role
- 2.1.6. The Role of Leadership in the School Management Function
- 2.1.7. The Virtuous Triangle
- 2.1.8. Nobody Is Perfect No One Is an Island
- 2.1.9. A Set of Counterweights
- 2.1.10. Is the Solitude of the Head Really Necessary?

2.2. Coaching and Leadership
- 2.2.1. The Management Function as Leadership of Leaders
- 2.2.2. The Leader as Coach
- 2.2.3. Leadership, Coaching and Maieutics
- 2.2.4. Elements of Team Coaching: Assisting Water Breakage
  - 2.2.4.1. Check the Equipment
  - 2.2.4.2. Making People Aware of Change
  - 2.2.4.3. Be a Speaker, a Flagbearer, Encourage, Provoke
- 2.2.5. Elements of Team Coaching: Intervening Subcutaneously
  - 2.2.5.1. Transferring Responsibility to the Team
  - 2.2.5.2. Encourage Participation
  - 2.2.5.3. Articulate What Is Already in Place
  - 2.2.5.4. Standardization
- 2.2.6. Elements of Team Coaching: Boosting the Body's Defences
  - 2.2.6.1. Revealing Signs or Symptoms
  - 2.2.6.2. Sustaining Discomfort
  - 2.2.6.3. Giving Back to the Team What Belongs to It
  - 2.2.6.4. Giving Voice to the Silenced
- 2.2.7. The Leader and Chaos Order: Transaction and Transformation

2.2.8. Changing the Language to Change the Facts
2.2.8.1. Communication as the Key to Change
2.2.8.2. Language as an Engine of Change
2.2.8.3. History, Metaphors and Stories The Effectiveness of Symbolic Language
2.2.8.4. From Words to Deeds
2.2.8.5. Celebrate What Has Been Achieved
2.2.9. Words Persuade, Example Drags

2.3. Structures and Leadership: Persons of Reference in the Center, Other Leaders
2.3.1. The power-authority binomial
2.3.2. Organizational Structures and Formal Leaderships
2.3.3. Do We Have the Necessary and Sufficient Structures?
2.3.4. Types of Leadership (Without Last Names)
2.3.4.1. Master Leaders
2.3.4.2. Organizing Leaders
2.3.4.3. Leading Builders
2.3.5. Paraformal Leadership and Adaptive Structures
2.3.6. The Delegated Power
2.3.7. There Is No Manager Without Direction and No Leader Without a Project
2.3.8. You Can Learn to Be a Leader, but You Have to Dedicate Time and Attention to It
2.3.9. Leading From Values: Commitment, Exemplarity, Greatness and Resilience

2.4. Election, Training and Accompaniment of Leaders in the Center
2.4.1. Why Do We Need This Leader? Work Teams and Leadership
2.4.2. Creating the Future: Delegation in Leaders
2.4.2.1. Requirements to Delegate
2.4.2.2. The Delegation Process
2.4.2.3. Delegation Phases
2.4.3. Co-Creating the Future: Empowering Leaders
2.4.3.1. Forms of Empowerment
2.4.3.2. Communication to the Center
2.4.3.3. The Limits of Power
2.4.4. The Ongoing Training of Leaders
2.4.5. Accompanying Those Who Care for Them
2.4.6. Personalized Follow-up for Those Who Have a Responsibility
2.4.7. Professional Development of Leaders
2.4.8. It Is Good to Be Grateful: The Day After Relinquishing a Responsibility

2.5. How to Champion the Educational Project?
- 2.5.1. Know the Framework Well: Mission, Vision and Values
- 2.5.2. Knowing How to Transmit
- 2.5.3. Times and Forms of Transmission
  - 2.5.3.1. The Important vs. The Urgent
  - 2.5.3.2. Be Aware That 92% Of What Is Communicated Is Non-Verbal Language
- 2.5.4. Anchoring in the Real Context
- 2.5.5. Every Project Requires Strategy and Tactics
  - 2.5.5.1. The Strategic Plan. Actors
  - 2.5.5.2. Tactics. Actors
- 2.5.6. Trial and Error
- 2.5.7. The Educational Project and Leaders as Coolhunters
- 2.5.8. Erarre humanum est, etc. The School as a Laboratory: Possibilities and Limits
- 2.5.9. Perseverare Autem Diabolicum. What Does Not Work Is a Waste
- 2.5.10. Et Tertia Non Datur? That 50-25-20 Advice

