

Postgraduate Diploma

Programming in Educational Project Implementation





Postgraduate Diploma Programming in Educational Project Implementation

- » 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-programming-educational-project-implementation

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01

Introduction

The quality and effectiveness of an educational center is based centrally on whether or not it manages to maximize the capabilities of each student. This process has the center's own educational project as its core and pathway. Everything else revolves around this core from which the most important factors and agents of the process will emerge. Therefore, an educational center that wants to be a reference and aims to obtain quality and efficiency in its practices, must be an expert in the programming and implementation of educational projects.





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This Postgraduate Diploma in Programming in Educational Project Implementation generates a sense of confidence in the performance of your profession, which will help you to grow personally and professionally”

This Postgraduate Diploma promotes an overall vision that will enable the implementation, or transformation, of educational projects that are intended to constitute the essence of the center, whatever their nature. Thanks to this program, educational centers will be able to build the appropriate knowledge, the fundamental pillars of the educational project taking into account each and every one of the factors that must be addressed in the process of programming and implementation of educational programs. Otherwise, schools are doomed to the vagaries of fashion, to fruitless waste of time and money, and most importantly, to fail to achieve a sufficiently stable path for students to walk on and develop their full capabilities and potential.

This program is unique because it manages to offer the necessary tools to build this core of the educational center so that it can last over time, be viable and, of course, be efficient. In addition, the teaching staff has extensive personal and professional experience in all types of educational projects, which means that this Postgraduate Diploma is not developed from pure theory, but from the scientific evidence of practices in all types of educational centers.

On the other hand, the online modality ensures that the best experts and professionals in each of the areas of Programming and Implementation of Educational Projects can be found in the list of professors who teach this Postgraduate Diploma.

Another of the reasons that make this program unique is the specialization in all the areas necessary for the Programming and Implementation of Educational Projects. While other programs focus on only a few aspects, the program we offer allows you to study each and every one of the fields that will make up the ideal construction of the educational project.

This Postgraduate Diploma offers a very interesting overview of the programming and implementation of educational projects. Thus, every educational agent who studies this program will obtain one of the most useful skills in their professional career. Each and every center has its own educational projects. It is up to us to know how to program, manage, lead or implement them, in order to achieve the desired learning objectives of our students.

This **Postgraduate Diploma in Programming in Educational Project Implementation** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Case studies presented by experts in Programming in Educational Project Implementation
- ♦ 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
- ♦ Latest news on Programming in Educational Project Implementation
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies in Programming and Implementation of Educational Projects
- ♦ 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 Postgraduate Diploma in Programming in Educational Project Implementation"

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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 Programming in Educational Project Implementation, you will obtain a qualification from TECH Technological University"

It includes, in its teaching staff, professionals belonging to the field of Programming in Educational Project Implementation, 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 Programming in Educational Project Implementation, with extensive teaching experience.

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

Take the opportunity to learn about the latest advances in Programming in Educational Project Implementation and improve your students' education.



02

Objectives

The program in Programming in Educational Project Implementation is aimed at facilitating the professional's performance by providing students with advanced specialization, of a specialized nature and based on theoretical and instrumental knowledge that allows them to acquire and develop the skills necessary to obtain a qualification as a professional in Development Cooperation.





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This program is oriented so that you can update your knowledge in Programming in Educational Project Implementation, 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





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
- ♦ Understand the contents of the educational project
- ♦ Develop the objectives pursued by the centers with the development of the educational project
- ♦ Analyze the results to be obtained with the educational project
- ♦ Understand all key aspects of programming development and implementation of an educational project

