Hybrid Professional Master's Degree

Programming and Implementation of Educational Projects

tech global university

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Hybrid Professional Master's Degree

Programming and Implementation of Educational Projects

Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Certificate: **TECH Global University**

60 + 5 ECTS Credits

Website: **www.techtitute.com/us/education/hybrid-professional-master-degree/hybrid-professional-master-degree-programming-implementation-educational-projects**

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01

Introduction

The centers that want to be at the forefront of education must have the best teaching projects based on the latest psycho-pedagogical strategies and the use of ICT as vehicular tools. This is an area in which the teaching professional must place special emphasis through the use of didactic guidelines that are adapted to the educational context. Precisely in the design of this type of programming is what the syllabus of this program focuses on. TECH offers graduates the opportunity to take a program consisting of 1,500 hours of theoretical content 100% online and 3 weeks of internship in an educational center of reference.

Would you like to master the innovative design of educational projects from a theoretical and practical perspective? Enroll in this program and you will achieve it in a guaranteed way and reaching the highest level"

The expertise in each of the stages of the design of an educational project is what gives the result a plus of quality that is demonstrated, a posteriori, through a dynamic, modern and, above all, effective teaching, adapted to the needs of all its students. The implementation of, for example, Information and Communication Technologies in the classroom through the use of digital tools and programs, brings to the programming an innovative extra that promotes the interest of students, making them participate in the educational process with enthusiasm and perseverance. In this way, teaching professionals contribute to an effective evolution towards inclusive and effective teaching, in which the different profiles work together to learn and develop according to their psychosocial level.

This is precisely the focus of the Hybrid Professional Master's Degree in Programming and Implementation of Educational Projects that TECH has launched on the market. This is a multidisciplinary academic experience that includes 1,500 hours of theory and 120 hours of practical experience in a center of reference in the international educational field. In this way, the graduate can, first of all, specialize their knowledge in the elaboration of the teaching project, from the mastery of its phases to the most avant-garde didactic concepts (*Flipped Classroom*, *Design Thinking*, gamification, etc.), while A Posteriori can use them in a real environment.

To this end, you will have access to the most innovative academic resources, designed by a team of experts in the educational field, who will also be part of the program's management, serving as a guide to help you make the most of the degree course. All of this content will be available on the Virtual Campus from the very beginning and can be downloaded to any device with an Internet connection. You will be able to make use of it, even during the 3 weeks of practice, being able to consult it whenever you need it and extracting from it the criteria you consider most relevant for the design of the best educational projects ever seen.

This **Hybrid Professional 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:

- Development of more than 100 case studies presented by teaching professionals in primary and early childhood education, experts in the design of diverse educational projects adapted to the needs of students
- Its graphic, schematic and eminently practical contents, which are designed to provide technical and assistance information on those teaching disciplines that are essential for professional practice
- Effective management and design of action plans for the different situations that may arise both in the classroom and in the general school context
- Learn in detail the most effective psycho-pedagogical strategies for the effective validation of emotions through the knowledge of feelings and their management
- Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- Practice guides on how to deal with different conflict situations in the classroom
- 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
- In addition, you will be able to do an internship in one of the best academic centers in the world

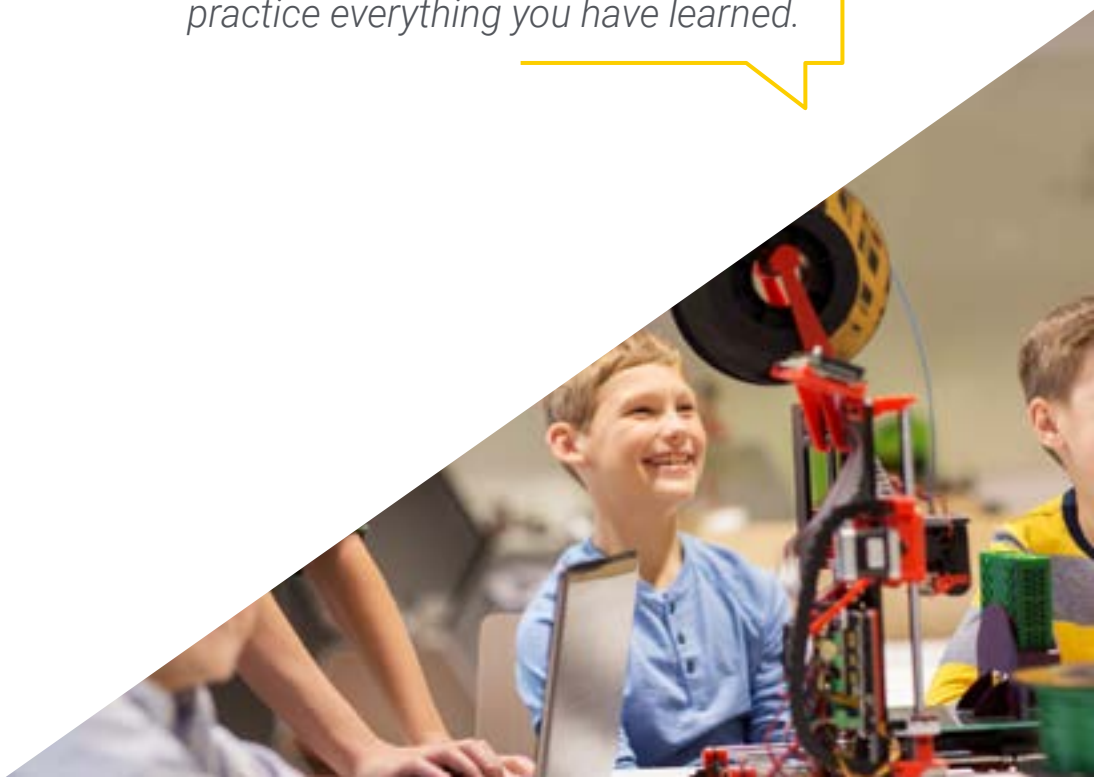
You will have access to a latest generation Virtual Campus, which is compatible with any device with internet connection and from which you will be able to download all the content whenever you want"

You will find a specific module dedicated to the benefits of implementing different educational projects, so that you will know when it is advisable to apply each type.