2.6. Theoretical and Practical Training on the Basics of the Project
- 2.6.1. It Is Always Necessary to Justify What Is Going to Be Done
  - 2.6.1.1. The Necessary Scientific Support
  - 2.6.1.2. As a Propaedeutic Motif
  - 2.6.1.3. As a Communicative Argument
  - 2.6.1.4. To Encourage Reflection, Observation and Evaluation
- 2.6.2. The Practical Benefits Must Also Be Substantiated
- 2.6.3. Application of What Has Been Learned: Motivation and Supervision
- 2.6.4. Where to Invest More Effort?
- 2.6.5. Non-Complaining Reflection on What Is Not Working
- 2.6.6. Cross-Pollination: Co-Learning among Teachers
- 2.6.7. Reflection on Best Practices
- 2.6.8. When What Is Done Has Already Been Done

2.7. The Development of a Project I: Its Phases, Possibilities of each Phase
- 2.7.1. Every Project and Group Has Phases of Change
- 2.7.2. Phases of a Project. Possibilities
  - 2.7.2.1. Analysis
  - 2.7.2.2. Design
  - 2.7.2.3. Implementation
  - 2.7.2.4. Assessment
- 2.7.3. From Paper Project to Reality
- 2.7.4. Microchanges and Development of the Educational Project: The Value of Work in the Classroom
- 2.7.5. Making the Most of What You Do: Listening as a Driver of Change
- 2.7.6. Project Development and Personal Changes: The Change Curve
  - 2.7.6.1. Neutral Phases
  - 2.7.6.2. New Beginnings
  - 2.7.6.3. Transition and Development
- 2.7.7. Overlapping Phases in Complex Projects
  - 2.7.7.1. How to Deal with Permanent Change?
  - 2.7.7.2. When It Is Not Possible to Change Equipment
- 2.7.8. What If I Doesn't Work? You Can Also Live on Mistakes

2.8. The Development of a Project II: Possible Obstacles
- 2.8.1. Personal Obstacles
  - 2.8.1.1. Different Types of Stakeholder Profiles
  - 2.8.1.2. Profiles by Time of Performance
  - 2.8.1.3. Profiles by Socket
  - 2.8.1.4. From Balkanized Cultures to Professional Communities
- 2.8.2. Bureaucratic Lace
  - 2.8.2.1. Continuous Evaluation. Development of Appropriate Indicators
  - 2.8.2.2. There Are No Universal Indicators
  - 2.8.2.3. No School Fits on Paper
- 2.8.3. Laws, Rules and Regulations
  - 2.8.3.1. Learning to Read
  - 2.8.3.2. Ask
  - 2.8.3.3. Daring to Propose
- 2.8.4. Obstacles as Tools for Improvement

2.9. Project Development III: Risk Factors
- 2.9.1. Personal
  - 2.9.1.1. Lack of Equipment
  - 2.9.1.2. Internal Conflicts
  - 2.9.1.3. Anti-Leadership Attitudes

2.9.2. Structural
2.9.2.1. Inconsistency with the Mission
2.9.2.2. Lack of Alignment with the Vision
2.9.2.3. Contradiction with Values
2.9.2.4. Duplicity
2.9.2.5. Overload
2.9.3. Strategic
2.9.3.1. Decontextualization
2.9.3.2. Unsustainability
2.9.4. Tactical
2.9.4.1. Lack of Knowledge of the Context
2.9.4.2. Lack of planning
2.9.4.3. Premura
2.9.5. Communicative
2.9.5.1. "What Will People Say"
2.9.5.2. From Customers to Allies
2.9.6. Project Design and Risk Factors. Courage and Prudence
2.9.7. The Need for External Advisors/Supervisors
2.10. Evaluation of the Leadership and Management of the Educational Project
2.10.1. Evaluation as the Cornerstone of a Project
2.10.2. The Role of Leadership and Management Assessment in Project Evaluation
2.10.3. Who Evaluates the Leader?
2.10.4. Leadership Assessment Tools
2.10.5. Developing a Professional Management Career: Learning to Manage and Lead
2.10.5.1. Continuing Education
2.10.5.2. Management Support
2.10.5.3. Forums and Exchanges
2.10.6. The Local Management Culture and the Educational Project of the Center
2.10.7. The Local Management Culture Is Part of the Center's Pedagogical Teaching
2.10.8. Leadership Cycles, the Hallmark of Schools
2.10.9. The Role of Seniors in the School of Tomorrow