Module 2. Types of Educational Projects

- ♦ Analyze the most important factors in the programming phase of the educational project
- ♦ Study in a holistic manner the circumstances to be taken into account in the programming phase of the educational project
- ♦ Research the necessary social environment prior to the implementation of the educational project
- ♦ Determine the most important psychological aspects for the adequate programming of the educational project
- ♦ Understand the cultural factors that determine the effectiveness of the programming of an educational project
- ♦ Develop the field of new technologies related to the programming of an educational project
- ♦ Deepen the ethical framework to be taken into account in the programming of educational projects
- ♦ Understand the business environment necessary for programming educational projects
- ♦ Appreciate the need for cohesion between the goals and objectives of the center and the programming of the educational project
- ♦ Consider the family and student field as a fundamental factor in the programming of educational projects
- ♦ Analyze the educational agents involved in the programming of an educational project
- ♦ Determine the steps for an efficient SWOT analysis to guide the educational project programming process



Module 3. Benefits of Implementing an Educational Project

- ♦ Consider the essential factors for the integration of the educational project in the center
- ♦ Analyze the integration of the educational project in the center's tutorial action plan
- ♦ Study the integration of the educational project in the school's truancy plan
- ♦ Determine how to integrate the educational project into the center's educational inclusion plan
- ♦ Investigate the process of integration of the educational project in the center's coexistence and equality plan
- ♦ Investigate the steps for the integration of the educational project in the center's transition plan between stages
- ♦ Develop ways to integrate the educational project into the center's reading promotion plan
- ♦ Consider the development of a school reception plan that integrates the school's educational project
- ♦ Reach a consensus on the process of assimilation of the educational project by each of the center's educational agents
- ♦ Understand the method of integrating the educational project into the center's internal rules and regulations
- ♦ Study other possible areas of integration of the educational project in various fields within the structure of the center

Module 4. Circumstances that Influence the Programming and Implementation of the Educational Project

- ♦ Know the fundamental steps for the implementation of an efficient and effective educational project
- ♦ Determine the key factors for the adequate and quality implementation of the educational project
- ♦ Understand the necessary scope of leadership within the implementation phase of the educational project
- ♦ Analyze the essential preparation for the implementation of the educational project in the center
- ♦ Study the situation in the implementation phase of the educational project
- ♦ Investigate the importance of awareness raising in the implementation phase of the educational project
- ♦ Learn how to elaborate the steps in the implementation phase of the educational project
- ♦ Learn about different ways of implementing the educational project in the center



Make the most of the opportunity and take the step to get up to date on the latest developments in Programming in Educational Project Implementation"

03

Course Management

This program includes in its teaching staff reference experts in Programming in Educational Project Implementation, 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.





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Learn from leading professionals, the latest advances in procedures in the field of Programming in Educational Project Implementation"

Management



Mr. Pattier Bocos, Daniel

- ◆ Researcher and university lecturer at the Faculty of Education at Complutense University of Madrid
- ◆ Finalist for Best Teacher in Spain 2018 at the Educa Abanca Awards

Professors

Mr. Boulind, Andrew

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

Dr. Elvira-Valdés, María Antonieta

- ◆ D. in Social Sciences and Humanities
- ◆ University professor
- ◆ Specialist in social dynamics
- ◆ Psychologist and educational consultant

Ms. Hidalgo Pérez, Miriam

- ◆ Specialist in management of educational centers
- ◆ Teacher with expertise in special educational needs and guidance counselor
- ◆ Member of the management team of an educational center in the Community of Madrid

Mr. Lozano Morote, María

- ◆ Lawyer, MBA, mediator and expert in educational project management.
- ◆ She currently works as an educational project manager for a Spanish educational foundation



Dr. Muñoz Hevia, Juan Carlos

- ♦ Doctor in Marketing, MBA
- ♦ Specialist in economics and business
- ♦ Expert in Commercial Management
- ♦ University Lecturer

Mr. Ortiz Gómez, Juan Saunier

- ♦ Specialist 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

Dr. Paredes Giménez, Jorge

- ♦ PhD in Education
- ♦ Specialist in management and direction of educational centers
- ♦ Teacher and director of an educational center in the Valencian Community

Mr. Sánchez García, Fernando

- ♦ Social Media Marketing Expert
- ♦ Project manager and coordinator
- ♦ Organizer and manager of socio-educational programs, with experience in Administration, Marketing and Human Resources, and teacher of Primary Education

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 trends.