Enroll now and advance in your field of work with a comprehensive program that will allow you to put into practice everything you have learned.

In this proposal for a Hybrid Professional Master's Degree, of a professional nature and blended learning modality, the program is aimed at updating education professionals who perform their functions in the current educational environment when conflict situations arise among students. The contents are based on the latest technical evidence and oriented in a didactic way to integrate theoretical knowledge in teaching practice and in the resolution and mediation of complex situations through empathy, effective management of emotions and unconditionality.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional to learn in a contextual and situated learning environment, i.e., a simulated environment that will provide immersive learning programmed to train in real situations. This program is designed around Problem-Based Learning, whereby the physician must try to solve the different professional practice situations that arise during the course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Why Study this Hybrid Professional Master's Degree?

The teaching professional needs solid knowledge on which to base the programming of his sessions, but at the same time he needs experience in front of the students in order to implement it successfully. For this reason, TECH has designed this Hybrid Professional Master's Degree, which combines the most relevant content on the phases of integration of an educational project, leadership skills and publicity of the same with an internship in an educational center of reference. In this way, the graduate will obtain a global view of the current situation on the Programming and Implementation of Educational Projects, being guided at all times by real experts in this sector.

TECH offers you the opportunity to live a unique academic experience in which you will learn about the programming of educational projects from the best professionals in the sector"

1. Updating from the Latest Technology Available

ICT has burst into the classroom to become part of everyday teaching. That is why the professional who attends this Hybrid Professional Master's Degree will have access to the latest information on the use of digital tools both for use with students and to disseminate educational projects through the main online marketing strategies.

2. Delve into the experience of the best professionals

During this academic journey, students will access a university program where they will be guided by an excellent teaching team with extensive experience in the education sector. Support will be provided both in the theoretical and practical phases. In this way, the professional will acquire the most recent and advanced knowledge on Programming and Implementation of Educational Projects from the best professionals in the field of education.

3. Entering top-notch professional environments

TECH rigorously selects all the professionals who teach each of its programs and the educational centers where the students carry out their internships. As a result, the graduate will have guaranteed access to a first-class professional environment in the education sector. In this way, you will be able to experience the day-to-day in an area of work that requires planning, management and leadership in the creation of educational projects.

4. Combining the Best Theory with State-of-the-Art Practice

TECH with this Hybrid Professional Master's Degree responds to the real needs of teaching professionals who wish to progress in their sector through the most updated knowledge and the most advanced practice. For this reason, students will enter this program in a new learning model that is 100% online in its theoretical framework and 100% face-to-face during their internship in a first-class educational center. A perfect combination that will allow students to progress in their careers.

5. Expanding the Boundaries of Knowledge

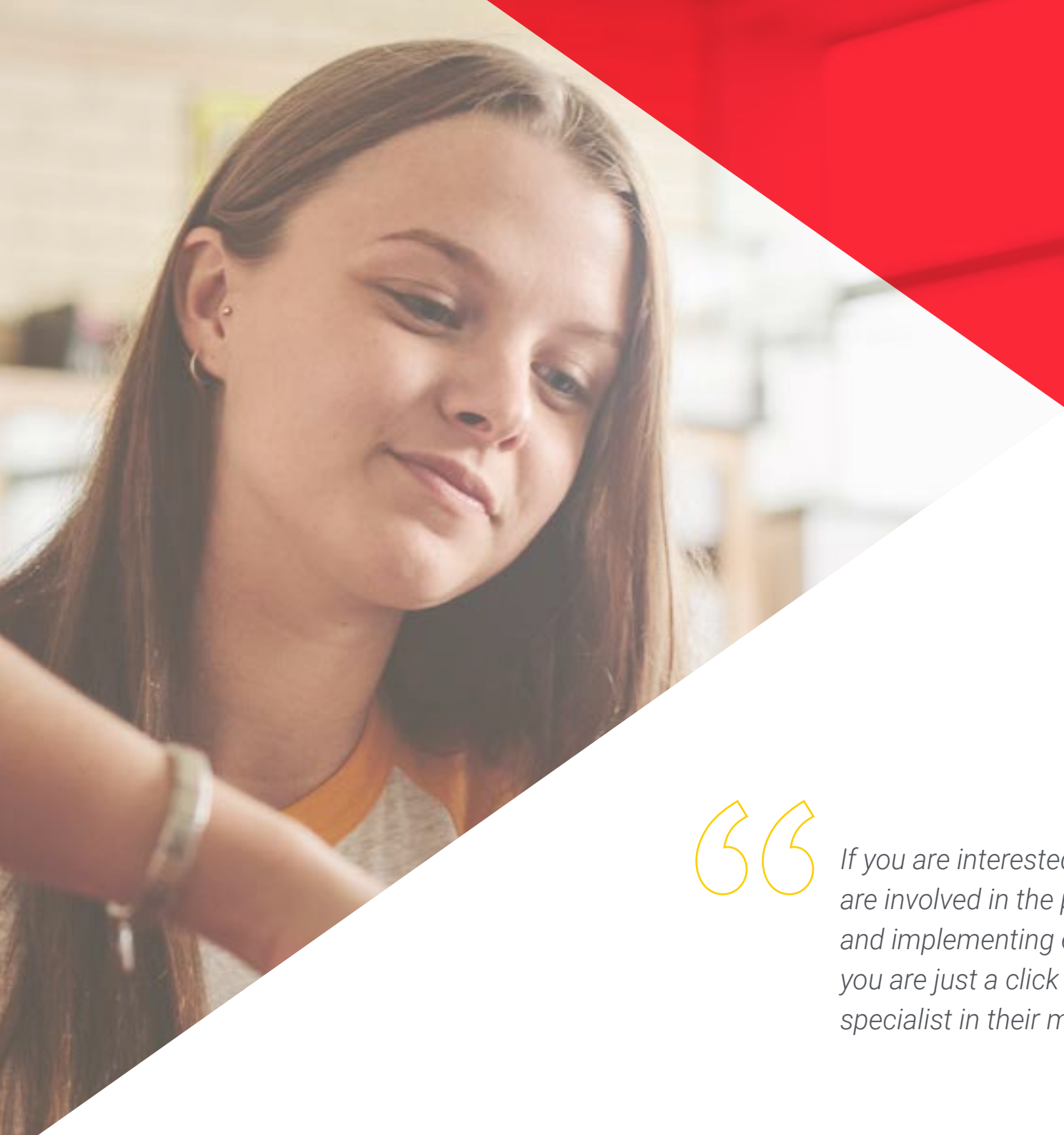
With this program, the teaching professional will obtain a broad vision of the multiple possibilities that exist in the creation of educational projects. This will be possible thanks to the excellent teaching team that teaches this program and to the faculty that will tutor them during the internship. In both scenarios, students will get a view that will lead them to expand their frontiers and catch up with real specialists in education.

