

# Master's Degree

## Programming and Implementation of Educational Projects





## Master's Degree Programming and Implementation of Educational Projects

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/master-degree/master-programming-implementation-educational-projects](http://www.techtute.com/us/education/master-degree/master-programming-implementation-educational-projects)

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# 01

# Introduction

The integral development of students is the ultimate goal of a school. This challenge is based on the enhancement of the capabilities of each individual individually, and of the group in general. In this educational path, the center's program is the fundamental and basic pillar; the pillar from which all other developments and the action of the determining factors and agents in this process emanate.





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*Become a specialist in Programming and Implementation of Educational Projects, with this exclusive program and take the advantages of a quality educational project to your work"*

An educational center that wants to be a reference and aims to obtain quality and efficiency in its practices, must be an expert in programming and implementation of educational projects. This program 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 specialization, 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 program 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 Master's Degree.

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 specialization offered by TECH allows the study of each and every field that will help to build the ideal construction of the educational project. Thus, starting with an introduction to educational projects and their most important elements, it will continue with the specification of the most innovative and significant types of projects on the international scene from which each educational center can be reflected or impelled to its implementation.

This **Master's Degree in Programming and Implementation of Educational Projects** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ More than 75 case studies presented by experts in Programming and Implementation 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
- ♦ The latest news on Programming and Implementation of Educational Projects
- ♦ 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



*Expand your knowledge through the program in Programming and Implementation of Educational Projects"*

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*This Master's Degree is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge of Programming and Implementation of Educational Projects, you will obtain a qualification from TECH Global University"*

It includes in its teaching staff professionals belonging to the field of Programming and Implementation of Educational Projects, 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, the educators will be assisted by an innovative interactive video system developed by recognized experts in the field of the Programming and Implementation of Educational Projects, with extensive teaching experience.

*Increase your decision-making confidence by updating your knowledge through this Master's Degree.*

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

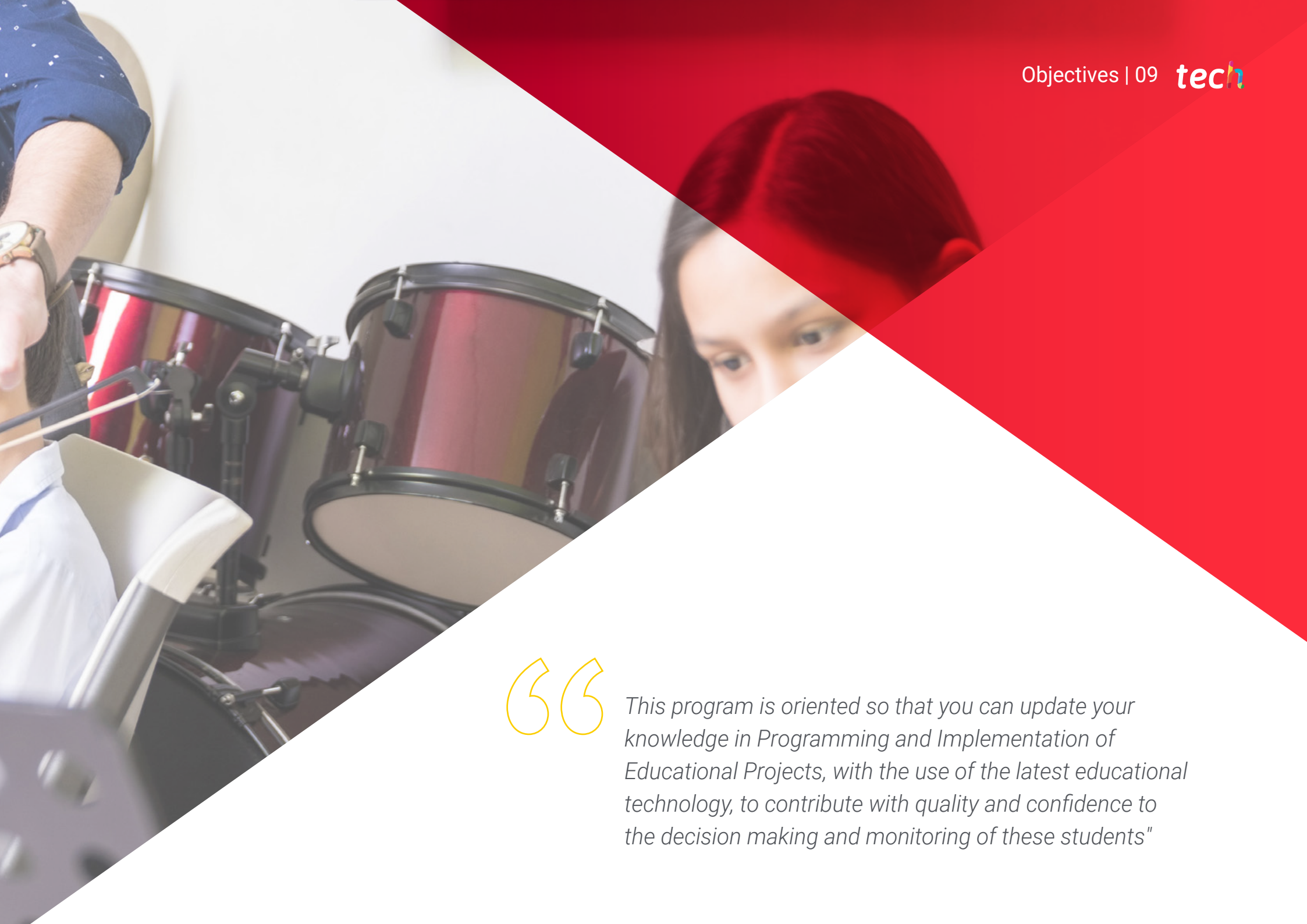


02

# Objectives

The program in Programming and Implementation of Educational Projects is oriented toward facilitating the performance of the professional dedicated to work and teach language and literature in adolescents and even adults.





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*This program is oriented so that you can update your knowledge in Programming and Implementation of Educational Projects, 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

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- ♦ 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
- ♦ Deepen the essential success factors of the educational project
- ♦ Become an expert to lead or participate in a quality educational project



*Acquire the necessary theoretical knowledge and practical tools and be part of a Programming and Implementation of Educational Projects project"*





## Specific Objectives

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### 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. Types of Educational Projects

- ♦ To know the most common types of educational projects in schools
- ♦ Discover the most innovative educational projects of the moment
- ♦ Understand the variety of programming and implementation possibilities with regards to educational projects
- ♦ Analyze the most common and innovative educational projects in the technological field
- ♦ Study educational projects based on the most innovative methodologies
- ♦ Understand value-centered educational projects that improve various factors of the teaching-learning process
- ♦ Determine the concept of Evidence-Based Projects

### **Module 3. Benefits of Implementing an Educational Project**

- ♦ Learn how to develop an evidence-based project in all its phases
- ♦ Learn about the most important and innovative artistic educational projects
- ♦ Discover the most necessary educational projects in the health field in an educational center
- ♦ Analyze educational sports projects that may be of interest to the centers
- ♦ Understand the types of educational language learning projects

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

- ♦ Understand the types of educational projects to generate excellence in the center
- ♦ Analyze the most important factors and measures to be taken by the center to achieve significant excellence
- ♦ Discover other possible innovative educational projects that are on the rise internationally
- ♦ Know the benefits of implementing an educational project
- ♦ Study the benefits generated in the center as an institution
- ♦ Analyze the improvement of the school's identity, style and presence
- ♦ Discover the benefits for students and their families

### **Module 5. Programming Phase of the Educational Project: Holistic Analysis of the Situation**

- ♦ Understand the benefits for educators and other educational agents
- ♦ Learning the positivity of the school climate in the implementation of an educational project
- ♦ Understand the benefits of the educational project as a driving force for the center
- ♦ Highlight the improvement of the center's management style
- ♦ Investigate the process of generating leaders as a benefit of the educational project

### **Module 6. Integration Phase of the Educational Project in the Center**

- ♦ Study the improvement of the alignment of the mission, vision and values promoted by the school
- ♦ Analyze the educational progress that promotes the implementation of a quality educational project
- ♦ Discover the benefits of adaptation to the environment in the implementation of an educational project
- ♦ Learn about the improvement of the coexistence, learning and work environment developed in the implementation of an educational project
- ♦ Expanding knowledge in the area of improving relations with the environment and with other educational centers

**Module 7. Implementation Phase of the Educational Project: Key Factors for an Efficient and Effective Educational Project**

- ♦ Develop a study on the benefits of deepening the ideology and style of the educational center through the implementation of an educational project
- ♦ Know all the factors and circumstances that influence the process of programming and implementation of educational projects
- ♦ Understanding the obstacles to be overcome by the educational project

**Module 8. 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 9. 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 10. 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 Skills

Throughout this program the student will acquire the necessary skills to carry out the necessary actions in the programming of an educational project, in which each and every one of the aspects and needs are taken into account and included in a coherent manner. Turning this project into a tool for development and continuous improvement of the school will be easy, thanks to the necessary implementation skills that you will also be able to include among your skills upon completion. A very complete approach, in a program that makes a difference.