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This Postgraduate Diploma in Programming in Educational Project Implementation, 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
 - 1.5.8.2. Project Participants
 - 1.5.8.3. Roles and Functions
 - 1.5.8.4. Materials
 - 1.5.8.5. Resources
 - 1.5.8.6. Project Implementation
 - 1.5.8.7. Technologies
 - 1.5.8.8. 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. Programming Phase of the Educational Project: Holistic Analysis of the Situation

- 2.1. Social Analysis
 - 2.1.1. Globalization
 - 2.1.2. State and Society
 - 2.1.3. Contemporary Politics and Ideologies
 - 2.1.4. Social Changes
 - 2.1.5. Information and Knowledge Society
 - 2.1.6. The Welfare Society, Realities and Myths
 - 2.1.7. Work and Employability
 - 2.1.8. Citizen Participation
 - 2.1.9. Diagnosis of the Social Context
 - 2.1.10. Challenges of Contemporary Society
- 2.2. Psychological Analysis
 - 2.2.1. Notes on Learning Theories
 - 2.2.2. Dimensions of Learning
 - 2.2.3. Psychological Processes
 - 2.2.4. Multiple Intelligences
 - 2.2.5. Cognitive and Metacognitive Processes
 - 2.2.6. Teaching Strategies
 - 2.2.7. Teaching Styles
 - 2.2.8. Educational Needs and Learning Difficulties
 - 2.2.9. Thinking Skills
 - 2.2.10. Counseling and Guidance
- 2.3. Cultural Analysis
 - 2.3.1. Theories on Culture
 - 2.3.2. Culture and Cultural Evolution
 - 2.3.3. Culture Components
 - 2.3.4. Cultural Identity
 - 2.3.5. Culture and Society
 - 2.3.6. Traditions and Customs in Culture
 - 2.3.7. Culture and Communication
 - 2.3.8. Culture and Cultural Educational
 - 2.3.9. Interculturality and Integration
 - 2.3.10. Crisis and Challenges in Culture
- 2.4. Technological Analysis
 - 2.4.1. ICTs and New Technologies
 - 2.4.2. Innovation and Development
 - 2.4.3. Advantages and Disadvantages of New Technologies
 - 2.4.4. Impact of ICTs in the Educational Field
 - 2.4.5. Internet Access and New Technologies
 - 2.4.6. Digital Environment and Education
 - 2.4.7. E-learning and B-learning
 - 2.4.8. Collaborative Learning
 - 2.4.9. Video Games and Education
 - 2.4.10. ICT and Teacher Training
- 2.5. Ethical Analysis
 - 2.5.1. Approach to Ethics
 - 2.5.2. Ethics and Morals
 - 2.5.3. Moral Development
 - 2.5.4. Principles and Values Today
 - 2.5.5. Ethics, Morals and Beliefs
 - 2.5.6. Ethics and Education
 - 2.5.7. Educational Ethics
 - 2.5.8. Ethics and Critical Thinking
 - 2.5.9. Training in Values
 - 2.5.10. Ethics and Project Management
- 2.6. Business Analysis
 - 2.6.1. Business Planning and Strategy
 - 2.6.2. Mission and Vision of the Organization
 - 2.6.3. Organizational Structure
 - 2.6.4. Administrative Management
 - 2.6.5. Management