You will have full practical immersion at the center of your choice"

03

Objectives

Innovation and education must go hand in hand to offer students the latest programs based not only on the latest pedagogical technology, but also on interests increasingly related to the use of ICT in the school environment. For this reason, TECH has developed this comprehensive program with the aim of providing graduates with the most accurate and latest information related to the design of the latest generation of educational projects. You will have access to the best resources to update your practice in just 12 months of theoretical and practical training.



If you are interested in learning which agents are involved in the process of programming and implementing educational projects, you are just a click away from becoming a specialist in their management"

General Objective

- The design and development of this Hybrid Professional Master's Degree in Programming and Implementation of Educational Projects has been carried out with the general objective of introducing specialists in this field to the most important elements in their planning. The course will give them the keys to improve the development of top-level programs based on the latest psycho-pedagogical developments in education, focusing on evidence and self-creation. This way, through the analysis of each of the phases, you will be able to implement in your practice the best strategies to achieve success through the design of latest generation projects

Whatever your objectives are, with this Hybrid Professional Master's Degree course you will overcome them with solvency and guarantee thanks to the totality of additional resources it includes"

Specific Objectives

Module 1. Introduction to the educational project

- Understand the concept of 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 to implement the educational project
- Understanding which factors are key in the programming and implementation of 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 possibilities for the programming and implementation of 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
- Discover the legislative framework to be taken into account in the implementation of an educational project at the national, regional or provincial level

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

- Analyze the scope of the administrations and institutional support necessary for the implementation of an educational project, at the national, regional, provincial and local levels
- 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

- Inquire about 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

04

Skills

The overcoming of all the criteria that make up the syllabus of this Hybrid Professional Master's Degree will provide the graduate with the theoretical-practical and technical knowledge necessary to master the different areas that encompass the effective design of the latest generation of inclusive and avant-garde educational projects. Throughout its 1,620 hours, it will work intensively on perfecting its competencies, implementing in its practice, in addition, the psycho-pedagogical and didactic strategies that have obtained the best results in the current academic framework.

Would you like to be able to define yourself as an expert in the holistic analysis of the school situation for the design of comprehensive and specialized educational plans? Here you will find the guidelines to achieve it"

General Skills

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

Obtain with this program the keys to get the necessary financing to start up your educational project"

Specific Skills

- 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
- Investigate the role of the legal framework and investments related to the project
- 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

05

Course Management

Specialized support is one of TECH's top priorities with each of its academic projects. Therefore, for this Hybrid Professional Master's Degree, we have selected a teaching team that is versed in the design of successful educational projects, as well as in the effective management of technological and pedagogical innovation programs at different levels of education. Moreover, it is a staff that is currently working, so they know in detail the latest didactic guidelines to carry out an unparalleled and highly beneficial educational praxis for the students as a whole.

You will have the support of a teaching team versed in the design of educational projects with extensive experience in the sector, so that you can learn from their experience and successful strategies"

Management

Dr. Pattier Bocos, Daniel

- Specialist in educational innovation
- Researcher in new technologies and education
- Assistant teacher at the Faculty of Education of the Complutense University of Madrid
- PhD in Education
- Master in Innovation and Research in Education
- Master in Digital Teaching and Learning

Professors

Mr. Sánchez García, Fernando

- Director and Elementary School Teacher at Colegio Altair
- Organizer and Manager of Socio-educational programs, with experience in Administration, Marketing and Human Resources
- Expert in Social Media and Marketing by the Business School of the Chamber of Commerce of Sevilla
- Master's Degree in Primary Education from the Complutense University of Madrid
- Teacher of Primary Education from Villanueva University Center

Dr. Elvira Valdés, María Antonieta

- Psychology Specialist
- Expert Researcher in Social Dynamics
- Psychologist and educational consultant
- D. in Social Sciences and Humanities
- Master's Degree in Therapeutic Pedagogy
- Master's Degree in Psychology
- Bachelor's Degree in Education