Module 3. Planning and Financial Management of Educational Projects

3.1. Situation Analysis and Educational Problems
3.1.1. Diagnostic Examination
3.1.2. Educational Indicators
3.1.3. The Educational Problem
3.1.4. Infrastructure Problems
3.1.5. Socio-Economic Problems
3.1.6. Administrative and Institutional Problems
3.1.7. Environmental Problems
3.1.8. Historical-Cultural Problems
3.1.9. Cause-Effect Analysis
3.1.10. SWOT Analysis
3.2. Introduction to the Planning and Financial Management of Educational Projects
3.2.1. Project Preparation and Assessment
3.2.2. Decision-Making Associated with a Project
3.2.3. Typology of Projects
3.2.4. Project Assessment
3.2.5. Social Assessment of Projects
3.2.6. Projects in Development Planning
3.2.7. Scope of the Project Study
3.2.8. The Technical Study of the Project
3.2.9. Market Research
3.2.10. Organizational and Financial Study
3.3. Economic Structure and Market Research Educational
3.3.1. Market Structure
3.3.2. Demand for Educational Product
3.3.3. Pricing
3.3.4. The Offer
3.3.5. The Project Market
3.3.6. Objective and Stages of the Market Study
3.3.7. The Consumer
3.3.8. Commercial Strategy
3.3.9. Analysis of the Medium
3.3.10. The Demand

3.4. Projection and Cost Estimation Techniques
- 3.4.1. The Projection
- 3.4.2. Projection Methods
- 3.4.3. Qualitative and Causal Methods
- 3.4.4. Time Series Model
- 3.4.5. Cost Information
- 3.4.6. Differential and Future Costs
- 3.4.7. Relevant Cost Elements
- 3.4.8. Short-Term Cost Functions
- 3.4.9. Cost-Volume-Utility Analysis
- 3.4.10. Accounting Costs and V.A.T. (Value Added Tax) Cost. (Value Added Tax)

3.5. Economic Background for Technical Study and Sizing
- 3.5.1. Scope of the Study and Production Process
- 3.5.2. Economies of Scale
- 3.5.3. Lange Model
- 3.5.4. Investments in Equipment
- 3.5.5. Personal Balance and Choice of Technological Alternatives
- 3.5.6. Factors Influencing Project Size
- 3.5.7. Size Economy
- 3.5.8. Size Optimization
- 3.5.9. Size of a Project With a Growing Market
- 3.5.10. Size of a Project With Constant Demand

3.6. Location Decisions and Organizational Economic Effects
- 3.6.1. Study and Location Factors
- 3.6.2. Non-Quantifiable Factor Evaluation Methods
- 3.6.3. Qualitative Point Method
- 3.6.4. Brown and Gibson's Method
- 3.6.5. Net Present Value Maximization
- 3.6.6. The Study of the Project Organization
- 3.6.7. The Economic Effects of Organizational Variables
- 3.6.8. Investment in Organization
- 3.6.9. Administrative Operation Costs
- 3.6.10. Relevance of Administrative Systems in Project Preparation and Appraisal

3.7. Project Benefits and Construction of Cash Flows
- 3.7.1. Types of Benefits
- 3.7.2. Scrap Values
- 3.7.3. Pricing Policies
- 3.7.4. Profitability Analysis for Pricing
- 3.7.5. Elements of Cash Flow
- 3.7.6. Structure of a Cash Flow
- 3.7.7. Investor Cash Flow
- 3.7.8. Cash Flows from Projects in Operating Companies
- 3.7.9. EBITDA
- 3.7.10. Other Considerations

3.8. Project Assessment Criteria and Discount Rate
- 3.8.1. Net Present Value (NPV) Approach
- 3.8.2. The Internal Rate of Return Criterion (IRR)
- 3.8.3. Other Decision Criteria
- 3.8.4. Effects of Inflation on Project Appraisal
- 3.8.5. The Cost of Capital
- 3.8.6. The Cost of Debt
- 3.8.7. The Cost of Equity
- 3.8.8. Capital Asset Pricing Model for Determining the Cost of Equity
- 3.8.9. Average Company Rate Versus CAPM
- 3.8.10. The Agency Problem

3.9. Risk and Sensitivity Analysis
- 3.9.1. Preliminary Considerations
- 3.9.2. One-Dimensional Model of NPV Sensitization
- 3.9.3. Multidimensional NPV Sensitization Model, Monte Carlo Simulation
- 3.9.4. Uses and Abuses of Sensitivity
- 3.9.5. Project Preparation and Social Assessment
- 3.9.6. Social Costs and Benefits
- 3.9.7. Incidence of Indirect Effects or Externalities
- 3.9.8. Incidence of Intangible Effects
- 3.9.9. Incidence of the Social Discount Rate
- 3.9.10. Private and Social Assessment