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*With this program, you will be able to master new methodologies and strategies in Programming and Implementation of Educational Projects”*



## General Skills

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- ♦ Know the most important elements of the educational project
- ♦ Be able to Improve the educational projects in use, or develop an innovative project of your own creation or based on evidence
- ♦ know all 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
- ♦ Acquire a global view of the whole process and not just a biased position
- ♦ Be able to 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





## Specific Skills

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- ♦ Study the most efficient way to face possible obstacles in the field of leadership and management of an educational project
- ♦ Learn the risk factors to take into account throughout the process
- ♦ Develop a process for evaluating the leadership and management of the educational project
- ♦ Know all the necessary aspects of planning and economic-financial management required for the programming and implementation of educational projects
- ♦ Study the process of situational analysis of the center
- ♦ Inquire about the economic aspect depending on the type of project
- ♦ Learn the terms and processes necessary to conduct an efficient and realistic educational market study
- ♦ Develop a commercial strategy in line with the project's programming objectives
- ♦ Research on the most appropriate project projection and cost estimation techniques
- ♦ Discover the importance of the economic background of the technical study
- ♦ Know the steps for determining and optimizing project size
- ♦ Learning the localization decision making process
- ♦ Understand the organizational economic effects that influence the programming and implementation of educational projects
- ♦ Analyze the benefits of the project and the need for cash flow construction
- ♦ Inquire about the most important evaluation criteria for an educational project
- ♦ Assimilate the process of risk and sensitivity analysis in the programming and implementation of educational projects



*This program will allow you to learn in a theoretical and practical way, through virtual learning systems, to develop your work with total guarantees of success"*

04

# Course Management

Within the concept of total quality of our program, TECH is proud to offer you a teaching staff of the highest level, chosen for their proven experience in the educational field. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.





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

## 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. Boulind, Andrew

- ◆ Digital Learning Coordinator in the United Kingdom
- ◆ Specialist in new technologies
- ◆ 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

### 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

**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

**Dr. Muñoz Hevia, Juan Carlos**

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

**Dr. Paredes Giménez, Jorge**

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

**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

**Mr. Sánchez García, Fernando**

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

# 05

## Structure and Content

The contents of this program in Programming and Implementation of Educational Projects have been developed by different experts with a clear purpose: to ensure that our students acquire each and every one of the skills necessary to become true experts in this subject. This knowledge will enable you to respond to the needs of an educational center in all aspects of its preparation plan, with the efficiency and solvency of the best.





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*This Master's Degree in Programming and Implementation of Educational Projects, contains the most complete and up-to-date educational 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. DAFO 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. Associations
    - 1.6.5.3. 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. Types of Educational Projects

- 2.1. Technological Projects
  - 2.1.1. Virtual Reality
  - 2.1.2. Augmented Reality
  - 2.1.3. Mixed Reality
  - 2.1.4. Digital Whiteboards
  - 2.1.5. iPad or Tablet Project
  - 2.1.6. Cell Phones in the Classroom
  - 2.1.7. Educational Robotics
  - 2.1.8. Artificial Intelligence
  - 2.1.9. E-learning and Online Education
  - 2.1.10. 3D Printing
- 2.2. Methodological Projects
  - 2.2.1. Gamification
  - 2.2.2. Game Based Education
  - 2.2.3. Flipped Classroom
  - 2.2.4. Project-Based Learning
  - 2.2.5. Problem-Based Learning
  - 2.2.6. Thought Based Learning
  - 2.2.7. Skill Based Learning
  - 2.2.8. Cooperative Learning
  - 2.2.9. Design Thinking
  - 2.2.10. Montessori Methodology
  - 2.2.11. Musical Pedagogy
  - 2.2.12. Educational Coaching
- 2.3. Value Projects
  - 2.3.1. Emotional Education
  - 2.3.2. Anti-Bullying Projects
  - 2.3.3. Projects to Support Associations
  - 2.3.4. Projects in Favor of Peace
  - 2.3.5. Projects in Favor of Stopping Discrimination
  - 2.3.6. Solidarity Projects
  - 2.3.7. Projects Against Gender Violence
  - 2.3.8. Inclusion Projects
  - 2.3.9. Intercultural Projects
  - 2.3.10. Coexistence Projects
- 2.4. Evidence-Based Projects
  - 2.4.1. Introduction to Evidence Based Projects
  - 2.4.2. Previous Analysis
  - 2.4.3. Determining the Objective
  - 2.4.4. Scientific Research
  - 2.4.5. Choosing a Project
  - 2.4.6. Local or National Contextualization
  - 2.4.7. Viability Study
  - 2.4.8. Implementation of Evidence-Based Projects
  - 2.4.9. Monitoring of Evidence-Based Projects
  - 2.4.10. Evaluation of Evidence-Based Projects
  - 2.4.11. Publication of Results
- 2.5. Artistic Projects
  - 2.5.1. The Opera as a Learning Vehicle
  - 2.5.2. Theater
  - 2.5.3. Musical Projects
  - 2.5.4. Choirs and Orchestras
  - 2.5.5. Projects on the Infrastructure of the Center
  - 2.5.6. Visual Art Projects
  - 2.5.7. Design Technology Art Projects
  - 2.5.8. Decorative Art Projects
  - 2.5.9. Street Projects
  - 2.5.10. Projects Centered on Creativity
- 2.6. Sanitary Projects
  - 2.6.1. Nursing Services
  - 2.6.2. Healthy Eating Projects
  - 2.6.3. Dental Projects
  - 2.6.4. Ophthalmic Projects

- 2.6.5. First Aid Plan
- 2.6.6. Emergency plan
- 2.6.7. Projects with External Health Framework Entities
- 2.6.8. Personal Grooming Projects
- 2.7. Sports Projects
  - 2.7.1. Construction or Remodeling of Playgrounds
  - 2.7.2. Construction or Remodeling of Sports Facilities
  - 2.7.3. Creation of Sports Clubs
  - 2.7.4. Extracurricular Classes
  - 2.7.5. Individual Sports Projects
  - 2.7.6. Collective Sports Projects
  - 2.7.7. Sports Competitions
  - 2.7.8. Projects with External Sports Entities
  - 2.7.9. Projects for the Generation of Healthy Habits
- 2.8. Language Projects
  - 2.8.1. On-site Language Immersion Projects
  - 2.8.2. Local Language Immersion Projects
  - 2.8.3. International Language Immersion Projects
  - 2.8.4. Phonetic Projects
  - 2.8.5. Conversation Assistants
  - 2.8.6. Native Teachers
  - 2.8.7. Preparation for Official Language Exams
  - 2.8.8. Projects to Encourage Language Learning
  - 2.8.9. Exchange Projects
- 2.9. Excellence Projects
  - 2.9.1. Reading Improvement Projects
  - 2.9.2. Calculation Improvement Projects
  - 2.9.3. Foreign Language Improvement Projects
  - 2.9.4. Collaboration with Prestigious Entities
  - 2.9.5. Competitions and Prizes
  - 2.9.6. Projects for External Evaluation
  - 2.9.7. Connection with Businesses
  - 2.9.8. Preparation for Standardized Tests of Recognition and Prestige
  - 2.9.9. Excellence Projects in Culture and Sport
  - 2.9.10. Advertising

- 2.10. Other Innovation Projects
  - 2.10.1. Outdoor Education
  - 2.10.2. Youtubers and Influencers
  - 2.10.3. Mindfulness
  - 2.10.4. Peer Tutoring
  - 2.10.5. RULER Method
  - 2.10.6. School Gardens
  - 2.10.7. Learning Community
  - 2.10.8. Democratic School
  - 2.10.9. Early Stimulation
  - 2.10.10. Learning Corners

### Module 3. Benefits of Implementing an Educational Project

- 3.1. For the Center as an Institution: Identity, Style and Presence
  - 3.1.1. Groups that Make Up a School: The Institution, Students and their Families, Educators
  - 3.1.2. The Educational Project Is a Living Reality
  - 3.1.3. Defining Dimensions of the Educational Project
    - 3.1.3.1. Towards Tradition. Self-Identity/Character, Mission
    - 3.1.3.2. Towards the Future. The Style, The Vision
    - 3.1.3.3. The Future Tradition Bond: Presence, Values
  - 3.1.4. Honesty and Consistency
  - 3.1.5. Identity. The Up-to-date Development of Its Mission (own character)
  - 3.1.6. Style. From the Image of What You Want to Do (Vision) To the Way You Want to Do It
  - 3.1.7. Presence. The Practical Realization of Values
  - 3.1.8. The Three Dimensions of the Educational Project as Strategic Referents