Dr. Boulind, Andrew

- Director de Aberdeenshire Council
- Digital Learning Coordinator in the United Kingdom
- Quality control and moderation officer (assessment and moderation) for St Joseph's RC School
- Primary School Teacher at St Joseph's RC Primary School
- Research Staff at the CEU Cardenal Herrera University
- GoNoodle Ambassador
- STEM Ambassador in STEM Learning
- Science Ambassador in European School Network
- Part-time teacher at the Universidad Oberta de Catalunya (UOC)
- Substitute teacher of Computer Science and Mathematics at the American School of Valencia
- PhD in Research, Educational/Instructional Technology from CEU Cardenal Herrera University
- Bachelor's Degree in Primary Education, Mathematics, Physical Education, Science from the University of Aberdeen
- Diploma in Sport and Recreation Management from the University of Sheffield
- Master of Science MS, Leadership in Professional Contexts from the University of Aberdeen
- Senior Teaching Course, Learning Leadership by the Moray House School of Education and Sport, University of Edinburgh

Ms. Lozano Morote, María

- Specialist in Educational Project Management
- Mediator and Expert in Educational Project Management
- MBA from EAE Business School
- Law Degree from Universidad Carlos III de Madrid

Mr. Ortiz Gómez, Juan Saunier

- Specialist in Educational Leadership in Centers for Processes of Change and Innovation
- Pedagogical Director at Colegio Nuestra Señora de las Escuelas Pías de Aluche
- Teacher of High School Education
- Expert in management and direction of educational centers

Ms. Hidalgo Pérez, Miriam

- Counselor at the Edith Stein School
- Teacher with expertise in special educational needs and guidance counselor
- Degree in Primary Education and Special Educational Needs from the Universidad Pontificia de Salamanca
- Master's Degree in Educational Center Management from the Universidad Rey Juan Carlos

Dr. Paredes Giménez, Jorge

- Director of CEIP Rosa Serrano
- Teacher of Primary Education with the Specialty of Physical Education
- Master's Degree in Management and Direction of Educational Centers by the CEU Cardenal Herrera University
- Member of the Laboratory of Studies on Coexistence and Prevention of Violence (LAECOVI)

Dr. Muñoz Hevia, Juan Carlos

- Specialist in Marketing and Sales Management
- PhD in Marketing
- MBA in General Business Management
- MBA in Marketing and Commercial Management and Commercial Engineer and Administration and Marketing
- Diploma in Political Marketing
- Diploma in Microfinance Analyst

Dr. Martin Arteaga, Andrea Carolina

- Specialist in Marketing and Communication
- General Manager of Marketing MG Inversiones y Suministros
- Teacher at the Bolivarian University of Venezuela
- PhD in Pedagogical Sciences from the University of Havana
- Bachelor's Degree in Advertising and Public Relations from the University of Zulia

If you have any questions, in the Virtual Campus you will find a direct communication tool with the teaching team, so you can contact them whenever you need to"

06

Educational Plan

TECH has designed the syllabus for this program using as a guide, in addition to the references of the teaching team, the most innovative and comprehensive guidelines related to the programming and implementation of educational projects at different levels of education. In this way it has been possible to create 1,500 hours of theoretical, practical and additional dynamic, modern and innovative content, thanks to which the graduate will be able to expand their knowledge to the level of a specialist in the field. In addition, its convenient 100% online format allows you to do it from wherever you want and whenever you want, without having to worry about face-to-face classes or tight schedules.

Among the most significant features of this program is the possibility of downloading the entire content, so that you can access it even after it has been completed"

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 served?
- 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. Re-coupling 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. End or pre-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
1.6.4.2. Municipal
1.6.4.3. Autonomous
1.6.4.4. National
1.6.5. Society
1.6.5.1. 21st Century Spain
1.6.5.2. Social Services
1.6.5.3. Municipal
1.6.5.4. Associations
1.6.5.5. 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. Facilities
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. Method
1.7.5.1. Attention to Diversity
1.7.5.2. Working on a project basis A
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. Entorno comunitario
1.8. Objectives
1.8.1. High School
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. Didactic Resources
1.8.3.7. Exchanging experiences
1.9. Results
1.9.1. What will be evaluated?
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. Writing
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. Conclusions
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
- 1/2/2010. 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. LOVA (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, the students and their families, the educators, the students and their families, and the teachers
- 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 updated 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 a 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 to alignment
3.6.3. The leader as 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 evaluation
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 evaluation 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 an 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 him
- 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?
- 3.9.7. Own educational project and legal framework

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. At the national levelA nivel nacional
- 4.1.1. At the regional or provincial level

4.2. Administrations and institutional support
- 4.2.1. At the national levelA nivel nacional
- 4.2.2. At the regional or provincial level
- 4.2.3. At the local level (city hall, police services)

4.3. Scope of the project
- 4.3.1. Ownership of the center
- 4.3.2. Physical and Sociocultural Situation Where It Is Located

4.4. Personal Resources
- 4.4.1. Center Organization Chart in the Educational Project
- 4.4.2. Management Team
- 4.4.3. Professors
- 4.4.4. PAS
- 4.4.5. Non-teaching staff
- 4.4.6. Training
- 4.4.7. Hiring

4.5. Economic factors
- 4.5.1. At the state level
- 4.5.2. At the regional or provincial level
- 4.5.3. Income in relation to the ownership of the center
- 4.5.4. Income from other sources

4.6. Transparency of the Educational Project
- 4.6.1. Project information
- 4.6.2. Results of educational practice

4.7. Involvement of educational agents
- 4.7.1. Personal identification with the project
- 4.7.2. Center staff
- 4.7.3. Families

4.8. Quality Factors for the Creation of an Educational Project
- 4.8.1. Inclusive vs. Exclusionary Center Projects
  - 4.8.1.1. At the student body level
  - 4.8.1.2. At the faculty level
  - 4.8.1.3. Methodologies