Module 4. Marketing and Advertising of an Educational Project

4.1. Introduction to Marketing
- 4.1.1. Introduction to Marketing
- 4.1.2. Marketing Needs
- 4.1.3. The Evolution of the Concept of Marketing
- 4.1.4. New Trends in Marketing
- 4.1.5. From Transactional Marketing to Relationship Marketing
- 4.1.6. Corporate Social Responsibility
- 4.1.7. Marketing
  - 4.1.7.1. Marketing 1.0
  - 4.1.7.2. Marketing 2.0
  - 4.1.7.3. Marketing 3.0
  - 4.1.7.4. Marketing 4.0
- 4.1.8. Holistic Marketing

4.2. Commercial Planning
- 4.2.1. Corporate Strategic Planning and Marketing Planning
- 4.2.2. Marketing Plan in the Company
- 4.2.3. Phase 1: Situation Analysis
  - 4.2.3.1. Market Analysis
  - 4.2.3.2. Microenvironment
  - 4.2.3.3. Macroenvironment
  - 4.2.3.4. Internal Analysis
- 4.2.4. Phase 2: Setting Objectives
- 4.2.5. Phase 3: Strategy Design
  - 4.2.5.1. The Product
  - 4.2.5.2. The Price
  - 4.2.5.3. Distribution
  - 4.2.5.4. Communication
- 4.2.6. Phase 4: Assessment, Organization, Implementation and Control of the Strategy
  - 4.2.6.1. Assessment of the Commercial Strategy
  - 4.2.6.2. Organization of the Marketing Department and Implementation of the Commercial Strategy
  - 4.2.6.3. Commercial Strategy Control (Feedback)

4.3. Market and Customer Segmentation
- 4.3.1. Improve the Effectiveness of Marketing Actions by Means of Correct Customer Segmentation
- 4.3.2. Differentiate Campaign Leads to Target Efforts to Those Who Will Buy the Products
- 4.3.3. Select the Markets and Audiences That Best Fit Your Company's Products/Services and Characteristics
- 4.3.4. Identify Your Customers' Needs and Design an Effective Marketing Mix to Meet Those Needs
- 4.3.5. Obtain a Highly Competitive Advantage and Generate Growth Opportunities for Your Company
- 4.3.6. Know Which Variables Should Be Part of My Segmentation Program
- 4.3.7. What Are the Benefits of Implementing a Segmentation Program?
- 4.3.8. Incorporate Segmentation Into the Company's Sales and Marketing Process

4.4. Positioning and Personal Brand Building
- 4.4.1. How Is the So-Called Brand Value Generated?
- 4.4.2. Keys to Proper Online and Offline Brand Management
- 4.4.3. Elements That Make up the Trademark and What Characteristics They Must Meet
- 4.4.4. Characteristics, Advantages and Disadvantages of the Different Existing Strategies for Brand Management
- 4.4.5. Appropriate Strategies to Improve the Positioning of the Product or Service Through the Brand and Its Communication

4.5. Advertising Creativity and a New Form of Communication in the Company
- 4.5.1. What Is Creativity and What Are the Best Conditions to Create?
- 4.5.2. What Does It Take To Get to the Idea?
- 4.5.3. How Does the Advertising Creative's Thinking Work?
- 4.5.4. How Is an Advertising Message Structured?
- 4.5.5. How to Generate Publicity?
- 4.5.6. How to Create Ads in the Digital Sphere?
- 4.5.7. What Are the Main Reasons Why It Is Necessary to Have a Brand?
- 4.5.8. What Are the Differences Between the Logo and the Brand?

4.6. Educational Offer
- 4.6.1. The Educational Project
- 4.6.2. Ideology
- 4.6.3. Extra Services
- 4.6.4. Use of Different Materials
- 4.6.5. Certifications
- 4.6.6. Differences in Your Educational Offer
- 4.6.7. Methodology
- 4.6.8. Teaching Staff
- 4.6.9. Installations
- 4.6.10. Ancillary Services. (Location and access roads)

4.7. Social Networks
- 4.7.1. Facebook ADS Campaign
  - 4.7.1.1. Create Persuasive, High-Impact Campaigns, Driving the Customer Through the Entire Buying Journey and Using the Right Campaign Objectives
  - 4.7.1.2. Take 100% Advantage of the Facebook Platform, Knowing Its Structure and Operation
  - 4.7.1.3. Create Ads in Different Facebook Formats, Knowing Their Structure and Operation
  - 4.7.1.4. Prepare a Presentation Covering All the Sales Processes
  - 4.7.1.5. Create and optimize your Facebook page for the best results
  - 4.7.1.6. "Spy" on Competitors and Use Them as a Reference to Improve Your Products and Services
  - 4.7.1.7. Control the ROI of Your Campaign and Thus Increase Your Results
- 4.7.2. Twitter ADS Campaign
  - 4.7.2.1. Objective
  - 4.7.2.2. Audience
  - 4.7.2.3. Bids
  - 4.7.2.4. Budget
  - 4.7.2.5. Creativity
  - 4.7.2.6. Analysis of Your Campaign
- 4.7.3. Instagram Campaign
  - 4.7.3.1. Contents
  - 4.7.3.2. Optimize Your Profile
  - 4.7.3.3. Use of Hashtags
  - 4.7.3.4. Encourage Participation
  - 4.7.3.5. Show Customer Experiences
  - 4.7.3.6. Instagram for Events
- 4.7.4. E-Mail Marketing Campaigns
- 4.7.5. WhatsApp Campaigns
- 4.7.6. The Apps
- 4.7.7. Blog