- 3.2. For Students and Their Families.
  - 3.2.1. The Image of the Center Says a Lot About Its Educational Project
  - 3.2.2. Relational Dimensions of the Educational Project
    - 3.2.2.1. Towards the Internal Addressees of the Educational Action: The Students
    - 3.2.2.2. Towards the External Partners of the Educational Action: The Families
  - 3.2.3. Communication and Consistency
  - 3.2.4. Essential Communicative Dimensions of an Educational Project
  - 3.2.5. Identity. A Well-Founded, Comprehensive Education, Rooted in Tradition
  - 3.2.6. Style. The Learning of Knowledge and Skills in the Field of Character Development.
  - 3.2.7. Presence. The Education of Today's Citizens with an Imprint
  - 3.2.8. The Three Dimensions of the Educational Project as the Basis of School Marketing
  - 3.2.9. Client Relationships and Membership
- 3.3. For Educators: Teachers and Other Personnel
  - 3.3.1. Educators as Stakeholders
  - 3.3.2. Educators, the Cornerstone of an Educational Project
  - 3.3.3. Human Capital, Social Capital and Decision-Making Capital
  - 3.3.4. The Indispensable Participation of Educators in Shaping the Educational Project
  - 3.3.5. Climate and Consistency
  - 3.3.6. Project, Change and People: It Is Not Possible to Regulate All Three
  - 3.3.7. Identity. Clarity of Educational Intentions and Educator Identity
  - 3.3.8. Style. Formation of a Form of Presence, Methodological Principles and Common Didactic Practices
  - 3.3.9. Presence. Establishment of Educational Priorities, Organizational Structures, Training Needs, etc.,
  - 3.3.10. The Three Dimensions of the Educational Project as the Core of Human Resources Management
- 3.4. For the Center's Driving Force I: Improvement in Managerial Style
  - 3.4.1. Main Drivers of a School: Management Style, Leaders and Collective Alignment
  - 3.4.2. Educational Project and Management of the Center
  - 3.4.3. The Leading Manager as a Moral Reference
  - 3.4.4. The Managerial Style as a Pedagogical Reference
  - 3.4.5. Is It Possible to Speak of a Management Project?
  - 3.4.6. Elements of Management Style Dependent on the Educational Project
    - 3.4.6.1. Organizational Structures
    - 3.4.6.2. Management Style
    - 3.4.6.3. The Possibility of Other Leaderships
    - 3.4.6.4. Forms of Participation and Delegation
  - 3.4.7. Adaptation of Organizational Structures to the Identity, Style and Presence of the Center.
  - 3.4.8. The Gradual Development of a Local Management Culture
- 3.5. For the Motor Impulse of the Center II: Generation of Leaders
  - 3.5.1. Managers as Leaders
  - 3.5.2. The Three Capitals of the Leader -Human, Social and Decisional- And the Educational Project
  - 3.5.3. Bringing Talent to the Surface
  - 3.5.4. Capability, Commitment and Service
  - 3.5.5. Educational Project, Organizational Flexibility and Leadership
  - 3.5.6. Educational Project, Innovation Processes and Leadership
  - 3.5.7. Educational Project, Creativity and Leadership
  - 3.5.8. Towards a Teaching Function in the Key of Leadership
  - 3.5.9. Educating Leaders

- 3.6. For the Driving Force of the Center III: Alignment with the Mission-Vision-Values
  - 3.6.1. The Need for Alignment
  - 3.6.2. Main Obstacles for Alignment
  - 3.6.3. The Leader as an Aligner
  - 3.6.4. Lifelong Learning as an Educator: The Development of Own Lines of Competences
  - 3.6.5. From the Teaching Backpack to Shared Teaching Habits
  - 3.6.6. Educational Project and Development of a Professional Teaching Culture
  - 3.6.7. Having Resources for Authentic Assessment
  - 3.6.8. Assessment of the Quality of the Educational Service
    - 3.6.8.1. Local Reality
    - 3.6.8.2. Systemic Nature
    - 3.6.8.3. Absolute Priority of Teaching-Learning Activities
- 3.7. For Educational Advancement I: Adaptation to Students, to Active Methodologies and to the Demand of the Environment
  - 3.7.1. The Importance of Educational Goals
  - 3.7.2. The Importance of Scientific Knowledge on How We Learn
  - 3.7.3. How Does the Evolution of a Center Manifest Itself?
  - 3.7.4. Concentration on Growth Processes
  - 3.7.5. Focus on Systematic Learning Processes
  - 3.7.6. Prioritization of Active Methodologies: What Matters Is Learning
  - 3.7.7. Prioritization of Situated Learning
  - 3.7.8. Adequacy to the Demand of the Environment
  - 3.7.9. Beyond Current Needs: An Educational Project With a "Vision for the Future"
  - 3.7.10. Educational Project and Operational Research
- 3.8. For Educational Advancement II: Improvement of the Living, Learning and Working Environment. Sustainability
  - 3.8.1. The Educational Project as the Basis for an Adequate School Climate
  - 3.8.2. Educational Project and Coexistence
  - 3.8.3. Educational Project and Learning Style
  - 3.8.4. Educational Project and Work Organization
  - 3.8.5. Management Support
  - 3.8.6. The Sustainability of Work in an Educational Center
  - 3.8.7. Elements of Sustainability
    - 3.8.7.1. The Center's Strategic Plan
    - 3.8.7.2. Practical Quality Indicators
    - 3.8.7.3. The Global Assessment System
    - 3.8.7.4. The Educational Tradition of the Company
- 3.9. For Educational Advancement III: Relationship with the Environment, Other Centers in the Area or in the Same Network.
  - 3.9.1. Have your Own Profile and a Recognizable Voice in the Environment.
  - 3.9.2. Opening up to the Surrounding Reality
    - 3.9.2.1. Knowing the Environment
    - 3.9.2.2. Interacting with It
  - 3.9.3. Identification With Other Centers in the Same Institution or Area.
  - 3.9.4. From Peer-To-Peer Classroom Learning to Center-To-Center Learning
  - 3.9.5. Shared Experiences
  - 3.9.6. Institutional Framework Project and Own Educational Project
    - 3.9.6.1. The Common Framework
    - 3.9.6.2. Different Needs and Sensitivities
    - 3.9.6.3. What Does the Global-Local Dialectic Bring to Our Own Educational Project?
- 3.10. For Educational Advancement IV: Deepening the Ideology and Style
  - 3.10.1. Ideology, mission, character. Three Complementary Terms
  - 3.10.2. The Mission Statement Underlies the Basic Lines of the Educational Project.
  - 3.10.3. The Educational Project Develops the Specific Character
  - 3.10.4. Alignment Between the Educational Project and the Ideology
  - 3.10.5. Shaping a Style of Doing and Reflecting in Education
  - 3.10.6. Updates to the Educational Project Update the Perspective From Which New Realities Are Addressed
  - 3.10.7. It Is Necessary to Return Periodically to Reflect on the Fundamentals
  - 3.10.8. Ideology, Educational Project and Transmission of an Educational Tradition

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

- 4.1. Scope of the Project
  - 4.1.1. Ownership of the Center
  - 4.1.2. Physical and Sociocultural Situation Where It Is Located
- 4.2. Personal Resources
  - 4.2.1. Center Organization Chart in the Educational Project
  - 4.2.2. Management Team
  - 4.2.3. Professors
  - 4.2.4. PAS
  - 4.2.5. Non-Teaching Staff
  - 4.2.6. Training
  - 4.2.7. Hiring
- 4.3. Transparency of the Educational Project
  - 4.3.1. Project Information
  - 4.3.2. Results of Educational Practice
- 4.4. Involvement of Educational Agents
  - 4.4.1. Personal Identification with the Project
  - 4.4.2. Center Staff
  - 4.4.3. Families
- 4.5. Quality Factors for the Creation of an Educational Project
  - 4.5.1. Inclusive vs. Exclusionary Center Projects
    - 4.5.1.1. At Student Body Level
    - 4.5.1.2. At Faculty Level
    - 4.5.1.3. Methodologies
- 4.6. Difficulty with Change and Accommodation to Reality
  - 4.6.1. Comfort Zone
  - 4.6.2. Fears and Weaknesses
- 4.7. Analysis of Results and New Proposals
  - 4.7.1. At External Testing Level
  - 4.7.2. At Internal Testing Level
  - 4.7.3. Satisfaction of Families with the Different Elements (curricular, personnel, etc.)
  - 4.7.4. Teacher satisfaction