4.9. Difficulty with change and accommodation to reality
- 4.9.1. Comfort zone
- 4.9.2. Fears and weaknesses

4.10. Analysis of results and new proposals
- 4.10.1. At the external testing level
- 4.10.2. At the internal testing level
- 4.10.3. Satisfaction of Families with the Different Elements (curricular, personnel, etc.)
- 4.10.4. 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. Components of culture
- 5.3.4. Cultural identity
- 5.3.5. Culture and society
- 5.3.6. Traditions and customs in the 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. Center 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 his or her 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 directors
- 5.9.7. Responsibility of the mass media
- 5.9.8. Leadership and education
- 5.9.9. Entornos de aprendizaje
- 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. State Regulations
- 6.1.3. Regulations of autonomous communities
- 6.1.4. School organizationescolar
  - 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. Activities 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 Evaluation 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 the 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. Infant to primary transition plan
6.6.4. Primary to Secondary School Transition Plan
6.6.5. Promotion
6.6.6. Objectives
6.6.7. Methodological guidelines
6.6.8. Assessment
6.6.9. Follow-up meetings
6.6.10. Aspects to take into account

6.7. Reading promotion plan
- 6.7.1. General Considerations
- 6.7.2. Analysis of the needs in the area of reading in the center
- 6.7.3. Objectives
- 6.7.4. Strategies to achieve the objectives
- 6.7.5. Method
- 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. Components of the Educational Project
7.2.5. Implications of the Educational Project
7.2.6. Process definition
7.2.7. Performance planning
7.2.8. Proposal
7.2.9. Examples of Planning the Process of Elaboration of an Educational Project
7.2.10. 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. Dissemination
- 7.5.7. Templates
- 7.5.8. Aspects to take into account

7.6. Implementación. 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 evaluation. 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 president 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. Concienciar a los ciudadanos del cambio
  - 8.2.4.3. To be a loudspeaker, to be a flag-bearer, to encourage, to 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 him/her
8.4.6. Personalized follow-up for those who have a responsibility
8.4.7. Professional development of leaders
8.4.8. It is well-born 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 ballast
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 it 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 lace
  - 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
8.9.5.1. The"juanpalomismo"
8.9.5.2. The"what people will 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 teachingL
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 evaluation
9.2.2. Decision-making associated with a project
9.2.3. Typology of projects
9.2.4. Project evaluation
9.2.5. Social evaluation 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 researchInternational Development Cooperation 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. The economics of size
- 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. The legal framework and project investments
- 9.7.1. The relevance of the legal framework
- 9.7.2. Economic considerations of the legal study
- 9.7.3. Some economic effects of the legal study
- 9.7.4. The legal system of social organization
- 9.7.5. Pre-start-up investments
- 9.7.6. Investment in working capital
- 9.7.7. Accounting method
- 9.7.8. Time lag period method
- 9.7.9. Maximum cumulative deficit method
- 9.7.10. Investments during operation

9.8. Project benefits and construction of cash flows
- 9.8.1. Types of benefits
- 9.8.2. Scrap values
- 9.8.3. Pricing policies
- 9.8.4. Profitability analysis for pricing
- 9.8.5. Elements of cash flow
- 9.8.6. Structure of a cash flow
- 9.8.7. Investor cash flow
- 9.8.8. Cash flows from projects in going concerns
- 9.8.9. EBITDA
- 9.8.10. Other Considerations

9.9. Project evaluation criteria and discount rate
- 9.9.1. Net present value (NPV) approach
- 9.9.2. The internal rate of return criterion (IRR)
- 9.9.3. Other decision criteria
- 9.9.4. Effects of inflation on project appraisal
- 9.9.5. The cost of capital
- 9.9.6. The cost of debt
- 9.9.7. The cost of equity
- 9.9.8. Capital asset pricing model for determining the cost of equity
- 9.9.9. Average company rate versus CAPM
- 9.9.10. The agency problem

9.10. Risk and sensitivity analysis
- 9.10.1. Preliminary considerations
- 9.10.2. One-dimensional model of NPV sensitization
- 9.10.3. Multidimensional NPV sensitization model, Monte Carlo simulation
- 9.10.4. Uses and abuses of sensitivity
- 9.10.5. Project preparation and social evaluation
- 9.10.6. Social costs and benefits
- 9.10.7. Incidence of indirect effects or externalities
- 9.10.8. Incidence of intangible effects
- 9.10.9. Incidence of the social discount rate
- 9.10.10. Private and social evaluation

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. Evaluation 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 high competitive advantage, as well as 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. Method
- 10.6.8. Teaching staff
- 10.6.9. Facilities
- 10.6.10. Ancillary services. (Location and access roads)