- 2.6.6. Coordination
- 2.6.7. Control
- 2.6.8. Resources
 - 2.6.8.1. Human
 - 2.6.8.2. Technologies
- 2.6.9. Supply, Demand and Economic Environment
- 2.6.10. Innovation and Competition
- 2.7. Analysis of the Center's Goals and Objectives
 - 2.7.1. Definition of Goals and Objectives
 - 2.7.2. The Center's Goals
 - 2.7.3. General Objectives
 - 2.7.4. Specific Objectives
 - 2.7.5. Plans and Strategies
 - 2.7.6. Actions and Campaigns
 - 2.7.7. Expected Results
 - 2.7.8. Indicators of Achievement
- 2.8. Analysis of Students and Family Context
 - 2.8.1. Characteristics of the Student's Environment
 - 2.8.2. The Socialization Process
 - 2.8.3. Family Structure and Dynamics
 - 2.8.4. Educational Involvement of the Family
 - 2.8.5. The Student and Their Reference Groups
 - 2.8.6. Educational Inclusion and Family
 - 2.8.7. Attention to Diversity
 - 2.8.8. Coexistence Plan
 - 2.8.9. Self-Regulation and Independence
 - 2.8.10. Performance Factors
- 2.9. Analysis of Educational Agents
 - 2.9.1. Definition of Educational Intervention Agents
 - 2.9.2. The Role of the Educational Mediator
 - 2.9.3. Civil Society and Organizations
 - 2.9.4. The Educational Community
 - 2.9.5. The Teaching Staff

- 2.9.6. The Managers
- 2.9.7. Responsibility of the Mass Media
- 2.9.8. Leadership and Education
- 2.9.9. Learning Environments
- 2.9.10. Integration and Participation Strategies
- 2.10. SWOT Analysis
 - 2.10.1. The SWOT Matrix
 - 2.10.2. Weaknesses
 - 2.10.3. Threats
 - 2.10.4. Strengths
 - 2.10.5. Opportunities
 - 2.10.6. Successful Pairs
 - 2.10.7. Matching Pairs
 - 2.10.8. Reaction Pairs
 - 2.10.9. Risk Pairs
 - 2.10.10. Lines of Action and Strategy

Module 3. Integration Phase of the Educational Project in the Center

- 3.1. Applicable regulatory framework. General Considerations and Contents of the Educational Project
 - 3.1.1. General Considerations
 - 3.1.2. School Organization
 - 3.1.2.1. General Considerations
 - 3.1.2.2. Theoretical Approaches to School Organization
 - 3.1.2.3. Organizational Components in Schools
 - 3.1.3. Definition and Characteristics
 - 3.1.4. Values, Objectives and Priorities for Action Based on the Center's Identity.
 - 3.1.5. Common Basic Aspects for the Implementation of the Curriculum
 - 3.1.6. Pedagogical Lines
 - 3.1.7. Content of an Educational Project
 - 3.1.8. Aspects to Take into Account