## Module 5. Programming Phase of the Educational Project: Holistic Analysis of the Situation

- 5.1. Social Analysis
  - 5.1.1. Globalization
  - 5.1.2. State and Society
  - 5.1.3. Contemporary Politics and Ideologies
  - 5.1.4. Social Changes
  - 5.1.5. Information and Knowledge Society
  - 5.1.6. The Welfare Society, Realities and Myths
  - 5.1.7. Work and Employability
  - 5.1.8. Citizen Participation
  - 5.1.9. Diagnosis of the Social Context
  - 5.1.10. Challenges of Contemporary Society
- 5.2. Psychological Analysis
  - 5.2.1. Notes on Learning Theories
  - 5.2.2. Dimensions of Learning
  - 5.2.3. Psychological Processes
  - 5.2.4. Multiple Intelligences
  - 5.2.5. Cognitive and Metacognitive Processes
  - 5.2.6. Teaching Strategies
  - 5.2.7. Teaching Styles
  - 5.2.8. Educational Needs and Learning Difficulties
  - 5.2.9. Thinking Skills
  - 5.2.10. Counseling and Guidance
- 5.3. Cultural Analysis
  - 5.3.1. Theories on Culture
  - 5.3.2. Culture and Cultural Evolution
  - 5.3.3. Culture Components
  - 5.3.4. Cultural Identity
  - 5.3.5. Culture and Society
  - 5.3.6. Traditions and Customs in Culture
  - 5.3.7. Culture and Communication
  - 5.3.8. Culture and Cultural Educational
  - 5.3.9. Interculturality and Integration
  - 5.3.10. Crisis and Challenges in Culture
- 5.4. Technological Analysis
  - 5.4.1. ICTs and New Technologies
  - 5.4.2. Innovation and Development
  - 5.4.3. Advantages and Disadvantages of New Technologies
  - 5.4.4. Impact of ICT in the Educational Field
  - 5.4.5. Internet Access and New Technologies
  - 5.4.6. Digital Environment and Education
  - 5.4.7. E-learning and B-learning
  - 5.4.8. Collaborative Learning
  - 5.4.9. Video Games and Education
  - 5.4.10. ICT and Teacher Training
- 5.5. Ethical Analysis
  - 5.5.1. Approach to Ethics
  - 5.5.2. Ethics and Morals
  - 5.5.3. Moral Development
  - 5.5.4. Principles and Values Today
  - 5.5.5. Ethics, Morals and Beliefs
  - 5.5.6. Ethics and Education
  - 5.5.7. Educational Ethics
  - 5.5.8. Ethics and Critical Thinking
  - 5.5.9. Training in Values
  - 5.5.10. Ethics and Project Management
- 5.6. Business Analysis
  - 5.6.1. Business Planning and Strategy
  - 5.6.2. Mission and Vision of the Organization
  - 5.6.3. Organizational Structure
  - 5.6.4. Administrative Management
  - 5.6.5. Management
  - 5.6.6. Coordination
  - 5.6.7. Control
  - 5.6.8. Resources
    - 5.6.8.1. Human
    - 5.6.8.2. Technologies
  - 5.6.9. Supply, Demand and Economic Environment
  - 5.6.10. Innovation and Competition

- 5.7. Analysis of the Center's Goals and Objectives
  - 5.7.1. Definition of Goals and Objectives
  - 5.7.2. The Center's Goals
  - 5.7.3. General Objectives
  - 5.7.4. Specific Objectives
  - 5.7.5. Plans and Strategies
  - 5.7.6. Actions and Campaigns
  - 5.7.7. Expected Results
  - 5.7.8. Indicators of Achievement
- 5.8. Analysis of Students and Family Context
  - 5.8.1. Characteristics of the Student's Environment
  - 5.8.2. The Socialization Process
  - 5.8.3. Family Structure and Dynamics
  - 5.8.4. Educational Involvement of the Family
  - 5.8.5. The Student and Their Reference Groups
  - 5.8.6. Educational Inclusion and Family
  - 5.8.7. Attention to Diversity
  - 5.8.8. Coexistence Plan
  - 5.8.9. Self-Regulation and Independence
  - 5.8.10. Performance Factors
- 5.9. Analysis of Educational Agents
  - 5.9.1. Definition of Educational Intervention Agents
  - 5.9.2. The Role of the Educational Mediator
  - 5.9.3. Civil Society and Organizations
  - 5.9.4. The Educational Community
  - 5.9.5. The Teaching Staff
  - 5.9.6. The Managers
  - 5.9.7. Responsibility of the Mass Media
  - 5.9.8. Leadership and Education
  - 5.9.9. Learning Environments
  - 5.9.10. Integration and Participation Strategies

- 5.10. SWOT Analysis
  - 5.10.1. The SWOT Matrix
  - 5.10.2. Weaknesses
  - 5.10.3. Threats
  - 5.10.4. Strengths
  - 5.10.5. Opportunities
  - 5.10.6. Successful Pairs
  - 5.10.7. Matching Pairs
  - 5.10.8. Reaction Pairs
  - 5.10.9. Risk Pairs
  - 5.10.10. Lines of Action and Strategy

## Module 6. Integration Phase of the Educational Project in the Center

- 6.1. Applicable regulatory framework. General Considerations and Contents of the Educational Project
  - 6.1.1. General Considerations
  - 6.1.2. School Organization
    - 6.1.4.1. General Considerations
    - 6.1.4.2. Theoretical Approaches to School Organization
    - 6.1.4.3. Organizational Components in Schools
  - 6.1.5. Definition and Characteristics
  - 6.1.6. Values, Objectives and Priorities for Action Based on the Center's Identity.
  - 6.1.7. Common Basic Aspects for the Implementation of the Curriculum
  - 6.1.8. Pedagogical Lines
  - 6.1.9. Content of an Educational Project
  - 6.1.10. Aspects to Take into Account
- 6.2. Tutorial Action Plan
  - 6.2.1. General Considerations
  - 6.2.2. Objectives
  - 6.2.3. Tutor
    - 6.2.3.1. Tutorial Functions
    - 6.2.3.2. Tutoring Assignments
    - 6.2.3.3. Organization of Tutorials

- 6.2.4. Cycle Coordination
  - 6.2.4.1. Election of the Coordinator
  - 6.2.4.2. Cycle Functions
  - 6.2.4.3. Duties of the Coordinator
- 6.2.5. Reinforcements
- 6.2.6. Events and Activities
  - 6.2.6.1. In Relation to Students
  - 6.2.6.2. In Relation to Family
  - 6.2.6.3. In Relation to the Teaching Staff and Organization of the Center
  - 6.2.6.4. In Relation to Other Educational Agents
- 6.2.7. Student Evaluation
  - 6.2.7.1. Instruments
  - 6.2.7.2. Phases
  - 6.2.7.3. Qualification Criteria
  - 6.2.7.4. Promotion of the Student Body
- 6.2.8. Teacher evaluation Assessment of Other Educational Agents
- 6.2.9. Assessment of the Tutorial Action Plan
- 6.2.10. Aspects to Take into Account
- 6.3. Truancy plan
  - 6.3.1. General Considerations
  - 6.3.2. Definition of Absenteeism
  - 6.3.3. Absenteeism Typology
  - 6.3.4. Program Objectives
  - 6.3.5. Procedures for Action
    - 6.3.5.1. Preparation Phase
    - 6.3.5.2. Intervention Phase
    - 6.3.5.3. Evaluation Phase
  - 6.3.6. Punctuality Record
  - 6.3.7. Justification for Absences and Punctuality
  - 6.3.8. Summons and Minutes
  - 6.3.9. Referral Letter and Report
  - 6.3.10. Aspects to Take into Account
- 6.4. Plan of Attention to Educational Inclusion
  - 6.4.1. General Considerations
  - 6.4.2. Organizational Measures
  - 6.4.3. Access Adaptations
  - 6.4.4. Significant Adaptations
  - 6.4.5. Personal Resources
  - 6.4.6. Material Resources
  - 6.4.7. Agents Involved
  - 6.4.8. Protocols to Be Followed by the Tutor/School With Students
  - 6.4.9. Follow-up of the Action Plan
  - 6.4.10. Aspects to Take into Account
- 6.5. Coexistence and Equality Plan
  - 6.5.1. General Considerations
  - 6.5.2. Diagnosis of the State of Coexistence in the Center
  - 6.5.3. Objectives
  - 6.5.4. Organizational and Operational Criteria
  - 6.5.5. Performance models
    - 6.5.5.1. Model of Action Oriented to Prevention and to Achieving a Climate of Equality and Equal Opportunities
    - 6.5.5.2. Action Plans
      - 6.5.5.2.1. In the General Organization and Planning of the Center
      - 6.5.5.2.2. In the Area of Tutoring
      - 6.5.5.2.3. In the Field of Educational Guidance
      - 6.5.5.2.4. In the Area of Common Space Activities
      - 6.5.5.2.5. At Family Level
    - 6.5.5.3. Model of Action With Respect to Students Who Behave in a Manner Contrary to the Rules of Coexistence
    - 6.5.5.4. Model of Action With Respect to Students Who Behave in a Way That Is Seriously Detrimental to the Center's Coexistence
  - 6.5.6. Follow-up of the Action Plan
  - 6.5.7. Action Protocol for Situations of Violence Among Peers
  - 6.5.8. Action Protocol for Aggressions against Teachers
  - 6.5.9. Other Action Protocols
  - 6.5.10. Aspects to Take into Account