10.7. Social media
- 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

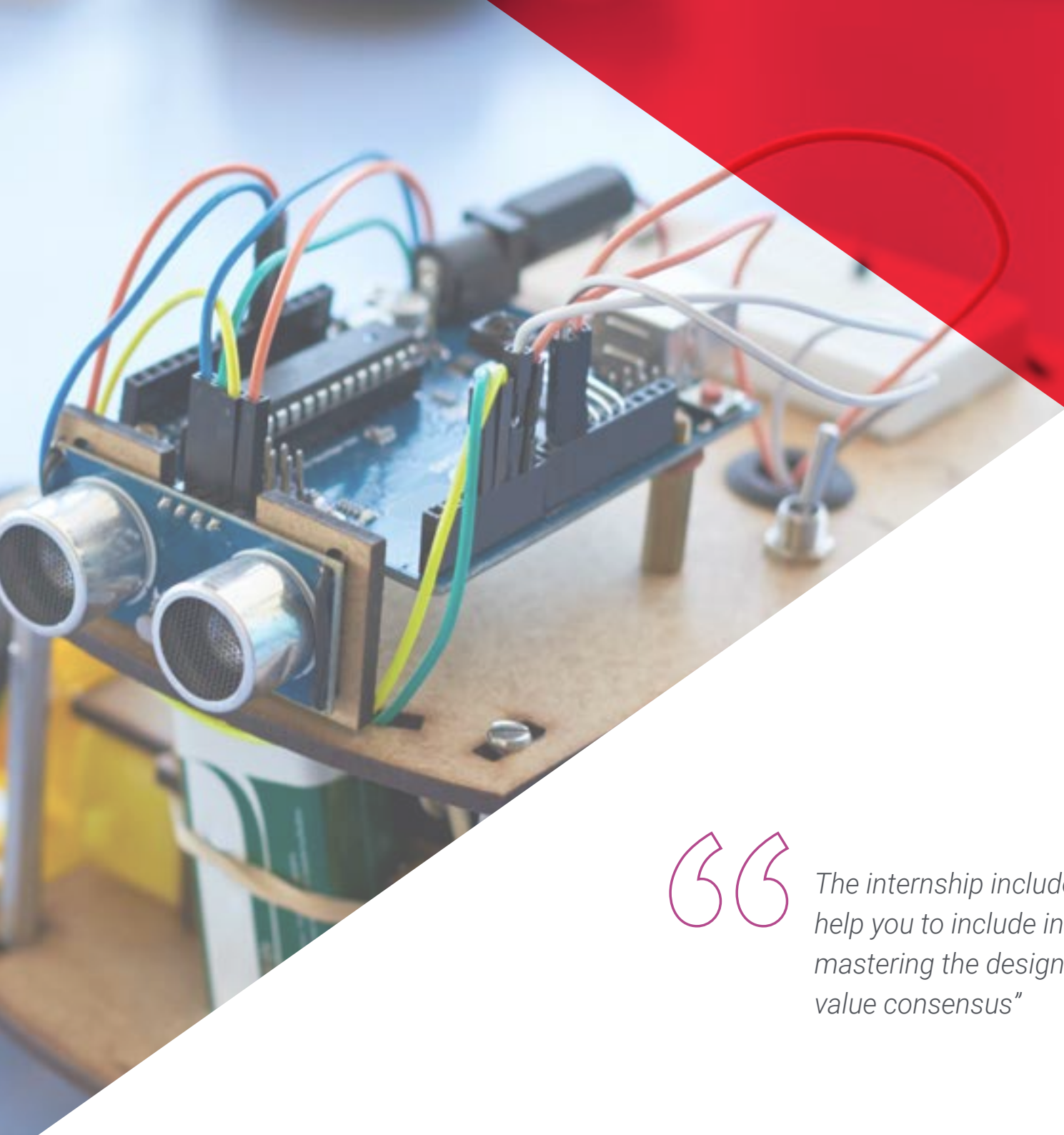
10.9.5. Communication decisions
10.9.5.1. Personal selling
10.9.5.2. Sales promotion
10.9.5.3. Public relations
10.9.5.4. Advertising
10.9.5.5. Other communication tools
10.10. Marketing Metrics: Campaign Profitability Analysis
10.10.1. Usefulness of the different metrics according to the type of company, 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 program with which you will be able to place special emphasis on assistance to families, knowing in detail the aspects that you should contemplate in your planning for effective communication"

07

Clinical Internship

The idea of including an internship in this program arose from the teachers' need to implement the didactic and psycho-pedagogical guidelines that currently exist and to test their effectiveness. In this way, the graduate will be able to apply the educational projects they have designed in classes with different student profiles, verifying their effectiveness and determining in which aspects they need to improve.In addition, you will be able to implement the most innovative didactic strategies in your practice, learning from the team that will tutor your internship.



The internship included in this program will help you to include in your CV aspects such as mastering the design of evidence-based projects or value consensus"

In order to carry out the internship period included in this program, TECH has selected from a wide range of candidates the best academic centers, to ensure that the graduate enjoys a top-level internship in which they will not only find the resources to achieve their most demanding objectives, but will also be able to improve their teaching skills in a guaranteed For this reason, it is an experience that will mark a before and after in their career through their active participation in the daily life of an educational center.

The program includes 120 hours of internships, which will be carried out with a team versed in educational programming at different levels. Therefore, during the 3 weeks in which it takes place, you will be able to know in detail how these professionals work, learning from their successful strategies, as well as the techniques they use to always obtain the best results. With this program, you will learn in detail the design of programming from scratch, delving into issues such as collective action, organizational structure or the inclusion of technology as an innovative methodological asset.

It is, therefore, a unique opportunity to implement the most effective psycho-pedagogical techniques for the control of the different student profiles, designing the latest didactic materials based on the needs of each one of them. In this way, not only will you be able to update your teaching practice in a guaranteed way, but you will also contribute to the development of more complete, dynamic and latest educational plans to promote learning and guarantee students access to the best and most innovative contents that foster their educational spirit.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other training partners that facilitate teamwork and multidisciplinary integration as transversal competencies for the praxis of physical therapy (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the training, and their implementation will be subject to the center's own availability and workload, the proposed activities being the following:

Active practice with the team of professionals will allow you to perfect your skills in making location decisions in the educational project"

Module	Practical Activity
Programming of educational projects	Develop technological, methodological, language or sports educational projects in accordance with the institution and its current problems
	Analyze the school environment to detect new areas of opportunity where it would be possible to implement a new educational project
	Support in the preparation of a table outlining the objectives, stages and phases for the justification and implementation of an educational project
	Provide ideas for programming projects using new technologies and the most innovative teaching methods
Educational project management methods	Develop an action plan for the implementation of the educational project taking into account the real conditions of the school environment
	Collaborate in the direction and management of the team in charge of implementing an educational project in the center to implement an educational project in the center
	Contribute to the implementation of projects that are aligned with the center's educational policies
	Provide support in the different plans for the promotion of reading, school reception, implementation of new technologies or family environment in the school
Technical and financial study of an educational project	Collaborate in the analysis and understanding of the school environment in order to propose possible projects for educational development
	Understand the main sources of financing to start an educational project
	Assist in conducting financial studies that take into account factors such as project size and scope
	Contribute to the preparation of technical reports that determine the educational agents required to carry out a project in the educational center
Marketing and advertising and advertising of educational projects	Support in the elaboration of a detailed analysis of the objectives to be covered with the implementation of the proposed project
	Collaborate in the design of a marketing strategy for the online dissemination of educational projects
	Contribute to the marketing and dissemination of the school's projects through the main social networks
	Assist in the design and writing of publications aimed at informing the entire educational community about the center's projects

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical training period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.