- 3.2. Tutorial Action Plan
 - 3.2.1. General Considerations
 - 3.2.2. Objectives
 - 3.2.3. Tutor
 - 3.2.3.1. Tutorial Functions
 - 3.2.3.2. Tutoring Assignments
 - 3.2.3.3. Organization of Tutorials
 - 3.2.4. Cycle Coordination
 - 3.2.4.1. Election of the Coordinator
 - 3.2.4.2. Cycle Functions
 - 3.2.4.3. Duties of the Coordinator
 - 3.2.5. Reinforcements
 - 3.2.6. Events and Activities
 - 3.2.6.1. In Relation to Students
 - 3.2.6.2. In relation to families
 - 3.2.6.3. In Relation to the Teaching Staff and Organization of the Center
 - 3.2.6.4. In Relation to Other Educational Agents
 - 3.2.7. Student Evaluation
 - 3.2.7.1. Instruments
 - 3.2.7.2. Phases
 - 3.2.7.3. Qualification Criteria
 - 3.2.7.4. Promotion of the Student Body
 - 3.2.8. Teacher evaluation Assessment of Other Educational Agents
 - 3.2.9. Assessment of the Tutorial Action Plan
 - 3.2.10. Aspects to Take into Account
- 3.3. Truancy plan
 - 3.3.1. General Considerations
 - 3.3.2. Definition of Absenteeism
 - 3.3.3. Absenteeism Typology
 - 3.3.4. Program Objectives
 - 3.3.5. Procedures for Action
 - 3.3.5.1. Preparation Phase
 - 3.3.5.2. Intervention Phase
 - 3.3.5.3. Evaluation Phase
 - 3.3.6. Punctuality Record
 - 3.3.7. Justification for Absences and Punctuality
 - 3.3.8. Summons and Minutes
 - 3.3.9. Referral Letter and Report
 - 3.3.10. Aspects to Take into Account
- 3.4. Plan of Attention to Educational Inclusion
 - 3.4.1. General Considerations
 - 3.4.2. Organizational Measures
 - 3.4.3. Access Adaptations
 - 3.4.4. Significant Adaptations
 - 3.4.5. Personal Resources
 - 3.4.6. Material Resources
 - 3.4.7. Agents Involved
 - 3.4.8. Protocols to Be Followed by the Tutor/School With Students
 - 3.4.9. Follow-up of the Action Plan
 - 3.4.10. Aspects to Take into Account
- 3.5. Coexistence and Equality Plan
 - 3.5.1. General Considerations
 - 3.5.2. Diagnosis of the State of Coexistence in the Center
 - 3.5.3. Objectives
 - 3.5.4. Organizational and Operational Criteria
 - 3.5.5. Performance models
 - 3.5.5.1. Model of Action Oriented to Prevention and to Achieving a Climate of Equality and Equal Opportunities
 - 3.5.5.2. Action Plans
 - 3.5.5.2.1. In the General Organization and Planning of the Center
 - 3.5.5.2.2. In the Area of Tutoring
 - 3.5.5.2.3. In the Field of Educational Guidance
 - 3.5.5.2.4. In the Area of Common Space Activities
 - 3.5.5.2.5. At Family Level
 - 3.5.5.3. Model of Action With Respect to Students Who Behave in a Manner Contrary to the Rules of Coexistence
 - 3.5.5.4. Model of Action With Respect to Students Who Behave in a Way That Is Seriously Detrimental to the Center's Coexistence