4.8. Creation and Management of the Marketing Strategy for Service Companies
- 4.8.1. What Is Service Marketing and the Strategies, Methodologies and Tools?
- 4.8.2. Distinctive Aspects of Service Marketing
- 4.8.3. Service Marketing Plan
- 4.8.4. Successful Positioning in Service Markup
- 4.8.5. Analyze Customer Behavior in Service Companies

4.9. Marketing Strategies
- 4.9.1. Introduction
- 4.9.2. Product Decisions
  - 4.9.2.1. Product Dimensions
  - 4.9.2.2. Product Portfolio Decisions
  - 4.9.2.3. Creation of New Products
  - 4.9.2.4. Product Life Cycle

4.9.3. Pricing Decisions
4.9.3.1. Pricing Policies and Strategies
4.9.3.2. Pricing Policy Determinants
4.9.3.3. Pricing Strategies
4.9.4. Distribution Decisions
4.9.4.1. Decisions Related to Distribution Management
4.9.5. Communication Decisions
4.9.5.1. Personal Selling
4.9.5.2. Sales Promotion
4.9.5.3. Public Relations
4.9.5.4. Advertising
4.9.5.5. Other Communication Tools

4.10. Marketing Metrics: Campaign Profitability Analysis
4.10.1. Usefulness of the Different Metrics According to the Type of Company, Its Strategy and Objectives
4.10.2. Main Indicators Used to Measure the Performance of Companies' Commercial and Marketing Activities
4.10.3. The Importance of Assessing the Marketing Actions Developed in the Company for Management and Improvement Purposes
4.10.4. Avoiding Inappropriate Use of Metrics
4.10.5. Use Marketing Metrics to Assess the Profitability, Efficiency and Effectiveness of Programs

A unique, key, and decisive program to boost your professional development"

05

Methodology

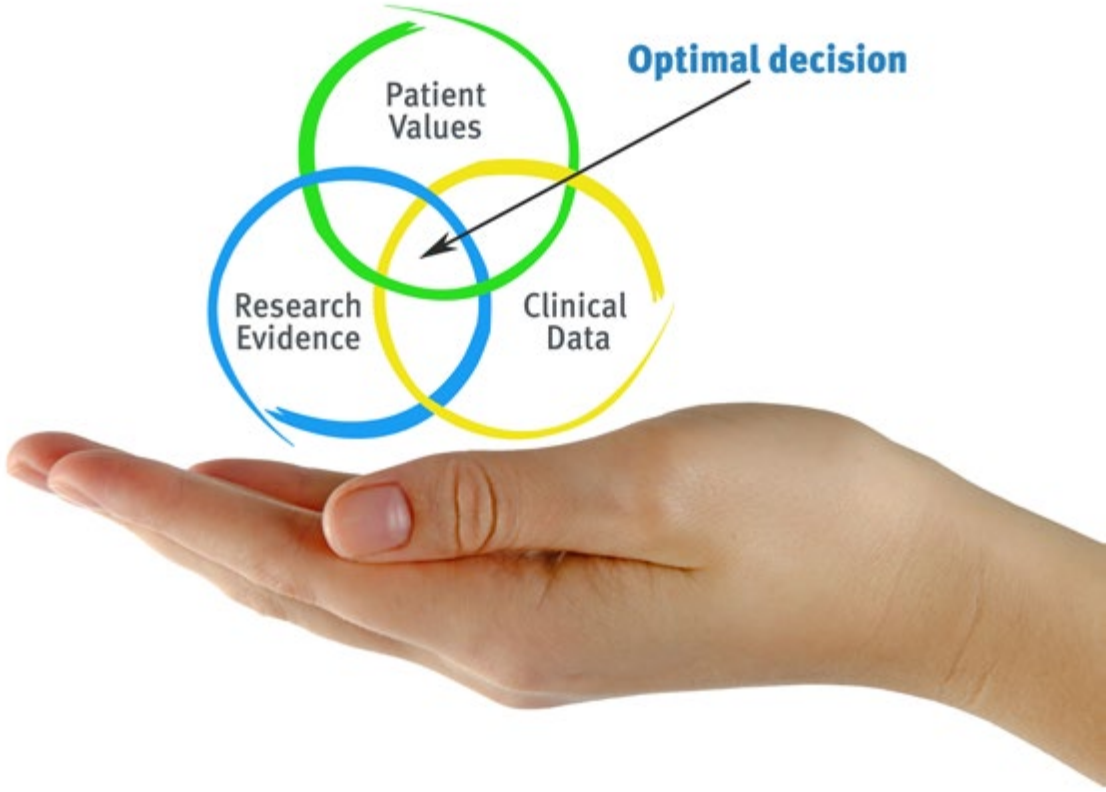
This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.