General Conditions for Practical Training

The general terms and conditions of the internship program agreement shall be as follows:

1. TUTOR: During the Hybrid Professional Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

08

Where Can I Do the Clinical Internship?

The center where the internship included in this program will take place is among the best in the current educational panorama. In order to get the best results from this experience, TECH selects only those that meet the highest quality standards, consisting mainly of the use of the latest technology, as well as the latest pedagogical strategies. In this way, the university guarantees an internship of the highest level, which will help the graduate to improve their teaching practice in an intensive, active and dynamic way.

Internship at this center will give you the keys to understand the benefits of the educational project and the needs that must be considered in its design in order to achieve the best results"

The student will be able to complete the practical part of this Hybrid Professional Master's Degree at the following centers:

ITYC

Country
Mexico

City
Mexico City

Address: Xochicalco 495 Col. Vértiz Narvarte Alcaldía Benito Juárez CDMX C.P. 03600

Trilingual school with secular and coeducational humanistic education.

Related internship programs:
- Programming and Implementing Educational Projects

Make the most of this opportunity to surround yourself with expert professionals and learn from their work methodology"

09

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 Methodology

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:

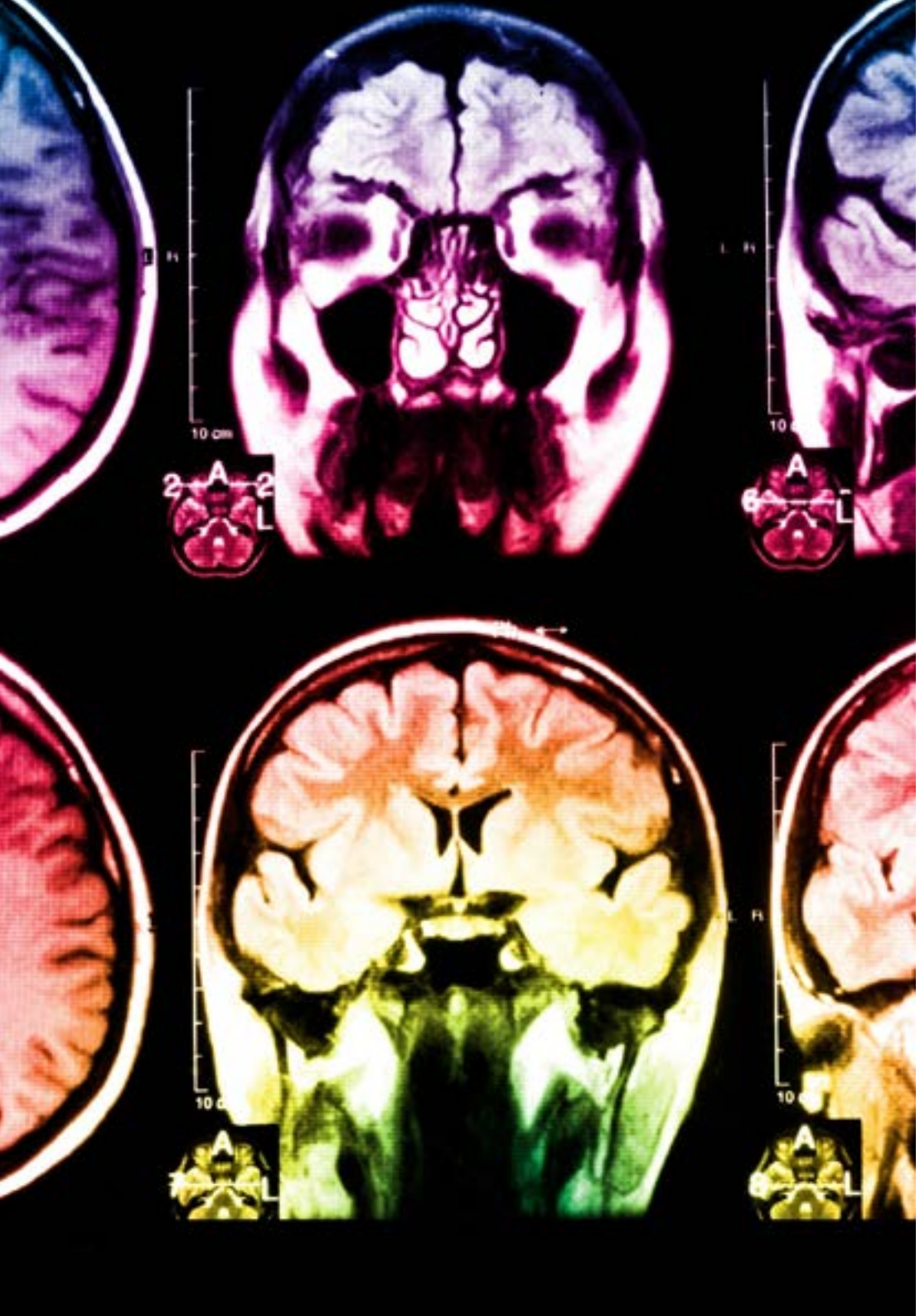
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