- 3.5.6. Follow-up of the Action Plan
 - 3.5.7. Action Protocol for Situations of Violence Among Peers
 - 3.5.8. Action Protocol for Aggressions against Teachers
 - 3.5.9. Other Action Protocols
 - 3.5.10. Aspects to Take into Account
 - 3.6. Transition Plan between Stages
 - 3.6.1. General Considerations
 - 3.6.2. Personnel Involved
 - 3.6.3. Promotion
 - 3.6.4. Objectives
 - 3.6.5. Methodological Guidelines
 - 3.6.7. Assessment
 - 3.6.8. Follow-up Meetings
 - 3.6.9. Aspects to Take into Account
 - 3.7. Reading Promotion Plan
 - 3.7.1. General Considerations
 - 3.7.2. Analysis of the Needs in the Field of Reading in the Center
 - 3.7.3. Objectives
 - 3.7.4. Strategies to Achieve the Objectives
 - 3.7.5. Methodology
 - 3.7.6. Proposed Activities
 - 3.7.7. Resources
 - 3.7.8. Evaluation of the Reading Plan
 - 3.7.9. Templates
 - 3.7.10. Aspects to Take into Account
 - 3.8. School Welcome Plan
 - 3.8.1. General Considerations
 - 3.8.2. General Objectives
 - 3.8.3. Responsibilities
 - 3.8.4. Newly Arrived Students
 - 3.8.4.1. General Aspects
 - 3.8.4.1.1. Before Incorporation
 - 3.8.4.1.1.1. Registration, Information and Preparation
 - 3.8.4.1.2. Incorporation
 - 3.8.4.1.2.1. Welcome
 - 3.8.4.1.2.2. Incorporation into the Classroom
 - 3.8.4.1.3. Subsequent to Incorporation
 - 3.8.4.1.3.1. Initial Assessment and Determination of Needs
 - 3.8.4.1.3.2. Coordination of Educational Agents
 - 3.8.4.1.3.3. Follow-up Planning
 - 3.8.4.1.4. Follow-up and Possibilities
 - 3.8.4.1.5. Process Evaluation
 - 3.8.4.2. New Students Arriving at the Beginning of the Course Once the Course Has Started
 - 3.8.4.3. Newly Arrived Students after the Start of the Course
 - 3.8.4.4. Newly Arrived Students With No Knowledge of the Language.
 - 3.8.5. Newly Recruited Teaching Staff
 - 3.8.5.1. General Aspects
 - 3.8.5.2. Newly Arrived Teaching Staff at the Beginning of the School Year
 - 3.8.5.3. Newly Arrived Teaching Staff After the Start of the Academic Year
 - 3.8.6. Non-Teaching Staff
 - 3.8.6.1. General Aspects
 - 3.8.6.2. Non-Teaching Staff Newly Arrived at the beginning of the Academic Year
 - 3.8.6.3. Non-Teaching Staff Arriving at the Beginning of the Course
 - 3.8.7. Model Student Welcome Plan
 - 3.8.8. Template for the Teacher Welcome Plan
 - 3.8.9. Model Welcome Plan for Non-Teaching Staff
 - 3.8.10. Aspects to Take into Account
- 3.9. Internal Regulations
 - 3.9.1. General Considerations
 - 3.9.2. Student Enrollment in the School
 - 3.9.3. Check-in and Check-Out Times
 - 3.9.4. Absence and Substitutions
 - 3.9.4.1. Student Absences and Substitutions
 - 3.9.4.2. Absence and Substitutions of Teaching and Non-Teaching Personnel

- 3.9.5. Medication Administration Protocol
 - 3.9.5.1. General Criteria
 - 3.9.5.2. Health Protocol
 - 3.9.5.3. Foreseeable and Non-Foreseeable Emergencies
 - 3.9.5.4. First Aid Kit
 - 3.9.5.5. Medication Administration
 - 3.9.5.6. Annexes
- 3.9.6. Accident Protocol
 - 3.9.6.1. General Criteria
 - 3.9.6.2. Mild and Severe Situations
- 3.9.7. Protocol Regarding Extracurricular and Complementary Outings
- 3.9.8. Protocol for the Management of the Center's Spaces and Facilities
 - 3.9.8.1. General Criteria
 - 3.9.8.2. Security and Surveillance of the Center
 - 3.9.8.3. Concierge
 - 3.9.8.4. Common Areas
 - 3.9.8.5. Classroom
 - 3.9.8.6. Use of Information Technology
 - 3.9.8.7. Others
- 3.9.9. Mentoring Meetings
- 3.9.10. Aspects to Take into Account
- 3.10. Project of Projects
 - 3.10.1. School Lunchroom Educational Project
 - 3.10.2. Emergency Plan
 - 3.10.3. Innovation Project
 - 3.10.4. Textbook Reuse, Replacement and Renewal Program
 - 3.10.5. Improvement Plan
 - 3.10.6. Curricular Project
 - 3.10.7. Linguistic Project
 - 3.10.8. Educational Marketing Plan
 - 3.10.9. Teacher Training Plan
 - 3.10.10. TIC Project
 - 3.10.11. To Learn More

Module 4. Implementation Phase of the Educational Project: Key Factors for an Efficient and Effective Educational Project