With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.

It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

The effectiveness of the method is justified by four fundamental achievements:

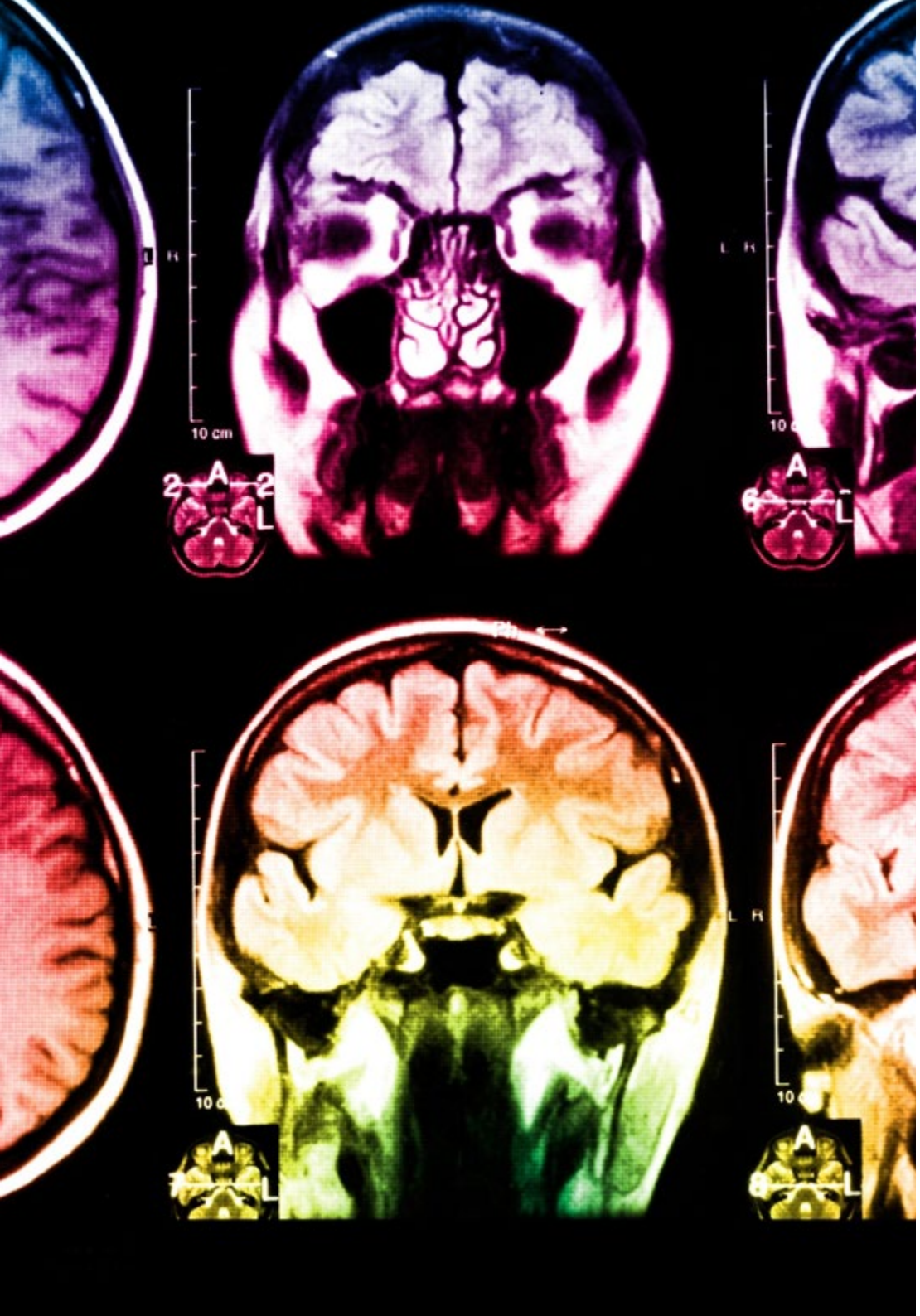
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.