- 6.6. Transition Plan between Stages
    - 6.6.1. General Considerations
    - 6.6.2. Personnel Involved
    - 6.6.3. Promotion
    - 6.6.4. Objectives
    - 6.6.5. Methodological Guidelines
    - 6.6.6. Assessment
    - 6.6.7. Follow-up Meetings
    - 6.6.8. Aspects to Take into Account
  - 6.7. Reading Promotion Plan
    - 6.7.1. General Considerations
    - 6.7.2. Analysis of the Needs in the Field of Reading in the Center
    - 6.7.3. Objectives
    - 6.7.4. Strategies to Achieve the Objectives
    - 6.7.5. Methodology
    - 6.7.6. Proposed Activities
    - 6.7.7. Resources
    - 6.7.8. Evaluation of the Reading Plan
    - 6.7.9. Templates
    - 6.7.10. Aspects to Take into Account
  - 6.8. School Welcome Plan
    - 6.8.1. General Considerations
    - 6.8.2. General Objectives
    - 6.8.3. Responsibilities
  - 6.8.4. Newly Arrived Students
    - 6.8.4.1. General Aspects
      - 6.8.4.1.1. Before Incorporation
        - 6.8.4.1.1.1. Registration, Information and Preparation
      - 6.8.4.1.2. Incorporation
        - 6.8.4.1.2.1. Welcome
        - 6.8.4.1.2.2. Incorporation into the Classroom
      - 6.8.4.1.3. Subsequent to Incorporation
        - 6.8.4.1.3.1. Initial Assessment and Determination of Needs
        - 6.8.4.1.3.2. Coordination of Educational Agents
        - 6.8.4.1.3.3. Follow-up Planning
      - 6.8.4.1.4. Follow-up and Possibilities
      - 6.8.4.1.5. Process Evaluation
    - 6.8.4.2. New Students Arriving at the Beginning of the Course Once the Course Has Started
    - 6.8.4.3. Newly Arrived Students after the Start of the Course
    - 6.8.4.4. Newly Arrived Students With No Knowledge of the Language.
  - 6.8.5. Newly Recruited Teaching Staff
    - 6.8.5.1. General Aspects
    - 6.8.5.2. Newly Arrived Teaching Staff at the Beginning of the School Year
    - 6.8.5.3. Newly Arrived Teaching Staff After the Start of the Academic Year
  - 6.8.6. Non-Teaching Staff
    - 6.8.6.1. General Aspects
    - 6.8.6.2. Non-Teaching Staff Newly Arrived at the beginning of the Academic Year
    - 6.8.6.3. Non-Teaching Staff Arriving at the Beginning of the Course
  - 6.8.7. Model Student Welcome Plan
  - 6.8.8. Template for the Teacher Welcome Plan
  - 6.8.9. Model Welcome Plan for Non-Teaching Staff
  - 6.8.10. Aspects to Take into Account
- 6.9. Internal Regulations
  - 6.9.1. General Considerations
  - 6.9.2. Student Enrollment in the School
  - 6.9.3. Check-in and Check-Out Times

- 6.9.4. Absence and Substitutions
  - 6.9.4.1. Student Absences and Substitutions
  - 6.9.4.2. Absence and Substitutions of Teaching and Non-Teaching Personnel
- 6.9.5. Medication Administration Protocol
  - 6.9.5.1. General Criteria
  - 6.9.5.2. Health Protocol
  - 6.9.5.3. Foreseeable and Non-Foreseeable Emergencies
  - 6.9.5.4. First Aid Kit
  - 6.9.5.5. Medication Administration
  - 6.9.5.6. Annexes
- 6.9.6. Accident Protocol
  - 6.9.6.1. General Criteria
  - 6.9.6.2. Mild and Severe Situations
- 6.9.7. Protocol Regarding Extracurricular and Complementary Outings
- 6.9.8. Protocol for the Management of the Center's Spaces and Facilities
  - 6.9.8.1. General Criteria
  - 6.9.8.2. Security and Surveillance of the Center
  - 6.9.8.3. Concierge
  - 6.9.8.4. Common Areas
  - 6.9.8.5. Classroom
  - 6.9.8.6. Use of Information Technology
  - 6.9.8.7. Others
- 6.9.9. Mentoring Meetings
- 6.9.10. Aspects to Take into Account
- 6.10. Project of Projects
  - 6.10.1. School Lunchroom Educational Project
  - 6.10.2. Emergency Plan
  - 6.10.3. Innovation Project
  - 6.10.4. Textbook Reuse, Replacement and Renewal Program
  - 6.10.5. Improvement Plan
  - 6.10.6. Curricular Project
  - 6.10.7. Linguistic Project
  - 6.10.8. Educational Marketing Plan

- 6.10.9. Teacher Training Plan
- 6.10.10. TIC Project
- 6.10.11. To Learn More

## Module 7. Implementation Phase of the Educational Project: Key Factors for an Efficient and Effective Educational Project

- 7.1. Educational Leadership How Many of Us Are There?
  - 7.1.1. General Considerations
  - 7.1.2. Theories That Bring Us Closer to the Figure of the Leader
  - 7.1.3. Essential Leadership Competencies
  - 7.1.4. Leadership Models
  - 7.1.5. European Trends in Educational Leadership
  - 7.1.6. Tools for Effective and Efficient Leadership
  - 7.1.7. Phases to Become a Leader
  - 7.1.8. Social Skills
  - 7.1.9. Emotional skills
  - 7.1.10. Aspects to Take into Account
- 7.2. Preparation. Who Are We?
  - 7.2.1. General Considerations
  - 7.2.2. Definition of the Educational Project
  - 7.2.3. Relationship of the Educational Project with Other Documents
  - 7.2.4. Implications of the Educational Project
  - 7.2.5. Process Definition
  - 7.2.6. Performance Planning
  - 7.2.7. Proposal
  - 7.2.8. Examples of Planning the Process of Elaboration of an Educational Project
  - 7.2.9. Aspects to Take into Account
- 7.3. Situation Analysis. Where are we?
  - 7.3.1. General Considerations
  - 7.3.2. Process Definition
  - 7.3.3. Analysis of the Center
    - 7.3.3.1. Center Analysis Sheets

- 7.3.4. Analysis of the Environment
  - 7.3.4.1. Environmental Analysis Sheets
- 7.3.5. Model Report from the Management Team to the Different Educational Agents
- 7.3.6. Educational Project Survey
- 7.3.7. Aspects to Take into Account
- 7.4. Sensitization. Why Do We Need Everyone?
  - 7.4.1. General Considerations
  - 7.4.2. Process Definition
  - 7.4.3. Performance Planning
  - 7.4.4. Proposal
  - 7.4.5. Examples of Planning the Awareness-Raising Process of an Educational Project
  - 7.4.6. Aspects to Take into Account
- 7.5. Production. What Do We Want?
  - 7.5.1. General Considerations
  - 7.5.2. Process Definition
  - 7.5.3. Principles, Values and Signs of Identity of the Center
  - 7.5.4. Basic objectives. Priorities
  - 7.5.5. Approval and Validation
  - 7.5.6. Broadcast
  - 7.5.7. Templates
  - 7.5.8. Aspects to Take into Account
- 7.6. Implementation. How Do We Do It?
  - 7.6.1. General Considerations
  - 7.6.2. Process Definition
  - 7.6.3. Templates
  - 7.6.4. Aspects to Take into Account
- 7.7. Monitoring and Assessment Which Way Do We Go?
  - 7.7.1. General Considerations
  - 7.7.2. Process Definition
  - 7.7.3. Validity and Revision
  - 7.7.4. Templates
  - 7.7.5. Aspects to Take into Account

- 7.8. Redesign of the Educational Project. Shall We Continue?
  - 7.8.1. General Considerations
  - 7.8.2. Process Definition
  - 7.8.3. Aspects to Take into Account
- 7.9. Coordination of Unipersonal and Collegiate Governing Bodies. How Are We Going to Coordinate?
  - 7.9.1. General Considerations
  - 7.9.2. Process Definition
  - 7.9.3. Single-Member Bodies
  - 7.9.4. Collegiate Governing Bodies
  - 7.9.5. Aspects to Take into Account
- 7.10. Participation of the Different Educational Agents. How Are We Going to Participate?
  - 7.10.1. General Considerations
  - 7.10.2. Process Definition
  - 7.10.3. Participation and Management Model
  - 7.10.4. Family Involvement
  - 7.10.5. Teacher Participation
  - 7.10.6. Non-Teaching Staff Participation
  - 7.10.7. Student Participation
  - 7.10.8. Involvement of the Environment
  - 7.10.9. Aspects to Take into Account
- 7.11. To Learn More

## Module 8. Leadership, Direction and Management of the Educational Project

- 8.1. Terms and Roles: Management, Direction, Leadership
  - 8.1.1. Manager
  - 8.1.2. Director
  - 8.1.3. Leader
  - 8.1.4. The Role of Management in the School Management Function
  - 8.1.5. The Role of Management in the School Leadership Role
  - 8.1.6. The Role of Leadership in the School Management Function



- 8.1.7 The Virtuous Triangle
- 8.1.8 Nobody Is Perfect No One Is an Island
- 8.1.9 A Set of Counterweights
- 8.1.10 Is the Solitude of the Head Really Necessary?
- 8.2. Coaching and Leadership
  - 8.2.1 The Management Function as Leadership of Leaders
  - 8.2.2 The Leader as Coach
  - 8.2.3 Leadership, Coaching and Maieutics
  - 8.2.4 Elements of Team Coaching: Assisting Water Breakage
    - 8.2.4.1 Check the Equipment
    - 8.2.4.2 Making People Aware of Change
    - 8.2.4.3 Be a Speaker, a Flagbearer, Encourage, Provoke
  - 8.2.5 Elements of Team Coaching: Intervening Subcutaneously
    - 8.2.5.1 Transferring Responsibility to the Team
    - 8.2.5.2 Encourage Participation
    - 8.2.5.3 Articulate What Is Already in Place
    - 8.2.5.4 Standardization
  - 8.2.6 Elements of Team Coaching: Boosting the Body's Defences
    - 8.2.6.1 Revealing Signs or Symptoms
    - 8.2.6.2 Sustaining Discomfort
    - 8.2.6.3 Giving Back to the Team What Belongs to It
    - 8.2.6.4 Giving Voice to the Silenced
  - 8.2.7 The Leader and Chaos Order: Transaction and Transformation
  - 8.2.8 Changing the Language to Change the Facts
    - 8.2.8.1 Communication as the Key to Change
    - 8.2.8.2 Language as an Engine of Change
    - 8.2.8.3 History, Metaphors and Stories The Effectiveness of Symbolic Language
    - 8.2.8.4 From Words to Deeds
    - 8.2.8.5 Celebrate What Has Been Achieved
  - 8.2.9 Words Persuade, Example Drags