- 4.1. Educational Leadership How Many of Us Are There?
 - 4.1.1. General Considerations
 - 4.1.2. Theories That Bring Us Closer to the Figure of the Leader
 - 4.1.3. Essential Leadership Competencies
 - 4.1.4. Leadership Models
 - 4.1.5. European Trends in Educational Leadership
 - 4.1.6. Tools for Effective and Efficient Leadership
 - 4.1.7. Phases to Become a Leader
 - 4.1.8. Social Skills
 - 4.1.9. Emotional Skills
 - 4.1.10. Aspects to Take into Account
- 4.2. Preparation. Who Are We?
 - 4.2.1. General Considerations
 - 4.2.2. Definition of the Educational Project
 - 4.2.3. Relationship of the Educational Project with Other Documents
 - 4.2.4. Components of the Educational Project
 - 4.2.5. Implications of the Educational Project
 - 4.2.6. Process Definition
 - 4.2.7. Performance Planning
 - 4.2.8. Proposal
 - 4.2.9. Examples of Planning the Process of Elaboration of an Educational Project
 - 4.2.10. Aspects to Take into Account
- 4.3. Situation Analysis. Where are we?
 - 4.3.1. General Considerations
 - 4.3.2. Process Definition
 - 4.3.3. Analysis of the Center
 - 4.3.3.1. Center Analysis Sheets
 - 4.3.4. Analysis of the Environment
 - 4.3.4.1. Environmental Analysis Sheets

- 4.3.5. Model Report from the Management Team to the Different Educational Agents
- 4.3.6. Educational Project Survey
- 4.3.7. Aspects to Take into Account
- 4.4. Sensitization. Why Do We Need Everyone?
 - 4.4.1. General Considerations
 - 4.4.2. Process Definition
 - 4.4.3. Performance Planning
 - 4.4.4. Proposal
 - 4.4.5. Examples of Planning the Awareness-Raising Process of an Educational Project
 - 4.4.6. Aspects to Take into Account
- 4.5. Production. What Do We Want?
 - 4.5.1. General Considerations
 - 4.5.2. Process Definition
 - 4.5.3. Principles, Values and Signs of Identity of the Center
 - 4.5.4. Basic objectives. Priorities
 - 4.5.5. Approval and Validation
 - 4.5.6. Broadcast
 - 4.5.7. Templates
 - 4.5.8. Aspects to Take into Account
- 4.6. Implementation. How Do We Do It?
 - 4.6.1. General Considerations
 - 4.6.2. Process Definition
 - 4.6.3. Templates
 - 4.6.4. Aspects to Take into Account
- 4.7. Monitoring and Assessment Which Way Do We Go?
 - 4.7.1. General Considerations
 - 4.7.2. Process Definition
 - 4.7.3. Validity and Revision
 - 4.7.4. Templates
 - 4.7.5. Aspects to Take into Account
- 4.8. Redesign of the Educational Project. Shall We Continue?
 - 4.8.1. General Considerations
 - 4.8.2. Process Definition
 - 4.8.3. Aspects to Take into Account
- 4.9. Coordination of Unipersonal and Collegiate Governing Bodies. How Are We Going to Coordinate?
 - 4.9.1. General Considerations
 - 4.9.2. Process Definition
 - 4.9.3. Single-Member Bodies
 - 4.9.4. Collegiate Governing Bodies
 - 4.9.5. Aspects to Take into Account
- 4.10. Participation of the Different Educational Agents. How Are We Going to Participate?
 - 4.10.1. General Considerations
 - 4.10.2. Process Definition
 - 4.10.3. Participation and Management Model
 - 4.10.4. Family Involvement
 - 4.10.5. Teacher Participation
 - 4.10.6. Non-Teaching Staff Participation
 - 4.10.7. Student Participation
 - 4.10.8. Involvement of the Environment
 - 4.10.9. Aspects to Take into Account



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 Programming and Implementation of Educational Projects guarantees students, in addition to the most rigorous and up-to-date education, access to a 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 Programming in Educational Project Implementation** 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 Programming in Educational Project Implementation**

Official N° of Hours: **600 h.**



*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.

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health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom



Postgraduate Diploma Programming in Educational Project Implementation

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

Postgraduate Diploma Programming in Educational Project Implementation