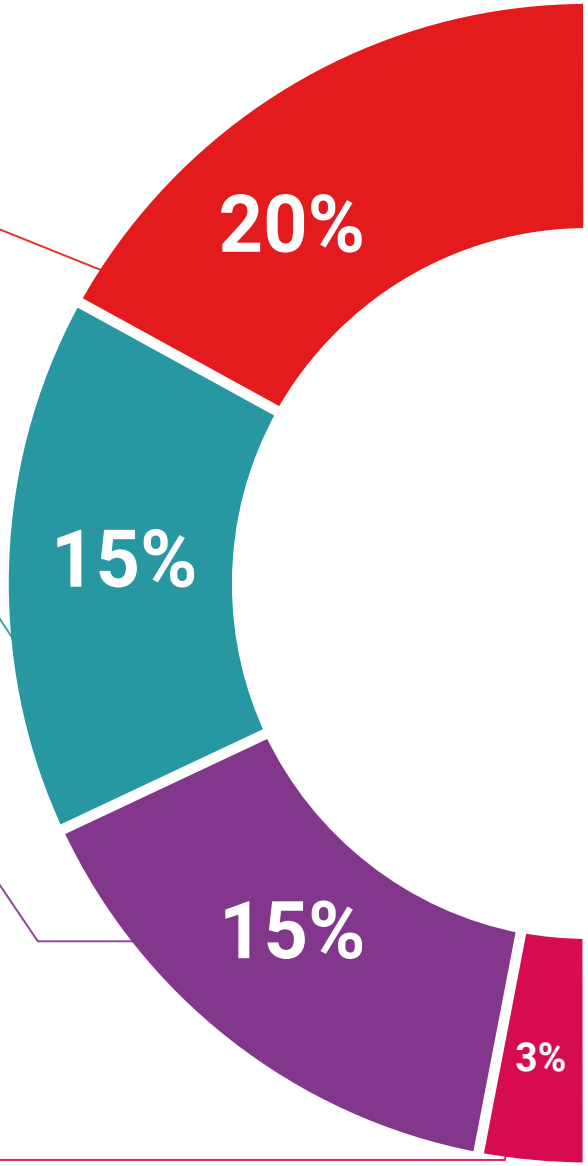
Interactive Summaries

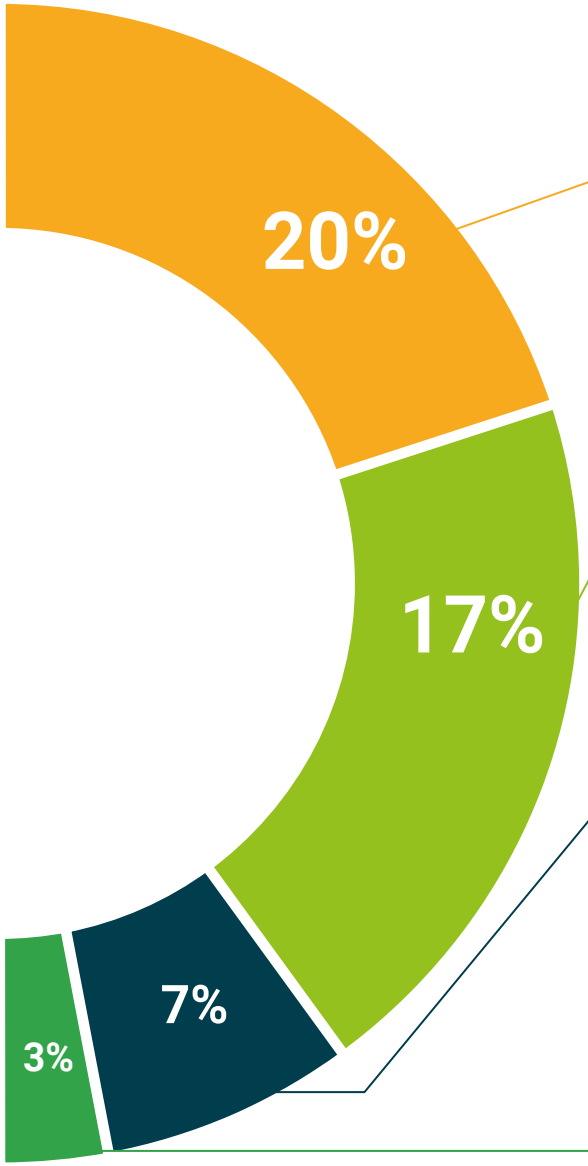
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