- 8.3. Structures and Leadership: Persons of Reference in the Center, Other Leaders
  - 8.3.1. The Power-Authority Binomial
  - 8.3.2. Organizational Structures and Formal Leaderships
  - 8.3.3. Do We Have the Necessary and Sufficient Structures?
  - 8.3.4. Types of Leadership (Without Last Names)
    - 8.3.4.1. Master Leaders
    - 8.3.4.2. Organizing Leaders
    - 8.3.4.3. Leading Builders
  - 8.3.5. Paraformal Leadership and Adaptive Structures
  - 8.3.6. The Delegated Power
  - 8.3.7. There Is No Manager Without Direction and No Leader Without a Project
  - 8.3.8. You Can Learn to Be a Leader, but You Have to Dedicate Time and Attention to It
  - 8.3.9. Leading From Values: Commitment, Exemplarity, Greatness and Resilience
- 8.4. Election, Training and Accompaniment of Leaders in the Center.
  - 8.4.1. Why Do We Need This Leader? Work Teams and Leadership
  - 8.4.2. Creating the Future: Delegation in Leaders
    - 8.4.2.1. Requirements to Delegate
    - 8.4.2.2. The Delegation Process
    - 8.4.2.3. Delegation Phases
  - 8.4.3. Co-Creating the Future: Empowering Leaders
    - 8.4.3.1. Forms of Empowerment
    - 8.4.3.2. Communication to the Center
    - 8.4.3.3. The Limits of Power
  - 8.4.4. The Ongoing Training of Leaders
  - 8.4.5. Accompanying Those Who Care for Them
  - 8.4.6. Personalized Follow-up for Those Who Have a Responsibility
  - 8.4.7. Professional Development of Leaders
  - 8.4.8. It Is Good to Be Grateful: The Day After Relinquishing a Responsibility
- 8.5. How to Champion the Educational Project?
  - 8.5.1. Know the Framework Well: Mission, Vision and Values.
  - 8.5.2. Knowing How to Transmit
  - 8.5.3. Times and Forms of Transmission
    - 8.5.3.1. The Important vs. The Urgent
    - 8.5.3.2. Be Aware That 92% Of What Is Communicated Is Non-Verbal Language
  - 8.5.4. Anchoring in the Real Context
  - 8.5.5. Every Project Requires Strategy and Tactics
    - 8.5.5.1. The Strategic Plan. Actors
    - 8.5.5.2. Tactics. Actors
  - 8.5.6. Trial and Error
  - 8.5.7. The Educational Project and Leaders as Coolhunters
  - 8.5.8. Erarre humanum est, etc. The School as a Laboratory: Possibilities and Limits
  - 8.5.9. Perseverare Autem Diabolicum. What Does Not Work Is a Waste
  - 8.5.10. Et Tertia Non Datur? That 50-25-20 Advice
- 8.6. Theoretical and Practical Training on the Basics of the Project
  - 8.6.1. The Binomial Foundation-Practicality
  - 8.6.2. It Is Always Necessary to Justify What Is Going to Be Done.
    - 8.6.2.1. The Necessary Scientific Support
    - 8.6.2.2. As a Propaedeutic Motif
    - 8.6.2.3. As a Communicative Argument
    - 8.6.2.4. To Encourage Reflection, Observation and Evaluation
  - 8.6.3. The Practical Benefits Must Also Be Substantiated
  - 8.6.4. Application of What Has Been Learned: Motivation and Supervision
  - 8.6.5. Where to Invest More Effort?
  - 8.6.6. Non-Complaining Reflection on What Is Not Working
  - 8.6.7. Cross-Pollination: Co-Learning among Teachers
  - 8.6.8. Reflection on Best Practices
  - 8.6.9. When What Is Done Has Already Been Done

- 8.7. The Development of a Project I: Its Phases, Possibilities of each Phase
  - 8.7.1. Every Project and Group Has Phases of Change
  - 8.7.2. Phases of a Project. Possibilities
    - 8.7.2.1. Analysis
    - 8.7.2.2. Design
    - 8.7.2.3. Implementation
    - 8.7.2.4. Assessment
  - 8.7.3. From Paper Project to Reality
  - 8.7.4. Microchanges and Development of the Educational Project: The Value of Work in the Classroom
  - 8.7.5. Making the Most of What You Do: Listening as a Driver of Change
  - 8.7.6. Project Development and Personal Changes: The Change Curve
    - 8.7.6.1. Neutral Phases
    - 8.7.6.2. New Beginnings
    - 8.7.6.3. Transition and Development
  - 8.7.7. Overlapping Phases in Complex Projects
    - 8.7.7.1. How to Deal with Permanent Change?
    - 8.7.7.2. When It Is Not Possible to Change Equipment
  - 8.7.8. What If I Doesn't Work? You Can Also Live on Mistakes
- 8.8. The Development of a Project II: Possible Obstacles
  - 8.8.1. Personal Obstacles
    - 8.8.1.1. Different Types of Stakeholder Profiles
    - 8.8.1.2. Profiles by Time of Performance
    - 8.8.1.3. Profiles by Socket
    - 8.8.1.4. From Balkanized Cultures to Professional Communities
  - 8.8.2. Bureaucratic Laze
    - 8.8.2.1. Continuous Evaluation. Development of Appropriate Indicators
    - 8.8.2.2. There Are No Universal Indicators
    - 8.8.2.3. No School Fits on Paper
  - 8.8.3. Laws, Rules and Regulations
    - 8.8.3.1. Learning to Read
    - 8.8.3.2. Ask
    - 8.8.3.3. Daring to Propose
  - 8.8.4. Obstacles as Tools for Improvement
- 8.9. Project Development III: Risk Factors
  - 8.9.1. Personal
    - 8.9.1.1. Lack of Equipment
    - 8.9.1.2. Internal Conflicts
    - 8.9.1.3. Anti-Leadership Attitudes
  - 8.9.2. Structural
    - 8.9.2.1. Inconsistency with the Mission
    - 8.9.2.2. Lack of Alignment with the Vision
    - 8.9.2.3. Contradiction with Values
    - 8.9.2.4. Duplicity
    - 8.9.2.5. Overload
  - 8.9.3. Strategic
    - 8.9.3.1. Decontextualization
    - 8.9.3.2. Unsustainability
  - 8.9.4. Tactical
    - 8.9.4.1. Lack of Knowledge of the Context
    - 8.9.4.2. Lack of planning
    - 8.9.4.3. Premura
  - 8.9.5. Communicative
    - 8.9.5.2. "What Will People Say"
    - 8.9.5.3. From Customers to Allies
  - 8.9.6. Project Design and Risk Factors. Courage and Prudence
  - 8.9.7. The Need for External Advisors/Supervisors
- 8.10. Evaluation of the Leadership and Management of the Educational Project
  - 8.10.1. Evaluation as the Cornerstone of a Project
  - 8.10.2. The Role of Leadership and Management Assessment in Project Evaluation
  - 8.10.3. Who Evaluates the Leader?
  - 8.10.4. Leadership Assessment Tools
  - 8.10.5. Developing a Professional Management Career: Learning to Manage and Lead
    - 8.10.5.1. Continuing Education
    - 8.10.5.2. Management Support
    - 8.10.5.3. Forums and Exchanges

- 8.10.6. The Local Management Culture and the Educational Project of the Center
- 8.10.7. The Local Management Culture Is Part of the Center's Pedagogical Teaching
- 8.10.8. Leadership Cycles, the Hallmark of Schools
- 8.10.9. The Role of Seniors in the School of Tomorrow

### Module 9. Planning and Financial Management of Educational Projects

- 9.1. Situation Analysis and Educational Problems
  - 9.1.1. Diagnostic Examination
  - 9.1.2. Educational Indicators
  - 9.1.3. The Educational Problem
  - 9.1.4. Infrastructure Problems
  - 9.1.5. Socio-Economic Problems
  - 9.1.6. Administrative and Institutional Problems
  - 9.1.7. Environmental Problems
  - 9.1.8. Historical-Cultural Problems
  - 9.1.9. Cause-Effect Analysis
  - 9.1.10. SWOT Analysis
- 9.2. Introduction to the Planning and Financial Management of Educational Projects.
  - 9.2.1. Project Preparation and Assessment
  - 9.2.2. Decision-Making Associated with a Project
  - 9.2.3. Typology of Projects
  - 9.2.4. Project Assessment
  - 9.2.5. Social Assessment of Projects
  - 9.2.6. Projects in Development Planning
  - 9.2.7. Scope of the Project Study
  - 9.2.8. The Technical Study of the Project
  - 9.2.9. Market Research
  - 9.2.10. Organizational and Financial Study