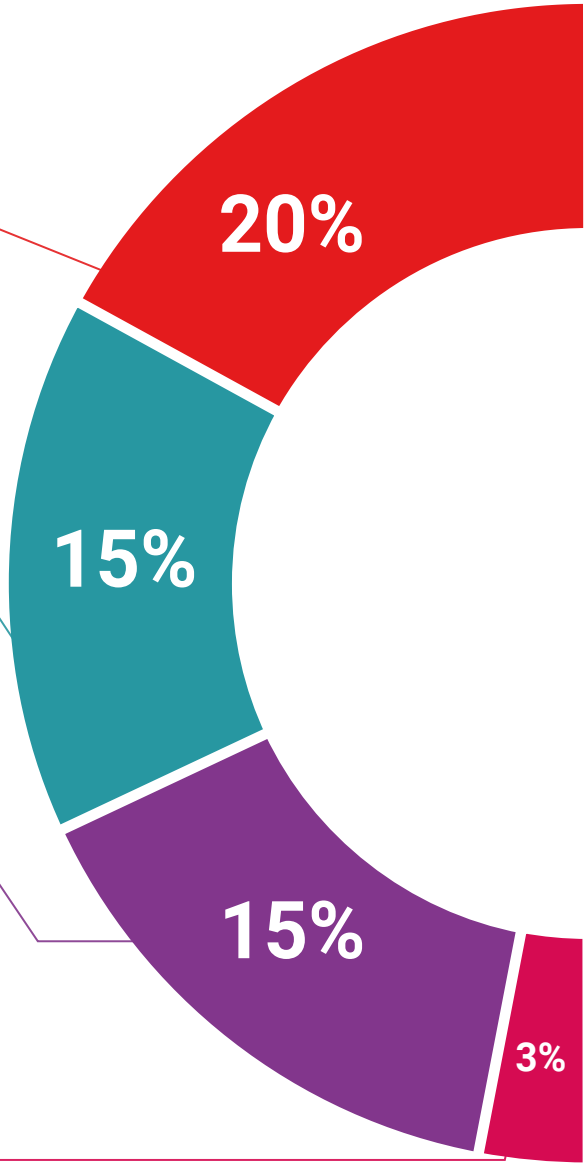
Interactive Summaries

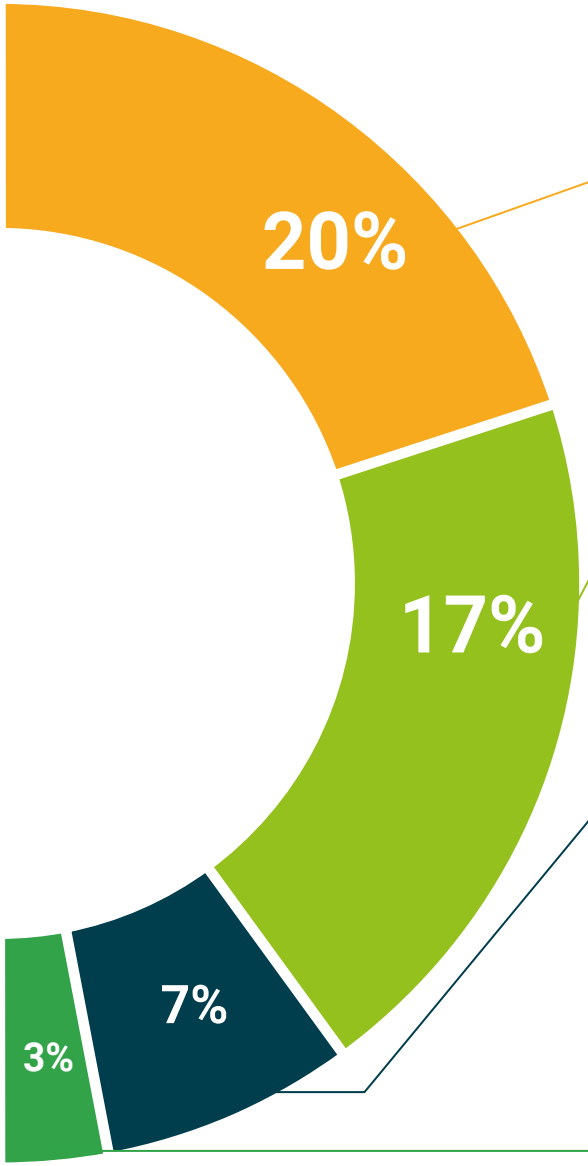
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

10

Certificate

This Hybrid Professional 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 Hybrid Professional Master's Degree diploma issued by TECH Global University.

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

This program will allow you to obtain your **Hybrid Professional 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: **Hybrid Professional Master's Degree in Programming and Implementation of Educational Projects**

Course Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Certificate: **TECH Global University**

Recognition: **60 + 5 ECTS Credits**


tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Hybrid Professional Master's Degree in Programming and Implementation of Educational Projects

This is a program of 1,620 hours of duration equivalent to 65 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates


Hybrid Professional Master's Degree in Programming and Implementation of Educational Projects

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	5
Master's Degree Thesis (MDT)	0
Total	65

General Structure of the Syllabus

Year	Subject	ECTS	Type
1	Introduction to the educational project	6	CO
1	Types of educational projects	6	CO
1	Benefits of implementing an educational project	6	CO
1	Circumstances that Influence the Programming and Implementation of the Educational Project	6	CO
1	Programming phase of the educational project: holistic analysis of the situation	6	CO
1	Integration Phase of the Educational Project in the Center	6	CO
1	Implementation Phase of the Educational Project: Key Factors for an Efficient and Effective Educational Project	6	CO
1	Leadership, Direction and Management of the Educational Project	6	CO
1	Planning and Financial Management of Educational Projects	6	CO
1	Marketing and Advertising of an Educational Project	6	CO

Dr. Pedro Navarro Illana
Rector

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*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.

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Hybrid Professional Master's Degree

Programming and Implementation of Educational Projects

Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

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Hybrid Professional Master's Degree

Programming and Implementation of Educational Projects

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