06

Certificate

The Postgraduate Diploma in Marketing and Advertising of an Educational Project guarantees students, in addition to the most rigorous and up-to-date education, access to an Postgraduate Diploma issued by TECH Technological University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This **Postgraduate Diploma in Marketing and Advertising of an Educational Project** contains the most complete and up-to-date program on the market"

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Marketing and Advertising of an Educational Project**

Official Nº of Hours: **600 h.**

tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Marketing and Advertising of an Educational Project

This is a qualification awarded by this University, equivalent to 600 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

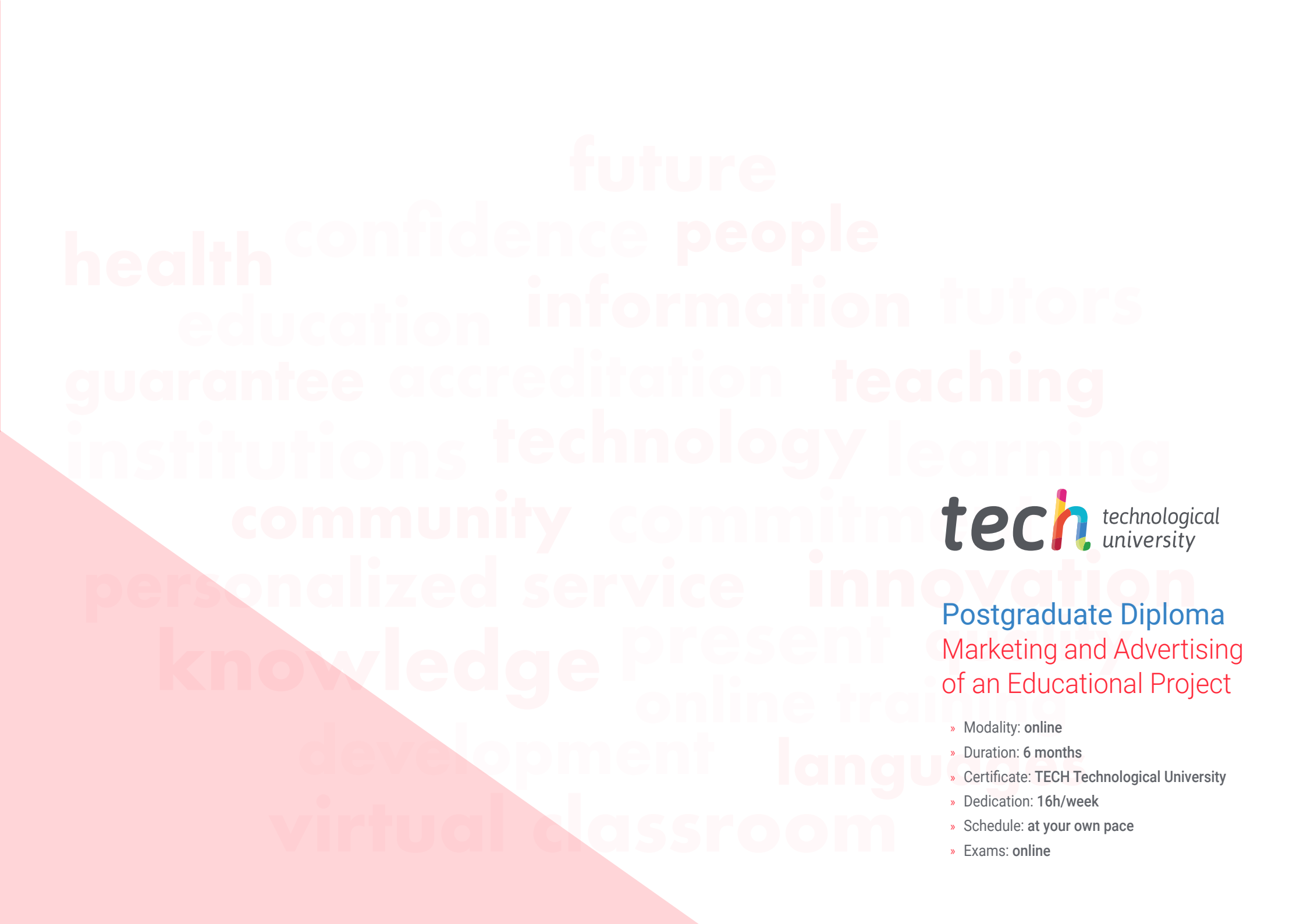
June 17, 2020

Tere Guevara Navarro

Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.



tech technological university

Postgraduate Diploma
Marketing and Advertising of an Educational Project

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma

Marketing and Advertising of an Educational Project

tech technological university