- 9.3. Economic Structure and Market Research Educational
  - 9.3.1. Market Structure
  - 9.3.2. Demand for Educational Product
  - 9.3.3. Pricing
  - 9.3.4. The Offer
  - 9.3.5. The Project Market
  - 9.3.6. Objective and Stages of the Market Study
  - 9.3.7. The Consumer
  - 9.3.8. Commercial Strategy
  - 9.3.9. Analysis of the Medium
  - 9.3.10. The Demand
- 9.4. Projection and Cost Estimation Techniques
  - 9.4.1. The Projection
  - 9.4.2. Projection Methods
  - 9.4.3. Qualitative and Causal Methods
  - 9.4.4. Time Series Model
  - 9.4.5. Cost Information
  - 9.4.6. Differential and Future Costs
  - 9.4.7. Relevant Cost Elements
  - 9.4.8. Short-Term Cost Functions
  - 9.4.9. Cost-Volume-Utility Analysis
  - 9.4.10. Accounting Costs and V.A.T. (Value Added Tax) Cost. (Value Added Tax)
- 9.5. Economic Background for Technical Study and Sizing
  - 9.5.1. Scope of the Study and Production Process
  - 9.5.2. Economies of Scale
  - 9.5.3. Lange Model
  - 9.5.4. Investments in Equipment
  - 9.5.5. Personal Balance and Choice of Technological Alternatives
  - 9.5.6. Factors Influencing Project Size
  - 9.5.7. Size Economy
  - 9.5.8. Size Optimization
  - 9.5.9. Size of a Project With a Growing Market
  - 9.5.10. Size of a Project With Constant Demand

- 9.6. Location Decisions and Organizational Economic Effects
  - 9.6.1. Study and Location Factors
  - 9.6.2. Non-Quantifiable Factor Evaluation Methods
  - 9.6.3. Qualitative Point Method
  - 9.6.4. Brown and Gibson's Method
  - 9.6.5. Net Present Value Maximization
  - 9.6.6. The Study of the Project Organization
  - 9.6.7. The Economic Effects of Organizational Variables
  - 9.6.8. Investment in Organization
  - 9.6.9. Administrative Operation Costs
  - 9.6.10. Relevance of Administrative Systems in Project Preparation and Appraisal
- 9.7. Project Benefits and Construction of Cash Flows
  - 9.7.1. Types of Benefits
  - 9.7.2. Scrap Values
  - 9.7.3. Pricing Policies
  - 9.7.4. Profitability Analysis for Pricing
  - 9.7.5. Elements of Cash Flow
  - 9.7.6. Structure of a Cash Flow
  - 9.7.7. Investor Cash Flow
  - 9.7.8. Cash Flows from Projects in Operating Companies
  - 9.7.9. EBITDA
  - 9.7.10. Other Considerations
- 9.8. Project Assessment Criteria and Discount Rate
  - 9.8.1. Net Present Value (NPV) Approach
  - 9.8.2. The Internal Rate of Return Criterion (IRR)
  - 9.8.3. Other Decision Criteria
  - 9.8.4. Effects of Inflation on Project Appraisal
  - 9.8.5. The Cost of Capital
  - 9.8.6. The Cost of Debt
  - 9.8.7. The Cost of Equity
  - 9.8.8. Capital Asset Pricing Model for Determining the Cost of Equity
  - 9.8.9. Average Company Rate Versus CAPM
  - 9.8.10. The Agency Problem

- 9.9. Risk and Sensitivity Analysis
  - 9.9.1. Preliminary Considerations
  - 9.9.2. One-Dimensional Model of NPV Sensitization
  - 9.9.3. Multidimensional NPV Sensitization Model, Monte Carlo Simulation
  - 9.9.4. Uses and Abuses of Sensitivity
  - 9.9.5. Project Preparation and Social Assessment
  - 9.9.6. Social Costs and Benefits
  - 9.9.7. Incidence of Indirect Effects or Externalities
  - 9.9.8. Incidence of Intangible Effects
  - 9.9.9. Incidence of the Social Discount Rate
  - 9.9.10. Private and Social Assessment

## Module 10. Marketing and Advertising of an Educational Project

- 10.1. Introduction to Marketing
  - 10.1.1. Introduction to Marketing
  - 10.1.2. Marketing Needs
  - 10.1.3. The Evolution of the Concept of Marketing
  - 10.1.4. New Trends in Marketing
  - 10.1.5. From Transactional Marketing to Relationship Marketing
  - 10.1.6. Corporate Social Responsibility
  - 10.1.7. Marketing
    - 10.1.7.1. Marketing 1.0
    - 10.1.7.2. Marketing 2.0
    - 10.1.7.3. Marketing 3.0
    - 10.1.7.4. Marketing 4.0
  - 10.1.8. Holistic Marketing
- 10.2. Commercial Planning
  - 10.2.1. Corporate Strategic Planning and Marketing Planning
  - 10.2.2. Marketing Plan in the Company
  - 10.2.3. Phase 1: Situation Analysis
    - 10.2.3.1. Market Analysis
    - 10.2.3.2. Microenvironment
    - 10.2.3.3. Macroenvironment
    - 10.2.3.4. Internal Analysis

- 10.2.4. Phase 2: Setting Objectives
- 10.2.5. Phase 3: Strategy Design
  - 10.2.5.1. The Product
  - 10.2.5.2. The Price
  - 10.2.5.3. Distribution
  - 10.2.5.4. Communication.
- 10.2.6. Phase 4: Assessment, Organization, Implementation and Control of the Strategy
  - 10.2.6.1. Assessment of the Commercial Strategy
  - 10.2.6.2. Organization of the Marketing Department and Implementation of the Commercial Strategy
  - 10.2.6.3. Commercial Strategy Control (Feedback)
- 10.3. Market and Customer Segmentation
  - 10.3.1. Improve the Effectiveness of Marketing Actions by Means of Correct Customer Segmentation
  - 10.3.2. Differentiate Campaign Leads to Target Efforts to Those Who Will Buy the Products.
  - 10.3.3. Select the Markets and Audiences That Best Fit Your Company's Products/ Services and Characteristics
  - 10.3.4. Identify Your Customers' Needs and Design an Effective Marketing Mix to Meet Those Needs
  - 10.3.5. Obtain a Highly Competitive Advantage and Generate Growth Opportunities for Your Company.
  - 10.3.6. Know Which Variables Should Be Part of My Segmentation Program.
  - 10.3.7. What Are the Benefits of Implementing a Segmentation Program?
  - 10.3.8. Incorporate Segmentation Into the Company's Sales and Marketing Process.
- 10.4. Positioning and Personal Brand Building
  - 10.4.1. How Is the So-Called Brand Value Generated?
  - 10.4.2. Keys to Proper Online and Offline Brand Management
  - 10.4.3. Elements That Make up the Trademark and What Characteristics They Must Meet
  - 10.4.4. Characteristics, Advantages and Disadvantages of the Different Existing Strategies for Brand Management
  - 10.4.5. Appropriate Strategies to Improve the Positioning of the Product or Service Through the Brand and Its Communication.
- 10.5. Advertising Creativity and a New Form of Communication in the Company
  - 10.5.1. What Is Creativity and What Are the Best Conditions to Create?
  - 10.5.2. What Does It Take To Get to the Idea?
  - 10.5.3. How Does the Advertising Creative's Thinking Work?
  - 10.5.4. How Is an Advertising Message Structured?
  - 10.5.5. How to Generate Publicity?
  - 10.5.6. How to Create Ads in the Digital Sphere?
  - 10.5.7. What Are the Main Reasons Why It Is Necessary to Have a Brand?
  - 10.5.8. What Are the Differences Between the Logo and the Brand?
- 10.6. Educational Offer
  - 10.6.1. The Educational Project
  - 10.6.2. Ideology
  - 10.6.3. Extra Services
  - 10.6.4. Use of Different Materials
  - 10.6.5. Certifications
  - 10.6.6. Differences in Your Educational Offer
  - 10.6.7. Methodology
  - 10.6.8. Teaching Staff
  - 10.6.9. Installations
  - 10.6.10. Ancillary Services. (Location and access roads)
- 10.7. Social Networks
  - 10.7.1. Facebook ADS Campaign
    - 10.7.1.1. Create Persuasive, High-Impact Campaigns, Driving the Customer Through the Entire Buying Journey and Using the Right Campaign Objectives.
    - 10.7.1.2. Take 100% Advantage of the Facebook Platform, Knowing Its Structure and Operation
    - 10.7.1.3. Create Ads in Different Facebook Formats, Knowing Their Structure and Operation.
    - 10.7.1.4. Prepare a Presentation Covering All the Sales Processes.
    - 10.7.1.5. Create and Optimize Your Facebook Page for the Best Results
    - 10.7.1.6. "Spy" on Competitors and Use Them as a Reference to Improve Your Products and Services
    - 10.7.1.7. Control the ROI of Your Campaign and Thus Increase Your Results

- 10.7.2. Twitter ADS Campaign
  - 10.7.2.1. Objective
  - 10.7.2.2. Audience
  - 10.7.2.3. Bids
  - 10.7.2.4. Budget
  - 10.7.2.5. Creativity
  - 10.7.2.6. Analysis of Your Campaign
- 10.7.3. Instagram Campaign
  - 10.7.3.1. Contents
  - 10.7.3.2. Optimize Your Profile
  - 10.7.3.3. Use of Hashtags
  - 10.7.3.4. Encourage Participation
  - 10.7.3.5. Show Customer Experiences
  - 10.7.3.6. Instagram for Events
- 10.7.4. E-mail Marketing Campaigns.
- 10.7.5. WhatsApp Campaigns
- 10.7.6. The Apps
- 10.7.7. Blog
- 10.8. Creation and Management of the Marketing Strategy for Service Companies.
  - 10.8.1. What Is Service Marketing and the Strategies, Methodologies and Tools?
  - 10.8.2. Distinctive Aspects of Service Marketing
  - 10.8.3. Service Marketing Plan
  - 10.8.4. Successful Positioning in Service Markup
  - 10.8.5. Analyze Customer Behavior in Service Companies.
- 10.9. Marketing Strategies
  - 10.9.1. Introduction
  - 10.9.2. Product Decisions
    - 10.9.2.1. Product Dimensions
    - 10.9.2.2. Product Portfolio Decisions
    - 10.9.2.3. Creation of New Products
    - 10.9.2.4. Product Life Cycle
  - 10.9.3. Pricing Decisions
    - 10.9.3.1. Pricing Policies and Strategies
    - 10.9.3.2. Pricing Policy Determinants
    - 10.9.3.3. Pricing Strategies
  - 10.9.4. Distribution Decisions
    - 10.9.4.1. Decisions Related to Distribution Management
  - 10.9.5. Communication Decisions
    - 10.9.5.1. Personal Selling
    - 10.9.5.2. Sales Promotion
    - 10.9.5.3. Public Relations
    - 10.9.5.4. Advertising
    - 10.9.5.5. Other Communication Tools
- 10.10. Marketing Metrics: Campaign Profitability Analysis
  - 10.10.1. Usefulness of the Different Metrics According to the Type of Company, Its Strategy and Objectives
  - 10.10.2. Main Indicators Used to Measure the Performance of Companies' Commercial and Marketing Activities
  - 10.10.3. The Importance of Assessing the Marketing Actions Developed in the Company for Management and Improvement Purposes
  - 10.10.4. Avoiding Inappropriate Use of Metrics
  - 10.10.5. Use Marketing Metrics to Assess the Profitability, Efficiency and Effectiveness of Programs



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

06

# 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.

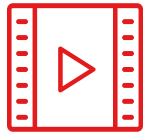
*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

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

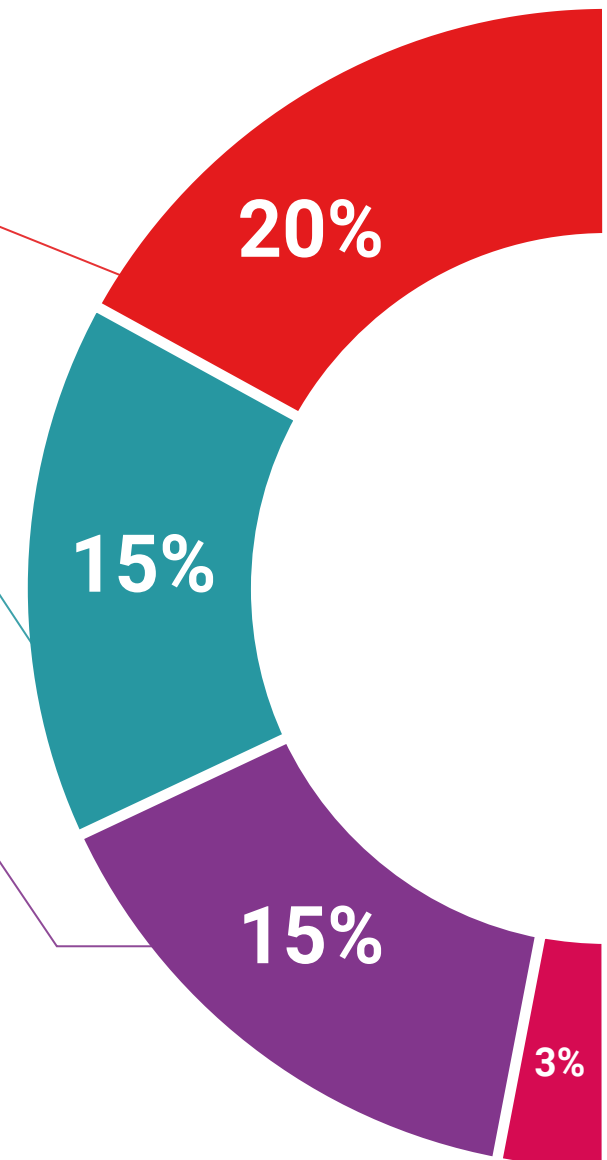
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

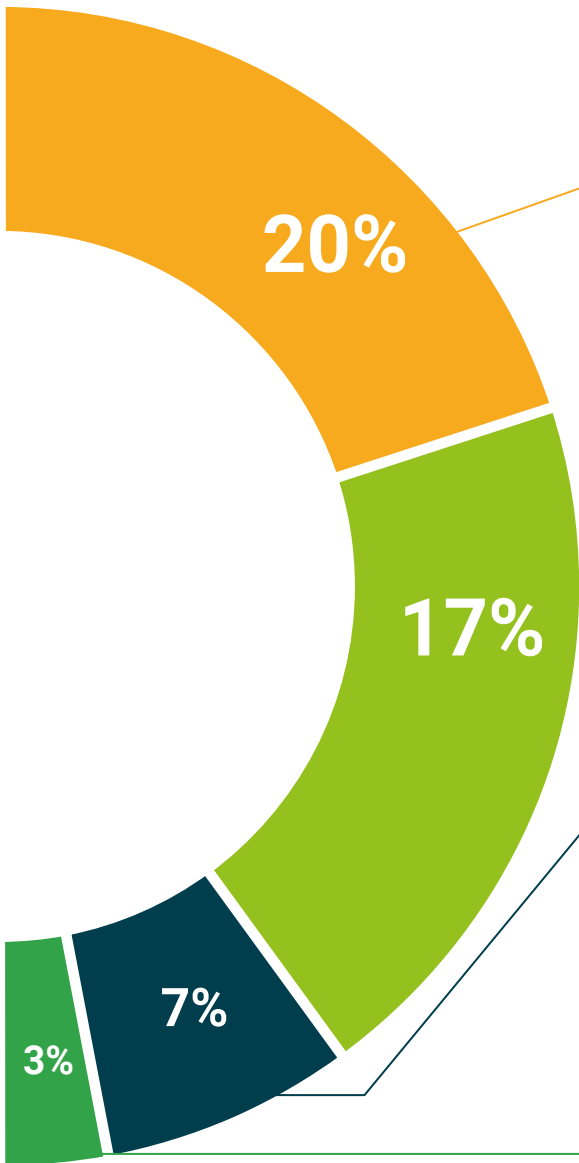
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### 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.



07

# Certificate

The Master's Degree in Programming and Implementation of Educational Projects guarantees students, in addition to the most rigorous and up-to-date education, access to a qualification issued by TECH Global University.





“

*Successfully complete this program  
and receive your university degree  
without travel or laborious paperwork”*

This program will allow you to obtain your **Master's Degree diploma in Programming and Implementation of Educational Projects** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

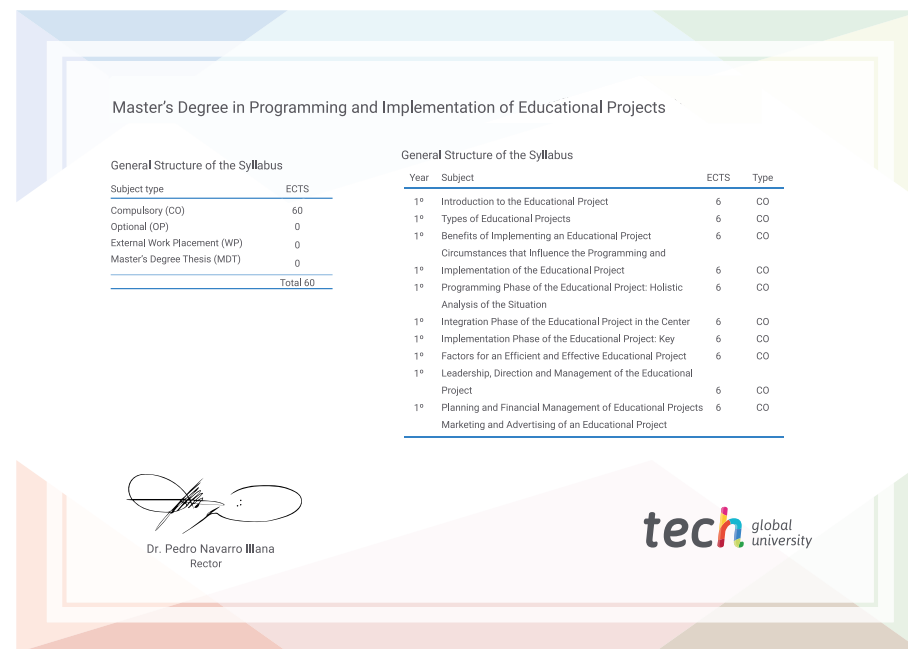
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Programming and Implementation of Educational Projects**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



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

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



## Master's Degree Programming and Implementation of Educational Projects

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

# Master's Degree

## Programming and Implementation of Educational Projects

